

1-15-2016

## January 15, 2016 Meeting Minutes

Shawnee State University

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**SHAWNEE STATE UNIVERSITY  
BOARD OF TRUSTEES**

**Meeting Minutes  
January 15, 2016**

**Call to Order**

Chairperson Reynolds called the meeting to order at 1:15 p.m. noting the meeting was in compliance with RC § 121.22(F).

**Roll Call**

Members Present: Mr. Scott Evans, Ms. Melissa Higgs-Horwell, Ms. Francesca Hartop, Mr. Robert Howarth, Ms. Kay Reynolds, Mr. Joseph Watson, Mr. Scott Williams, Mr. David Furbee, Ms. Sondra Hash and Ms. Marlee Martin

Members Absent: Mr. Brian Stiers

**Approval of the January 15, 2016 Agenda**

Mr. Howarth moved and Mr. Watson seconded a motion to approve the January 15, 2016 agenda. Without discussion, the Board unanimously approved said agenda.

**Approval of the December 18, 2015 Board Meeting Minutes**

Mr. Evans moved and Ms. Higgs-Horwell seconded a motion to approve the December 18, 2015 Board meeting minutes. Without discussion, the Board unanimously approved said minutes.

**Academic and Student Affairs Committee Report – Mr. Scott Williams, Chair**

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

**Action Items**

***Resolution ASA01-16, Approval of 2016 Graduates***

Mr. Williams moved and Ms. Hash seconded a motion to approve Resolution ASA01-16, Approval of 2016 Graduates, which empowers the President to award certificates or degrees during the year 2016 to all candidates whose eligibility for graduation is confirmed by the Office of the Registrar.

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

***Resolution ASA02-06, Approval of Academic Program and Course Evaluation***

Mr. Williams reported that Section 3345.35 of the Ohio Revised Code requires that the boards of trustees of each state institution of higher education evaluate all courses and programs based on enrollment and student performance and submit its evaluation to the Chancellor of Higher Education not later than January 31, 2016, and by the first day of January for every fifth year thereafter.

Mr. Williams moved and Ms. Higgs-Horwell seconded a motion to approve Resolution ASA02-16, Approval of Academic Program and Course Evaluation.

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

***Resolution ASA03-16, Approval of Bachelor of Science in Health Sciences Degree Proposal***

Mr. Williams reported that the Bachelor of Science in Health Sciences degree proposal was approved by the Educational Policy and Curriculum Committee, University Faculty Senate, Provost and the President. The proposed degree in Health Science will provide a variety of opportunities for Shawnee State students in their pursuit of careers and advancement in the health industry.

Mr. Williams moved and Ms. Higgs-Horwell seconded a motion to approve Resolution ASA03-16, Approval of Bachelor of Science in Health Science Degree Proposal

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

**Information and Education Items**

Mr. Williams reported on the following information and education items from the committee meeting:

Mr. Mark Moore, Registrar, presented preliminary spring semester enrollment numbers.

Dr. Bauer reported on recent highlights in Academic Affairs including the development of the Bachelor of Science in Health Science, a time change for spring commencement, and successful accreditation of the Occupational Therapy Assistant and Respiratory Therapy programs. In addition, Dr. Bauer reported on the University's retention of developmental students, three successful grant applications, Pre-med Day activities, and personnel additions in Academic Affairs.

Mrs. Joanne Charles, Acting Vice President for Student Affairs, reported on Spring Orientation.

Mrs. Charles also reported on Spring Semester Housing Occupancy.

Mr. Justin McMillan, Coordinator of Multicultural Affairs & Student Life, reported on planned Student Programming events.

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

### **Finance and Administration Committee Report – Mr. Robert Howarth, Chair**

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

#### **Action Items**

#### ***Resolution F01-16, Approval of Policy 4.90REV, Tuition and Other Student Fees, Fines and Charges***

Mr. Howarth reported that revised Policy 4.90Rev better defines the purpose of the policy and adds the category of “program fees” as a supplement or replacement of course-specific fees for programs that require specialized supplies, equipment or services. The policy is renamed to better identify its contents.

Mr. Howarth moved and Mr. Watson seconded a motion to approve Resolution F01-16, Approval of Policy 4.90REV, Tuition and Other Student Fees, Fines and Charges.

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

#### ***Resolution F02-16, Approval of Revisions to the Shawnee State University Alternative Retirement Plan (ARP)***

Mr. Howarth reported that the University's alternative retirement plan (ARP) was originally adopted by the Board of Trustees in 1999. Shawnee State along with all other Ohio public universities participate in the Volume Submitter Plan that is sponsored by The Ohio State University. OSU recently restated the Volume Submitter Plan to incorporate changes required by legislation and the Internal Revenue Code. The IRS requires all participating institutions to mirror those changes in their institutional plans. This resolution approves the restatement of the Shawnee State Plan to incorporate those changes required to remain compliant with the Internal Revenue Code.

Mr. Howarth moved and Mr. Furbee seconded a motion to approve Resolution F02-16, Approval of Revisions to the Shawnee State University Alternative Retirement Plan (ARP).

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

***Resolution F03-16, SSUDF Member Appointments***

Mr. Howarth moved and Ms. Hartop seconded a motion to approve Resolution F03-16, SSUDF Member Appointments, which establishes Shawnee State University Development Foundation Board members and Officers as nominated and approved at the November 19, 2015 SSUDF Board meeting.

Ayes: Mr. Evans, Mr. Furbee, Ms. Hartop, Ms. Hash, Ms. Higgs-Horwell, Mr. Howarth, Ms. Reynolds, Mr. Watson, Mr. Williams

Nays: None

**Information and Education Items**

Mr. Howarth reported on the following information and education items from the committee meeting:

The University's FY16 second quarter budget status was reviewed. This report covers the period of July 1, 2015 through December 31, 2015. The University's general operating budget report reflected that spending relative to budget remains on pace with FY15 with total expenditures and transfers at nearly 50% of budget for the second quarter of the fiscal year. As is typical, total revenue received for this period represents about 77% of projected revenue.

The status of the remaining budgets for Auxiliary, Agency, and Plant funds reflected similar patterns with no remarkable issues. Mid-Year SSI Adjustment: SSU will realize about a half percent increase in state funding compared to FY15. This translates to \$175,430 more than was budgeted for FY16. This adjustment is due, in part, to an increase in the University's 3-year average for degree completions.

A summary of personnel activity processed by the Human Resources department for the period of September through December 2015 was reviewed:

- Activity:
  - Three administrative appointments (Associate Director Development, Clinical & Field Experience Coordinator, and Head Coach/Academic Program Coordinator);
  - An academic grants officer retired and was rehired for a term appointment;
  - Employment Status Changes:
    - Five Acting Appointments, (three in Academic Affairs, one in Student Affairs, one in Finance & Administration)
    - Associate Director promoted to Director, Counseling & Health Services
    - Two promotions from Part-time to Full-time (Security Officer, and Grant Program Assistant)

- Two administrative reassignments (Student Support Services & Student Affairs)
- One faculty changed from Visiting Faculty to Full Time Senior Instructor
- Termination due to the end of a grant (Project Assistant, Student Support Services)
- Resignations:
  - Seven administrators (Interim Provost and VP for Academic Affairs, Director, Children's Learning Center, Assistant Director, Development and Assistant Director, Admissions, Coordinator for Budget & Analysis and Coordinator for Clinical & Field Experiences, and Institutional Research Analyst)
  - Three faculty (Sr. Instructor, Athletic Training; Instructor, EMT; and Assistant Professor, Teacher Ed)
- Retirements:
  - Two administrators (Acting Director Office of Instructional Technology and Director Counseling & Health Services)

Reviewed a joint and reciprocal agreement with Portsmouth City Schools for use of athletic facilities. The University has had a long-standing informal relationship with Portsmouth City Schools in the sharing of athletic facilities as needed and anticipates the need to share these facilities on a more regular basis. The parties entered into this agreement in order to have a clearer understanding of the responsibilities of each party and to establish basic operational assurances.

A review of the University's FY16 investment performance report revealed continued fluctuations and volatility in the market. For the period of July 1, 2015 – December 31, 2015, the portfolio realized negative results that totaled approximately -\$1,302,071 offset by positive gains of \$736,890 for a loss of -\$565,181 for the six-month period. Given the extreme uncertainty of the market, additional loss is anticipated. The University is working with its consultants and examining other investment management options with the objective of stabilizing its operating investment portfolio.

Reviewed current capital projects. The University completed the replacement of the roof for the Fine Arts building (academic wing of the VRCFA). The project was completed under the established budget of \$200,000. In addition, the cooling towers for the VRCFA are being replaced. These towers are 20 years old and are obsolete. The budget for this project is \$188,000. Finally the design phase of a major construction project is set to begin mid-February. Referred to as the Health Sciences Program Expansion, the project renovates and repurposes three academic buildings and space for multiple STEM-related academic programs. This project's budget of \$4 million is from the University's FY15-16 state capital appropriation.

Cheryl Hacker, General Counsel, made an ethics presentation that fulfilled the expected ethics training for individual University Board members.

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

None.

**President's Report**

President Kurtz reflected that the presentations given in committee on enrollment trends and program expansion provide a common baseline of where we've been, where we are, and now it's where we are going as an institution. The President then discussed the importance of strategic planning regarding where we're going; how to leverage signature programs and define our brand and increase market share; partnerships with regional education institutions including career technical centers and community colleges to provide a bridge for redirection of students when necessary; and leveraging goodwill of regional relationships.

Cheryl Hacker, General Counsel, provided an update on litigation regarding the Transitional Reinsurance Tax imposed by the Affordable Care Act in the State of Ohio v United States of America.

The President recognized Ms. Joanne Charles for her service as Acting VP for Student Affairs. Dr. Anne-Marie Gillespie will begin her position as VP for Enrollment Management and Student Affairs on January 18, 2016.

**New Business**

None

**Comments from Constituent Groups and the Public**

None.

**Executive Session**

None.

**Other Business**

None.

**Adjournment**

The Board was adjourned by acclamation at 1:47 p.m.

  
Chairperson, Board of Trustees

  
Secretary, Board of Trustees

**RESOLUTION ASA01-16**  
**APPROVAL OF 2016 GRADUATES**

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

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

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

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

(January 15, 2016)





**RESOLUTION ASA02-16**

**APPROVAL OF ACADEMIC PROGRAM AND COURSE EVALUATION**

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

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

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

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

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

(January 15, 2016)



**Chancellor's Report on Academic Program and Course Evaluation  
Shawnee State University  
January 2016**

***Introduction***

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

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

***Institutional Definition of Course Enrollment Thresholds***

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

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

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

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

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Secretary, SSU Board of Trustees Date

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


***Identification of Low Enrollment Courses – Chancellor’s Formula***

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

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

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

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

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### **Actions Taken for Low Enrollment Courses**

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

<b>Recommendation<sup>1</sup></b>	<b>Rationale</b>	<b>Number of Courses/Sections</b>
No Action	Pedagogically appropriate course size; piggyback course; course needed for on-time graduation	37/37
No Action	One-on-one instruction, internship/practicum courses, undergraduate research, course-by-arrangement	21/21
Course Change Recommended	Low enrollment courses that will be considered for change (elimination, modified mode, change in offering frequency, or collaboration)	5/5

### **Regional Collaboration**

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

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

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### ***Institutional Definition of Program Enrollment Thresholds***


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

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

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

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

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

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                      3.2.16  
Secretary, SSU Board of Trustees                      Date

**RESOLUTION ASA03-16**

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

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

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

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

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

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

January 15, 2016



Amended PGS 11-20  
to fix hours.



### New Degree Proposal Procedures

1. A department's faculty vote to approve a proposal for a new degree. Departmental approval is necessary for a proposal to be forwarded to the EPCC or to the Graduate Council if it is a graduate level proposal.
2. The department chair will forward the electronic copy of the proposal to the EPCC chair and the hard copy of the proposal with his/her advisory recommendation to the appropriate dean.
3. The dean will forward the hard copy of the proposal with his/her advisory recommendation to the EPCC chair or to the Graduate Council if it is a graduate level proposal.
4. The Graduate Council will conduct a review of the proposal and provide to the chair of EPCC a recommendation for approval or denial along with a summary of all substantive comments from the review.
5. The EPCC will place copies of the proposal in the offices of the deans and the registrar and then conduct a 5 working day campus-wide e-mail hearing with the electronic copy of the proposal attached to the e-mail announcing the open hearing.
6. If the EPCC approves the proposal, its chair will forward it, along with all e-mail hearing responses, to the UFS for approval.
7. Upon UFS approval the UFS president will forward the proposal to the provost.
8. The provost will maintain an electronic archive of all approved EPCC proposals that will be accessible to the registrar, the EPCC chair and the chairs of originating departments as necessary. Hard copies will be made available to faculty and staff upon request to the provost's office. The provost will forward proposals to the president and the BOT for review and action.
9. Upon his/her approval, the provost will forward the proposal to the president and the BOT for review and action.

- In order to be considered by the EPCC in a given month, proposals must be submitted 2 weeks prior to the second Monday of that month. The EPCC will meet the second Monday of the month if there are enough proposals submitted to warrant a meeting and under the discretion of the EPCC chair.
- It is the responsibility of the initiator to incorporate the text of any approved friendly amendments to the original proposal, in both the paper and electronic forms of the proposal. The EPCC or UFS chair will review the revised proposal to verify that the text was altered accurately. The proposal will NOT be forwarded until both paper and electronic copies with appropriate revisions are received.
- New undergraduate degree programs will not exceed a total of 133 semester hours unless justification is provided. The justification must document the need for hours beyond the limit and provide examples of similar curricula at other universities. If a professional accrediting body does not require a certain number of total hours, the justification must include a matrix that documents the manner in which guidelines are met by individual courses.

1. Initiator Marla Thoroughman (with Adam Miller, Ryan Walker, Sheena Shifko, Virginia Pinson, Nancy Bentley, Christy Sherman, Amy France, Lindsay Monihen) Date 10/26/2015

2. Department Allied Health Sciences

3. Name of Degree Bachelor of Science in Health Science

Type of Degree Program:       Baccalaureate  
     Associate  
     2 + 2  
     Certificate  
     Other (specify) \_\_\_\_\_

4. Major Health Science

5. Minor \_\_\_\_\_

6. Checklist (signatures required):

Department Chair*		Date <u>10-26-15</u>
Dean of College*		Date <u>10-26-15</u>
Graduate Council Chair*	<u>N/A</u>	Date _____

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 Secretary, SSU Board of Trustees      Date

EPCC Chair

*[Signature]*

Date 12-22-15

UFS President

*[Signature]*

Date 12-22-15

Provost

*[Signature]*

Date 12/22/15

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

**I. Nature of Request**

**A. Indicate the type of degree being requested.**

Bachelor of Science in Health Science

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

Main Campus

**II. Objectives for the Proposed Degree**

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

**Goals**

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

**Learning Outcomes**

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

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

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



**Increasing enrollment and improving graduation and completion rates** are defined as strategic opportunities for the "Growth and Development" theme in the University's Strategic Plan.

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

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

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

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

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

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

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

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

**III. Rationale and Need for the Degree**

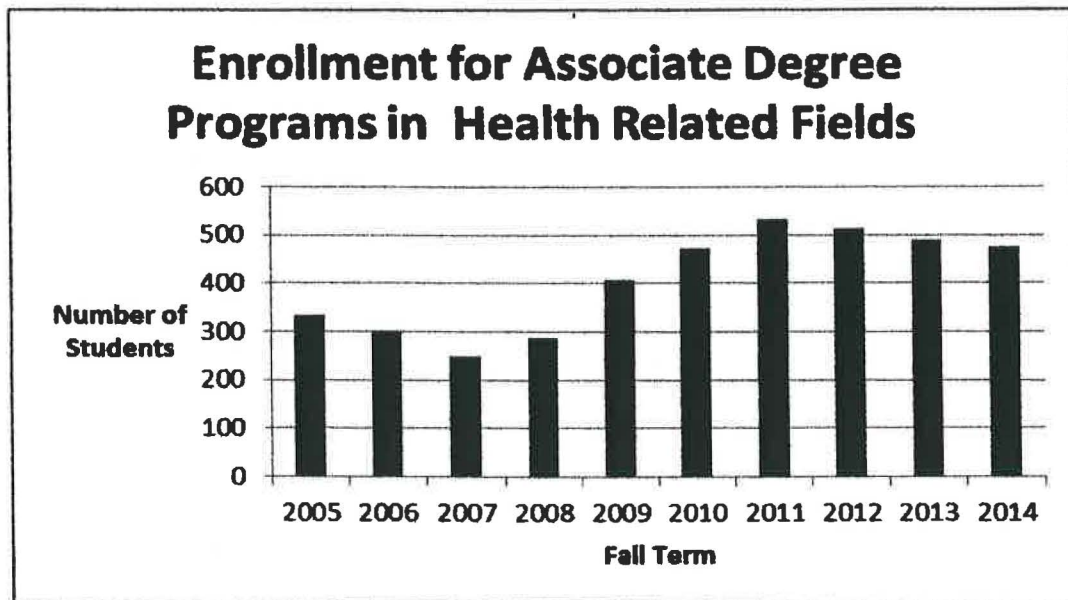
**A. Explain the rationale for this program.**

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

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

**Enrollment in Associate Degree Programs in Health Related Fields**

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



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

**Average Credit Hours Earned by Associate Degree programs**

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

Certified as True and Correct  
*[Signature]* 3.2.16  
Secretary, SSU Board of Trustees Date

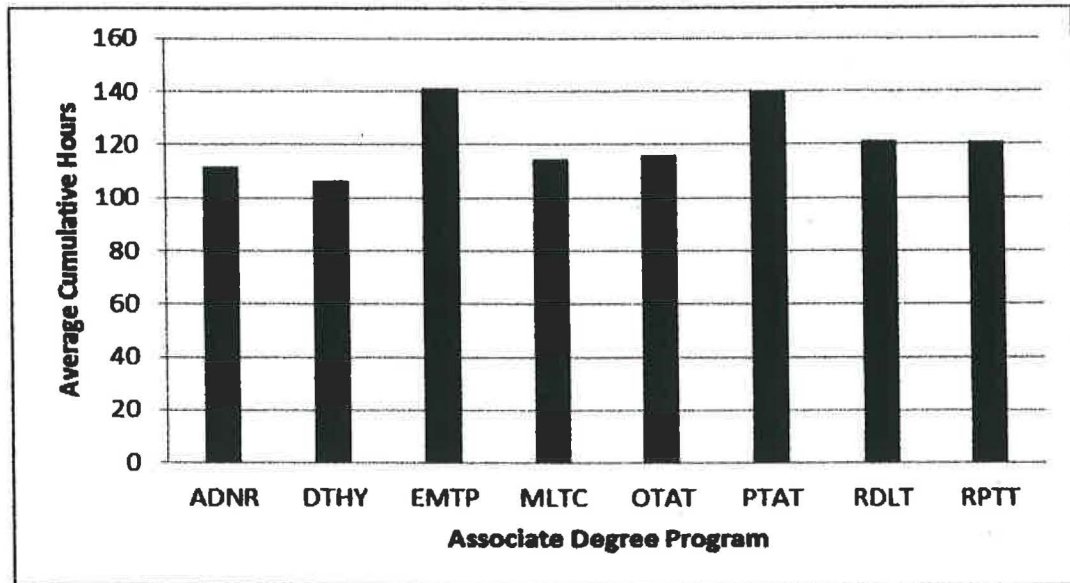


Figure 2. Average Cumulative Hours Earned by Graduates of Associate Degree Programs (2015)

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

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

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

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

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

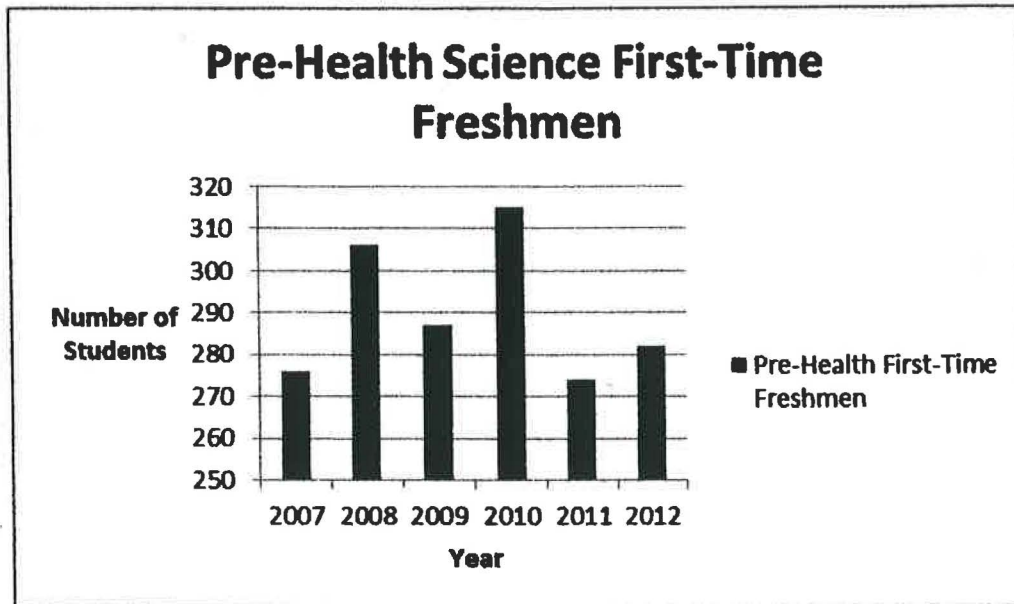


Figure 3. First-time Freshmen in Pre-Health Science at Shawnee State University

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

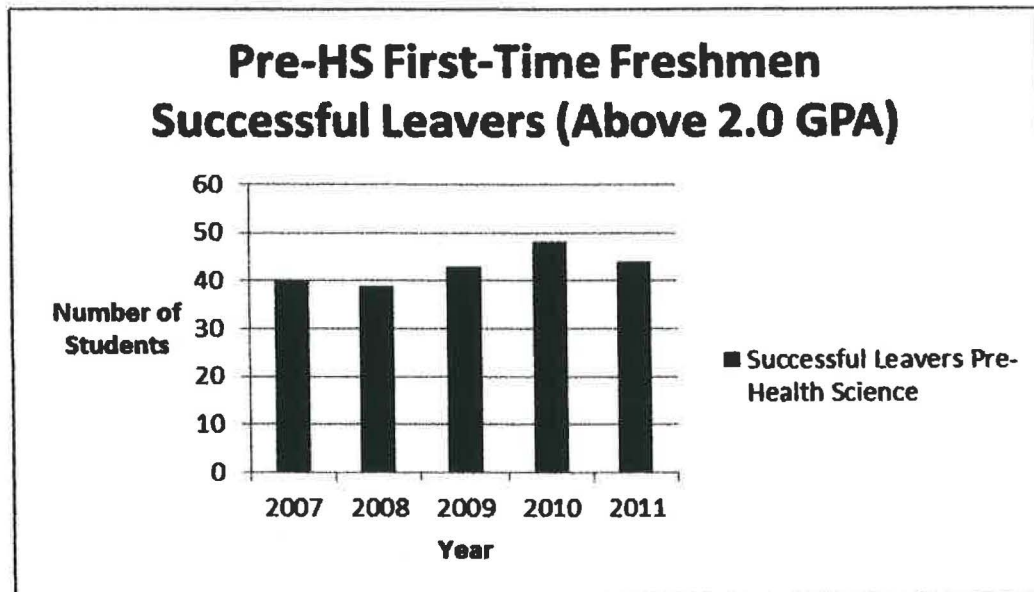


Figure 4. Successful Leavers for Pre-Health Science (First Time Freshmen)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Licensure or certification will not be sought with this proposal.

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

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

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

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

**G. List academic degrees similar to the one proposed that are offered in both public and independent institutions within a fifty-mile radius of the proposed instructional site.**

Bachelor of Health Sciences - Marshall University (Huntington, WV - 47.7 mi)

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

Some differences include:

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

#### IV. Academic Planning

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

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

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

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

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

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

- C. Provide information on the use of consultants of advisory committees in development of the proposed degree (append copies of reports from such consultants or advisory committees). The advisory committee reviewed the documents and met with the Bachelor of Science in Health Science committee to provide feedback.**

#### V. Academic Control

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

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

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

N/A

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

No articulation agreements at this time.

**VI. Curriculum**

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

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

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Amended <sup>DOUBLE</sup> SIDED !!

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

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

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

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

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

Some recommended minors could include:

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

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

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

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

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


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

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

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

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

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

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

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

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

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

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

## Course Descriptions for Core Courses in BS of HS Program

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

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

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

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

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

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

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

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

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

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

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

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

See Section X. Assessment.

**D. Indicate whether your institution intends to seek specialized accreditation from a professional association for this degree and whether additional resources are required to gain accreditation. Specialized accreditation will not be sought.**

**VII. Staffing Qualifications**

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

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

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

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

**VIII. Facilities and Support Services**

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

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

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

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

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

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

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

N/A

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

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

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

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

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

**IX. Financial Resources**

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

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

- B. Indicate the adequacy of expected subsidy and other income to meet these needs.**  
Projected program income is expected to meet the needs and expense of the program. See "Fiscal Impact Statement for New Degree Programs."

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

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

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

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

**Fiscal Impact Statement for New Degree Programs**

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

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**X. Assessment**

**A. Describe the assessment plan for this new concentration.**

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

The objective of Bachelor in Health Science Degree is to provide the graduate with the knowledge for entry into a variety of health science professions, careers and graduate opportunities, as well as to cultivate personal development, growth, and commitment to lifelong learning. Additionally, students should develop interpersonal, communication and professional skills needed to interact in health care communities. Graduate learning outcomes and metrics used to measure success of the learning outcomes are shown in the table below. Graduate and Employer surveys along with course success (final grades) serve as evaluation of learning outcomes.

**Table. Expected Student Learning Outcomes of Health Science Graduates**

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

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**B. Data Analysis**

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

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

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

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

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

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

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

## Appendix A

### The library currently contains the following data bases related to "health sciences":

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

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

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

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## Appendix B

### SHAWNEE STATE UNIVERSITY

### EMPLOYER EVALUATION OF GRADUATE

Graduate's Name \_\_\_\_\_ Degree \_\_\_\_\_

Graduate's Employer \_\_\_\_\_ Supervisor \_\_\_\_\_

1. Job Title \_\_\_\_\_
2. Job Description \_\_\_\_\_
3. Employed:  (1) Full-time  (2) Part-time
4. Is the graduate employed:  (1) in area trained  (2) in related area  (3) in non-related area
5. What is your overall rating of the education received by this individual as it relates to the requirements of the job?  
 (1) Very good  (2) Good  (3) Neutral  (4) Poor  (5) Very poor
6. Based upon this employee's education, how would you rate his or her preparation in relation to other employees in the work group who received similar training from other institutions?  
 (1) No basis for comparison  (3) Both are about the same  
 (2) Individual is better prepared  (4) Individual is less prepared
7. Would you hire or recommend any of our future graduates for employment with your company/organization?  
 (1) Yes  (2) No  (3) Undecided

PLEASE CHECK THE APPROPRIATE BLANK.

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

18. How well does the graduate get along with his/her peers?  
 (1) Very well  (2) Good  (3) Poorly  (4) Not Applicable
19. How well does the graduate get along with his/her supervisor?  
 (1) Very well  (2) Good  (3) Poorly  (4) Not Applicable
20. Should the University stress more personal and social communication courses (writing, speech, psychology, sociology)?  (1) Yes  (2) No  (3) Not Applicable
21. Should the University stress more technical courses (hands-on experience)?  
 (1) Yes  (2) No  (3) Not Applicable
22. In what way can we better meet your future employment needs? \_\_\_\_\_
25. Suggestions for improvements: \_\_\_\_\_
26. Thank you for your cooperation! Name \_\_\_\_\_ Title \_\_\_\_\_  
 Address \_\_\_\_\_ Zip \_\_\_\_\_

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**12. CAREER PREPARATION/PROGRAM OVERVIEW:**

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

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

c. Strengths of the BSHS Program at SSU: \_\_\_\_\_  
\_\_\_\_\_

d. Weakness of the BSHS Program at SSU: \_\_\_\_\_  
\_\_\_\_\_

**14. COMMENTS:**

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

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## Appendix D

# Ohio

**Board of Regents**  
University System of Ohio

John Kasich, Governor  
John Carey, Chancellor

### INITIAL INQUIRY FORM

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

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

Directions for completing the form are as follows:

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

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

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# Appendix D

## INITIAL INQUIRY FORM

**Date of submission:** March 20, 2015

**Name of institution:** Shawnee State University

**Primary institutional contact for this request:**

Name: Marla Thoroughman

Title: Chair, Dept of Allied Health Sciences

Phone number: (740) 351-3388

E-mail: [mthoroughman@shawnee.edu](mailto:mthoroughman@shawnee.edu)

### REQUEST TO OFFER A NEW PROGRAM

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

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

*For institutions that are already approved/authorized by the Chancellor*

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

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

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

**3. Delivery options (check all that apply):**

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



## Appendix D

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

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

- No  
 Yes

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

<b>REQUEST TO MAKE CHANGES TO APPROVED/AUTHORIZED PROGRAMS (CHANGE REQUESTS)</b>
--

**1. Name of program:**

**2. Type of request:**

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

<b>OTHER REVIEWS</b>
----------------------

**1. Type of request**

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

**Shawnee State University**  
**Bachelor of Science in Health Sciences**  
**Executive Summary (Degree Rationale)**

**Rationale for Degree:**

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

**1. Background**

- The proposed Bachelor of Science in Health Science will meet SSU's Mission and Strategic Planning Guidelines by providing higher educational "opportunities for personal and professional development."
- Shawnee State University's Completion Plan (adopted by the Board of Trustees and submitted to the Ohio Department of Higher Education) states:

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

- Upon a review of relevant data, CPS Admissions and Retentions Committee concluded the University and its students would benefit from the creation of a 4-year Health Science degree.
- The data will show the Bachelor of Sciences in Health Science has significant potential for increasing enrollment, number of Baccalaureate degrees conferred and completion rates at the University.

**2. Enrollment in Associate Degree Programs in Health Related Fields**

The Bachelor of Science in Health Science will provide retention and completion improvement opportunities. Figure 1 indicates a potential internal recruiting pool for degree advancement with the Health Science Baccalaureate degree at Shawnee State University.

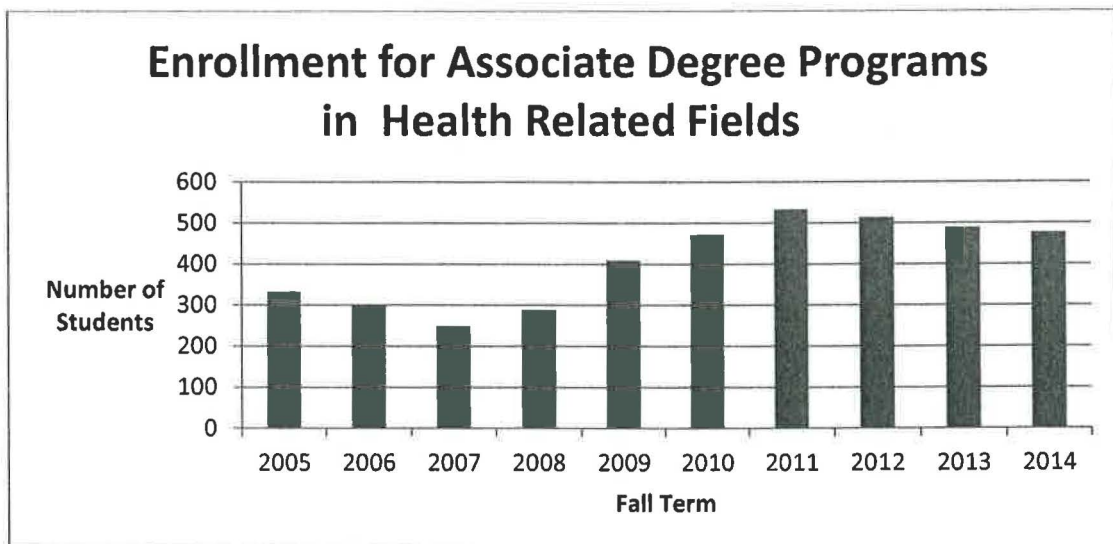


Figure 1. Fall Enrollment for Associate Degree Programs in Health Related Fields at SSU.

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**3. Average Credit Hours Earned by Associate Degree programs**

An analysis of students who obtained a health related associate's degree from Shawnee State University in 2015 showed those students earned on average 117 cumulative hours. **Conclusion: Providing these students with a natural pathway to a Bachelor's degree that incorporates their Associate degree work will increase**

bachelor's degree attainment and provide educational and professional advancement opportunities for those students.

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

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

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

**Conclusion: There is significant demand and sizable group of candidates for the BSHS**

#### 5. Sustained Demand - Historical Pre-Health Science (Pre-HS) Data

The figure below shows the Pre-Health Science first-time freshmen enrollment at SSU by the year (Note: Pre-Health Science Major did not exist after 2012).

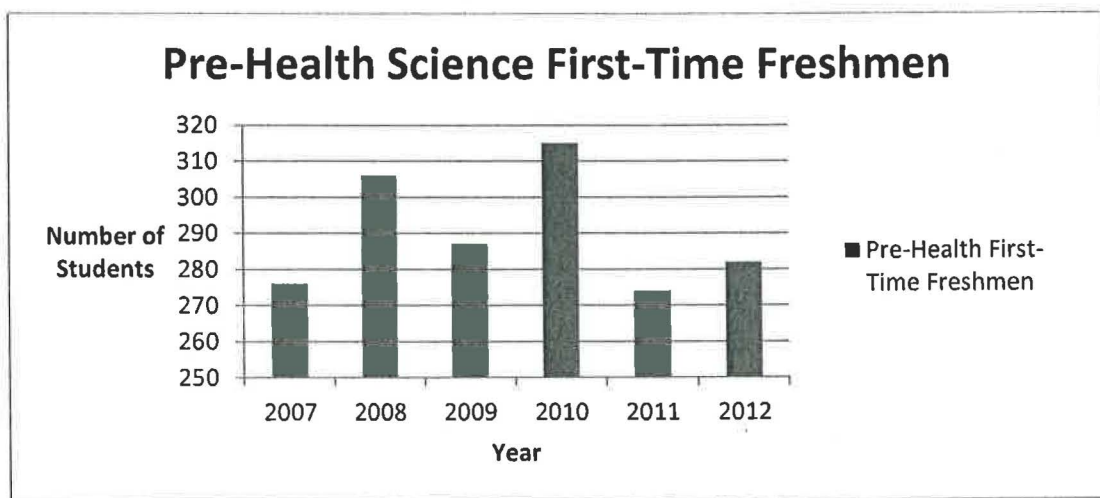


Figure 2. First-time Freshmen in Pre-Health Science at Shawnee State University

This data shows the number of students interested in a health-related program but not declared a degree.

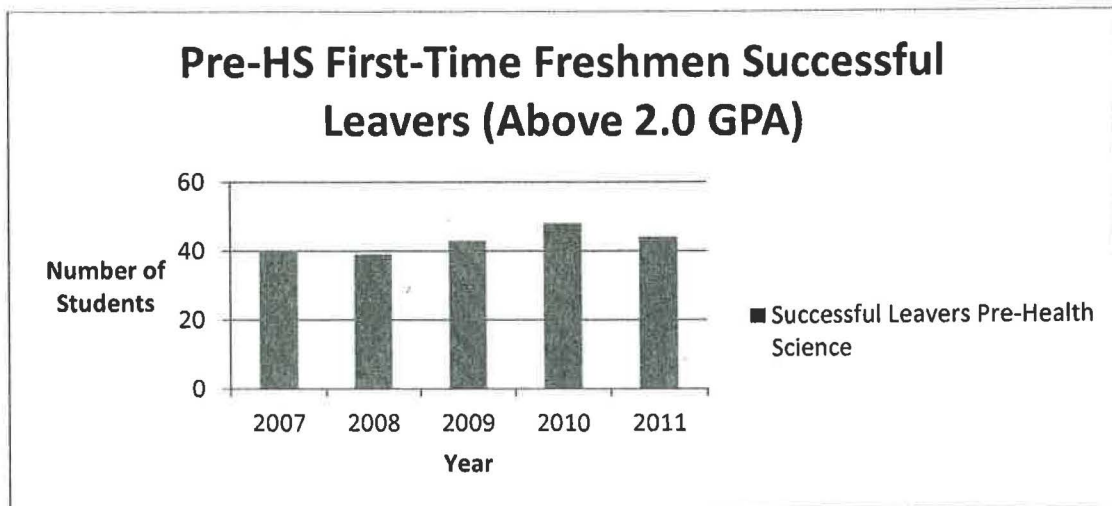


Figure 3. Successful Leavers for Pre-Health Science (First Time Freshmen)

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Approximately 40 successful (defined as 2.0 GPA or Higher) first-time freshmen with the Pre-Health Science classification leave the university every year.

This group presents a significant retention improvement opportunity and some could be targeted for recruitment to the general health science pathway.

## 6. Occupational Outlook

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

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

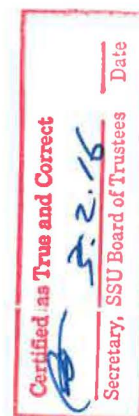
Major Occupation Group	Projected Growth 2012-2022
Healthcare practitioners and technical occupations	21.5%
Healthcare support occupations	28.1%
Total – all occupations	10.8%

The proposed Baccalaureate degree in Health Science will provide a variety of opportunities in this industry and degree advancement.

- This degree will provide a natural pathway to Bachelor’s for students in health related programs.
- Students can pursue graduate study in health related fields (e.g. Master’s of Public Health, Physician Assistant).
- Degree will allow for Baccalaureate degree completion for the 2 year health-related degree programs earned at Shawnee State University and other accredited institutions, but will also contain a standalone 4-year General Health Science track.
- Potential employment opportunities for this degree include, but are not limited to, those found in Table 2.

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

Occupational Category	Projected Growth (2012-2022)	Projected Job Openings (2012-2022)	Median Wage; Salary
Community Health Workers (Community Health Program Coordinator, Community Health Program Representative, Community Health Program Rep, Community Health Promoter)	Much faster than average (22% or higher)	20,800	\$16.64 hourly, \$34,610 annual
Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products (Pharmaceutical/Health Sales)	Average (8% to 14%)	111,800	\$35.83 hourly, \$74,520 annual
Health Educator (Health Promotion Specialist, Community Health Consultant, etc.)	Faster than average (15% to 21%)	26,600	\$23.66 hourly; \$49,210 annual



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

**Conclusion: The BLS data suggests the growth of health related occupations will be significant and demonstrates a need for graduates in health related disciplines. Coupled with Graduate School opportunities there is an abundance of evidence to support the development of a Health Science Baccalaureate Degree at Shawnee State University.**

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**Enrollment Comparison of 1<sup>st</sup> Day Spring 2016 to 1<sup>st</sup> Day Spring Semester 2015**

<i>Headcount</i>	SP16	SP15	Change #	Change %
Undergraduate	3448	3783	-335	-8.9
Graduate	126	111	+15	+13.5
<b>Total</b>	<b>3574</b>	<b>3894</b>	<b>-320</b>	<b>-8.2</b>

<i>FTE</i>	SP16	SP15	Change #	Change %
Undergraduate	2940	3103	-163	-5.3
Graduate	90	77	+13	+16.9
<b>Total</b>	<b>3030</b>	<b>3180</b>	<b>-150</b>	<b>-4.7</b>

<i>New Student Headcount</i>	SP16	SP15	Change #	Change %
First-Time Freshmen	75	70	+5	+7.1
Transfers	98	106	-8	-7.6
College Credit Plus (PSEO and Dual Credit)	133	207	-74	-35.7
Non-Degree Regular	1	2	-1	-50.0
Non-Degree Senior Citizen	0	2	-2	-100.0
Non-Degree Transient	4	1	+3	+300.0
Graduate	16	15	+1	+6.7
<b>Total</b>	<b>327</b>	<b>403</b>	<b>-76</b>	<b>-18.9</b>

<i>Continuing Student Headcount</i>	SP16	SP15	Change #	Change %
Freshmen	739	792	-53	-6.7
Sophomores	643	739	-96	-13.0
Juniors	629	641	-12	-1.9
Seniors	870	932	-62	-6.7
Non-Degree	256	291	-35	-12.0
Graduate	110	96	+14	+14.6
<b>Total</b>	<b>3247</b>	<b>3491</b>	<b>-244</b>	<b>-7.0</b>

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 3.2.16  
 Secretary, SSU Board of Trustees Date

January 12, 2016

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

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

**Upcoming Dates:**

**Summer 2016**

Thursday, May 5 (tentative)

**Fall 2016**

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

**Spring 2017**

Thursday, December 15 (tentative)

**Attendance Comparison:**

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

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 3.2.16  
 Secretary, SSU Board of Trustees      Date

Housing Occupancy Report  
Board of Trustees Meeting  
January 15, 2016

Housing Occupancy  
Spring Semesters

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

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

\*\*Increase attributed to one less Residence Coordinator.

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

University Housing & Residence Life  
December 30, 2015

Certified as True and Correct	
Secretary, SSU Board of Trustees	Date
@	3.2.16



Student Programming Board  
Board of Trustees Meeting  
January 15, 2016

**Upcoming Events**

**Homecoming 2016**

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

**Other Important Programs This Semester:**

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

**Springfest Week 2016**

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

**Attendance Tracking**

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

**Advertising Expansion & Transition**

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

**Selection of 2016-2017 Executive Board**

- Process will begin in March-applications and interviews

Certified as True and Correct  
 3-2-16  
Secretary, SSU Board of Trustees      Date

# Athletic Team Expansion - Phase 1

Track & Field - Men & Women	Year 1 15-16	Year 2 16-17	Year 3 17-18	Year 4 18-19	Year 5 19-20
<b>Team Roster Size</b>	0	24	30	30	30
<b>Revenue</b>					
Tuition & General Fees	0	176,740	220,925	220,925	220,925
Course & Misc. Fees	0	6,960	8,700	8,700	8,700
Housing & Meal Plans	0	12,013	15,016	15,016	15,016
<b>Total Revenue</b>	<b>0</b>	<b>195,713</b>	<b>244,641</b>	<b>244,641</b>	<b>244,641</b>
<b>Costs</b>					
Coach(es)	3,000	6,000	6,000	12,000	14,000
Benefits	509	1,017	1,017	2,034	2,373
Entry Fees	1,000	8,000	9,000	10,000	10,000
Equipment	0	4,000	4,000	2,000	2,000
Recruitment	0	2,000	2,000	2,000	2,000
Scholarships	0	34,000	36,000	40,000	41,000
Travel	0	21,000	21,000	21,000	22,000
Uniforms	0	6,000	6,000	6,000	7,000
<b>Total Costs</b>	<b>4,509</b>	<b>82,017</b>	<b>85,017</b>	<b>95,034</b>	<b>100,373</b>
<b>Sport Gain (Loss)</b>	<b>(4,509)</b>	<b>113,696</b>	<b>159,624</b>	<b>149,607</b>	<b>144,268</b>
Golf - Women	Year 1 15-16	Year 2 16-17	Year 3 17-18	Year 4 18-19	Year 5 19-20
<b>Team Roster Size</b>	0	6	8	8	10
<b>Revenue</b>					
Tuition & General Fees	0	44,185	58,913	58,913	73,642
Course & Misc. Fees	0	1,740	2,320	2,320	2,900
Housing & Meal Plans	0	3,003	4,004	4,004	5,005
<b>Total Revenue</b>	<b>0</b>	<b>48,928</b>	<b>65,238</b>	<b>65,238</b>	<b>81,547</b>
<b>Costs</b>					
Coach(es)	0	7,500	7,500	7,500	7,500
Benefits	0	1,271	1,271	1,271	1,271
Entry Fees	0	4,000	4,500	4,500	5,000
Equipment	0	3,000	3,000	3,000	3,000
Facilities	0	800	800	800	800
Recruitment	0	500	500	500	500
Scholarships	0	6,000	8,000	10,000	12,000
Travel	0	8,000	8,000	8,000	8,500
<b>Total Costs</b>	<b>0</b>	<b>31,071</b>	<b>33,571</b>	<b>35,571</b>	<b>38,571</b>
<b>Sport Gain (Loss)</b>	<b>0</b>	<b>17,857</b>	<b>31,666</b>	<b>29,666</b>	<b>42,976</b>
Tennis - Men	Year 1 15-16	Year 2 16-17	Year 3 17-18	Year 4 18-19	Year 5 19-20
<b>Team Roster Size</b>	0	6	8	8	10
<b>Revenue</b>					
Tuition & General Fees	0	44,185	58,913	73,642	88,370
Course & Misc. Fees	0	1,740	2,320	2,900	3,480
Housing & Meal Plans	0	3,003	4,004	5,005	6,006
<b>Total Revenue</b>	<b>0</b>	<b>48,928</b>	<b>65,238</b>	<b>81,547</b>	<b>97,856</b>
<b>Costs</b>					
Coach(es)	1,000	7,500	7,500	7,500	7,500
Benefits	170	1,271	1,271	1,271	1,271
Entry Fees	0	1,000	1,000	1,000	1,000
Equipment	0	1,000	1,000	1,000	1,000
Facilities	0	0	10,000	17,000	0
Officials	0	1,500	1,500	1,500	1,500
Recruitment	500	500	500	500	500
Scholarships	0	8,000	12,000	16,000	20,000
Travel	0	2,500	3,000	3,500	3,500
Uniforms	0	3,000	1,000	1,000	1,500
<b>Total Costs</b>	<b>1,670</b>	<b>26,271</b>	<b>38,771</b>	<b>50,271</b>	<b>37,771</b>
<b>Sport Gain (Loss)</b>	<b>(1,670)</b>	<b>22,657</b>	<b>26,466</b>	<b>31,276</b>	<b>60,085</b>
<b>GRAND TOTAL GAIN (LOSS)</b>	<b>(6,178)</b>	<b>154,210</b>	<b>217,757</b>	<b>210,549</b>	<b>247,329</b>

Certified as True and Correct  
 Secretary, SSU Board of Trustees  
 Date: 5/1/18



## Struggling small colleges are using lure of sports programs to maintain, increase enrollments

Published August 15, 2013

Associated Press

Brennan Azinger harbors no dreams of making it to the major leagues. In fact, if it weren't for a friend at a small college in Nebraska putting in a good word for him with the baseball coach, he wouldn't be playing beyond high school.

The coach invited the first baseman from Logan, Iowa, for a campus visit without having seen him play. This month, Azinger is starting his freshman year at Midland University as one of 70 players — yes, 70 — on the Warriors' roster.

Strength in numbers equates to strength of school for Midland, where more than 600 of its nearly 1,100 students are on its 25 sports teams.

"Most kids coming here know they're not going to get drafted," said Azinger, his mom next to him after he signed up for classes. "They're just playing for fun. They're getting their education."

And Midland is getting dollars.

Small colleges have long used the lure of partial athletic scholarships to draw students. With college costs rising, many small, private liberal arts schools are trying to stay relevant as prospective students turn to less-expensive community and online colleges.

Between 2006 and 2011, the number of schools where at least 33 percent of the students played a sport increased from 96 to 124. Derek Flynn, who specializes in enrollment issues for higher education consulting firm Noel-Levitz, has found that even the smallest athletic scholarships can entice new students.

"I think families like to shout from the mountain tops that their son or daughter earned a scholarship to play college sports, or that they are simply playing college sports," Flynn wrote in an email.

"When we examine the data of campuses that offer small athletic scholarships, student behavior (enrollment rate) doesn't seem to change dramatically whether the student is offered the smaller or larger amount," he said. "It would suggest that it is about the recognition rather than the amount, although I am certain parents recognize the amount."

Midland has added 11 varsity sports since 2010 and was among 18 four-year colleges nationally where more than half its students played a sport in 2011, the most recent year data was available from the federal Office of Postsecondary Education.

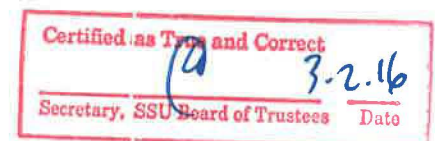
Next year, the Warriors will start men's and women's ice hockey programs, and men's volleyball, swimming and diving and rugby are being considered after that as the school strives to reach an enrollment of 1,800.

"You look at other colleges that have had financial problems that are our size, the standard thing you do is you cut your extracurricular budget," said Ben Sasse, who took over as Midland president in 2009. "We resolved at a board level at the very beginning that we would rebuild Midland as a special place where we were going to invest more in extracurricular, not less."

The investment can pay off. Midland, according to government statistics, spent \$5.5 million on athletic scholarships and operations in 2011-12 and got back \$9.5 million in tuition and fees paid by athletes. Its enrollment has grown from a post-World War II low of 598 in 2009 to last fall's record 1,097.

"Midland was in a real bad financial place," Sasse recalled, "and it wasn't clear that it was going to make it."

That's also the situation Walt Griffin found when he arrived as president of Limestone College in



Gaffney, S.C., in 1992. Under Griffin, Limestone has gone from eight to 25 sports, and campus enrollment has grown from 275 to 1,050.

With a football program starting this year, 712 of Limestone students attending class on campus will play a sport. That's 68 percent.

"In some quarters," Griffin said, "there's the feeling that you don't want kids coming to the college when their main motivation is to play a sport, that it's a less worthy motive than, 'I'm coming because you have a world-class biology department.'"

Griffin said athletes often are the best students.

"If it's participation in a sport that attracts them and they do well when they get here, I have no apologies if they get through and graduate and are useful citizens," he said. "Why they came originally becomes somewhat immaterial."

The costs of fielding teams, and being competitive, can lead NCAA Division I athletic programs to drop rather than add sports. But for NAIA programs and some in NCAA Division II, the math can work out in a school's favor even though there is no significant revenue derived from ticket and merchandise sales or sponsorships.

Midland's cost of tuition, room and board is listed at more than \$30,000 this year. Even if an athlete receives a few thousand dollars, Midland still comes out ahead. Because there are no scholarship limits for NAIA schools, Midland can discount tuition as little or as much as it sees fit.

Limestone, on the other hand, is in NCAA Division II and must adhere to scholarship limits in each sport. Griffin said while some basketball players receive full rides, many athletes receive as little as a \$500 scholarship, and a good number of others pay their own way as walk-ons. The men's lacrosse team, for example, divides eight scholarships among 75 players.

Limestone will spend \$8.5 million on athletics in 2013-14, including scholarships, and projects to get back \$15.6 million in tuition and fees from athletes.

"It's not brain surgery by any means," Griffin said. "It's been a very successful model. I was surprised more schools didn't follow it."

Midland hasn't relied solely on sports to keep up enrollment. The school touts its educational opportunities as well as its fine arts programs. As for the emphasis on sports, there has been no blowback from the faculty, according to Rita Bristol, an associate business professor who is starting her 24th year at Midland.

"We all want to have a vital campus, a campus that has students involved, interacting, engaged," Bristol said. "You can't have that if you don't have students, so I think it's a good thing."

With such large rosters, there are bound to be athletes who quit because of lack of playing time. Flynn, the consultant, said schools relying on sports to draw students must put an emphasis on re-recruiting those who quit and finding other ways to appeal to them.

Midland promises opportunities for competition for all athletes by fielding junior-varsity teams. The baseball team, for example, has scheduled the NAIA limit of 55 varsity games for next spring along with 37 JV contests.

Azinger, the freshman, said he's not worried about playing time. He said he's happy to have a chance to achieve his dream of playing college baseball. More important, he said, is earning his degree in elementary education.

"Both my parents are teachers, so class comes first before baseball," he said. "It's a good deal to get to do both."

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**URL**

<http://www.foxnews.com/sports/2013/08/15/struggling-small-colleges-are-using-lure-sports-programs-to-maintain-increase.html>

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**RESOLUTION F01-16**

**APPROVAL OF UPDATED AND RENAMED POLICY 4.90REV,  
TUITION AND OTHER STUDENT FEES, FINES AND CHARGES**

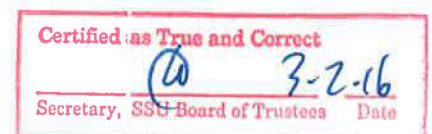
WHEREAS, a systematic review of institutional policies has been undertaken in order to remove outdated policies, and to modify and update policies; and

WHEREAS, Policy 4.90, *Taxonomy for the Review and Approval of Tuition and Other Student Fees, Fines and Charges* was approved by the Board of Trustees on November 2, 2012; and;

WHEREAS, the Policy was reviewed and modified to provide greater clarity for the purpose of the Policy and to incorporate the category of Program Fees that may supplement or replace course-specific fees for certain major programs requiring state of the art equipment, specialized supplies and individualized services;

THEREFORE BE IT RESOLVED, that the SSU Board of Trustees hereby approves the modification and renaming of Policy 4.90Rev, Tuition and Other Student Fees, Fine and Charges.

(January 15, 2016)



# Shawnee State University

POLICY TITLE:	TUITION AND OTHER STUDENT FEES, FINES AND CHARGES
POLICY NO. :	4.90REV
ADMIN CODE:	3362-4-60
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	01/15/16
NEXT REVIEW DATE:	01/2019
RESPONSIBLE OFFICER(S):	VPF&A
APPROVED BY:	BOARD OF TRUSTEES

## 1.0 PURPOSE

This policy establishes authority for the review and approval of tuition and other student fees, fines, and cost recovery charges assessed to students.

## 2.0 TUITION AND OTHER STUDENT FEES

2.1 Tuition, Program and Course Fees, and Miscellaneous Fees that will be assessed to students must receive prior approval from the Board of Trustees and follow parameters established in the state biennial budget bill or other state law.

### 2.2 Definitions:

2.2.1 Tuition – Fees charged to all students each term on a per-credit-hour basis, based on their enrollment status.

2.2.1.1 Includes instructional, general, and technology fees; fees assessed to high school students (college credit plus), graduate workshop credit fee, fees assessed to all students for a specific purpose (e.g., University Center bond fee), and any future fees meeting this definition.

2.2.2 Course Fees – Fees charged only to students enrolled in courses for which a supplemental fee has been established to defray the cost of lab supplies, technology needs, or other special requirements of the course

2.2.3 Program Fees – Fees charged only to students who have been accepted into an academic program that requires specialized supplies, equipment, or individualized services. Examples may include studio-based programs,

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Secretary, SSU Board of Trustees      Date  
3.2.16

programs requiring state-of-the-art equipment, and programs with clinical requirements.

- 2.2.4 Miscellaneous Fees – Fees assessed to students based on their participation in specific activities (e.g., health sciences application fee).

### 3.0 FINES AND COST RECOVERY CHARGES

- 3.1 The establishment of fines and cost recovery charges that may be assessed to students must be approved by the President and will be reviewed with the Board of Trustees annually.

#### 3.2 Definitions:

- 3.2.1 Fines – Fines assessed to students as a result of disciplinary action.
- 3.2.2 Cost Recovery Charges – Charges assessed to students to defray the cost of providing an optional service (e.g. express mail charge for a rush transcript).

### 4.0 PROCEDURES

Procedures for the effective administration of this policy, including authorized use of course fees, shall be established.

#### History

Effective: 11/02/12

Revised: 01/15/16

Applicable Procedure: 4.90:1 Course Fees – Management and Use



# Shawnee State University

POLICY TITLE:	<del>TAXONOMY FOR THE REVIEW AND APPROVAL OF TUITION AND OTHER STUDENT FEES, FINES AND CHARGES</del>
POLICY NO. :	4.90-REV
ADMIN CODE:	3362-4-60
PAGE NO.:	1 OF <del>32</del>
EFFECTIVE DATE:	<u>01/15/16</u>
NEXT REVIEW DATE:	<u>01/2019</u>
RESPONSIBLE OFFICER(S):	VPF&A

## 1.0 PURPOSE

This policy establishes ~~a taxonomy to be followed~~authority for the review and approval of tuition and other student fees, ~~including the comprehensive review of fines,~~ and cost recovery charges assessed to students.

## 2.0 ~~APPROVAL OF~~ TUITION AND OTHER STUDENT FEES

2.1 ~~The Shawnee State University Board of Trustees shall approve annually the~~ Tuition, Program and Course Fees, and Miscellaneous Fees that will be assessed to students must receive prior approval from the Board of Trustees and follow in accordance with any parameters established in the state biennial budget bill or other state law.

### 2.2 Definitions:

2.2.1 Tuition – Fees charged to all students each term on a per-credit-hour basis, based on their enrollment status.

2.2.1.1 Includes instructional, general, and technology fees; fees assessed to high school students- (college credit plus), graduate workshop credit fee, fees assessed ~~for~~to all students for a specific purpose (e.g., University Center bond fee), and any future fees meeting this definition.

2.2.2 Course Fees – Fees charged only to students enrolled in courses for which a supplemental fee has been established to defray the cost of lab supplies, technology needs, or other special requirements of the course

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@ 3.2.16  
Secretary, SSU Board of Trustees      Date



2.2.3 Program Fees – Fees charged only to students who have been accepted into an academic program that requires specialized supplies, equipment, or individualized services. Examples may include studio-based programs, programs requiring state-of-the-art equipment, and programs with clinical requirements.

2.2.4 Miscellaneous Fees – Fees assessed to students based on their participation in specific activities (e.g., health sciences application fee).

3.0 ~~ANNUAL BOARD REVIEW OF~~ FINES AND COST RECOVERY CHARGES

3.1 ~~The University President shall establish~~ The establishment of fines and cost recovery charges approved by the President that may be assessed to students must be approved by the President and will be reviewed with the Board of Trustees annually. ~~A list of all fines and cost recovery charges will be presented annually to the Board of Trustees for review.~~

3.2 Definitions:

3.2.1 Fines – Fines assessed to students as a result of disciplinary action.

3.2.2 Cost Recovery Charges – Charges assessed to students to defray the cost of providing an optional service (e.g. express mail charge for a rush transcript).

4.0 ~~OTHER UNIVERSITY CHARGES~~

~~With approval by the President, the University's shall establish all other charges for its services (e.g. facility rental fees). Such charges will be reviewed with the Board on a periodic basis.~~

4.0 PROCEDURES

Procedures for the effective administration of this policy, including authorized use of course fees, shall be established.

History

Effective: 11/02/12

Revised: ~~12/18/15~~ 01/15/16



POLICY NO. ~~4.90REV4.90REV4.90REV4.90REV4.90REV4.90REV~~

Applicable Procedure 4.90.1: Course Fees {[hyperlink to Course Fees](#)}

Certified as True and Correct

Secretary, SSU Board of Trustees      Date

 3.2.16

# Shawnee State University

POLICY TITLE:	TAXONOMY FOR THE REVIEW AND APPROVAL OF TUITION AND OTHER STUDENT FEES, FINES AND CHARGES
POLICY NO. :	4.90 REV
ADMIN CODE:	3362-4-60
PAGE NO.:	1 OF 2
EFFECTIVE DATE:	11/02/12
NEXT REVIEW DATE:	11/2015
RESPONSIBLE OFFICER(S):	VPF&A
APPROVED BY:	BOARD OF TRUSTEES

## 1.0 PURPOSE

This policy establishes taxonomy to be followed for the review and approval of tuition and other student fees, including the comprehensive review of fines and cost-recovery charges assessed to students.

## 2.0 ANNUAL BOARD APPROVAL OF TUITION AND OTHER STUDENT FEES

The Shawnee State University Board of Trustees shall approve annually the Tuition, Course Fees, and Miscellaneous Fees that will be assessed to students in accordance with any parameters established in the state biennial budget bill or other state law.

### 2.1 Definitions:

2.1.1 Tuition – Fees charged to all students each term on a per-credit-hour basis, based on their enrollment status.

2.1.1.1 Includes Instructional, General, Technology, Alternative Course Tuition, Graduate Workshop Credit, fees assessed for a specific purpose (e.g., University Center Bond Fees), and any future fees meeting this definition.

2.1.2 Course Fees – Fees charged only to students enrolled in courses for which a supplemental fee has been established to defray the cost of lab supplies, technology needs, or other special requirements of the course.

2.1.3 Miscellaneous Fees – Fees assessed to students based on their participation in specific activities (e.g., Health Sciences application fee).

## 3.0 ANNUAL BOARD REVIEW OF FINES AND COST RECOVERY CHARGES



The University shall establish fines and cost recovery charges approved by the President that may be assessed to students. A list of all fines and cost recovery charges will be presented annually to the Board of Trustees for review.

3.1 Definitions:

3.1.1 Fines – Fines assessed to students as a result of disciplinary action.

3.1.2 Cost Recovery Charges – Charges assessed to students to defray the cost of providing an optional service (e.g. express mail charge for a rush transcript).

4.0 UNIVERSITY ESTABLISHES ALL OTHER CHARGES

With approval by the President, the University shall establish all other charges for its services (e.g. facility rental fees). Such charges will be reviewed with the Board on a periodic basis.

History

Effective: 11/02/12

Revised: 12/18/15

Reviewed:

Applicable Procedures: 9.99:1 Title of Procedure 1 (Hyperlink)  
9.99:2 Title of Procedure 2 (Hyperlink)  
9.99:3 Title of Procedure 3 (Hyperlink)

Certified as True and Correct  
 3-2-16  
Secretary, SSU Board of Trustees Date

## INFORMATION ONLY

PROCEDURE TITLE:	COURSE FEES – MANAGEMENT AND USE
PROCEDURE NO.:	4.90:1
RELATED POLICY:	4.90REV
PAGE NO.:	1 OF 3
RESPONSIBLE ADMINISTRATOR(S):	VPF&A/ Provost
EFFECTIVE DATE:	01/15/16
NEXT REVIEW DATE:	01/2017
APPROVED BY:	PRESIDENT

### 1.0 DEFINITION AND APPLICATION

#### 1.1 Course fees are defined by university policy as:

Fees charged only to students enrolled in courses for which a supplemental fee has been established to defray the cost of lab supplies, technology needs, or other special requirements of the course (Policy 4.90 REV, section 2.2.2).

#### 1.2 Course fees are used to support expenses that go beyond normal classroom instruction and directly benefit the students enrolled in the course – present and future. Course fees may be collected to pay for current expenses, or may be carried forward in order to pay for larger, infrequent expenditures associated with a course.

#### 1.3 Course fees are applied only to courses for which the fee can be justified. In some programs, this may include the majority of the courses offered. In other programs, only a small percentage of the courses will require an additional fee assessment.

### 2.0 AUTHORITY TO ESTABLISH COURSE FEES

#### 2.1 The Course fee rate schedule is approved annually by the Board of Trustees – typically at its March meeting.

#### 2.2 The decision to apply an existing course fee to particular courses must be approved by the Provost and must directly offset distinct instructional expenses related to the applicable course.

### 3.0 AUTHORIZED USES OF COURSE FEES

#### 3.1 Course Fees may be used to pay for expenses as follows:

##### 3.1.1 Special equipment needed in a lab or classroom to support specific courses



- 3.1.2 Service contracts and repair for specialized lab or classroom equipment.
  - 3.1.3 Instructional technologies, materials, software, furniture, and supplies for a lab or classroom that is used for a course or laboratory section. Travel by faculty and staff to field and clinical locations.
  - 3.1.4 Communication with field and clinical locations regarding contracts and student placement.
  - 3.1.5 Stipends paid to site-based clinical supervisors (non-SSU personnel) or to the facilities directly supporting a course (e.g. student teaching or clinical sites).
  - 3.1.6 Course-related field trip costs (up to the amount of course fees paid by the students enrolled in that course).
  - 3.1.7 Student employees or part-time student assistants in course settings (including tutors and supplemental instructors).
  - 3.1.8 Temporary employment contracts to cover duties directly related to courses or labs (e.g. animal care).
  - 3.1.9 Design, renovation, remodeling, and/or upgrades to course space (only with prior approval through the university's space allocation process).
  - 3.1.10 Specialized Library resources (e.g. access to an expensive database that is not widely used or available through OhioLink).
  - 3.1.11 Development of course materials (tests, lab manuals, online resources) that benefit student in all sections of a particular course.
  - 3.1.12 Other academic related purpose that is approved jointly by the Dean, Provost and Vice President for Finance and Administration.
- 3.2 Purpose and Use of Course Fees
- 3.2.1 The examples in this document are not intended to replace other sources of funding currently available. For instance, each department has an annual Library allocation for books and periodicals that will continue, and some departments use student employee funds in their regular budgets to staff labs. However, if a department shifts existing expenses from its primary account to its course fee account, there is no guarantee it will retain the same baseline funding in its primary account during the annual budget process.

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@ 3.2.16  
Secretary, SSU Board of Trustees Date

3.2.2 Course fees are intended to support the instruction of the specific courses for which students are paying. Exceptions to this rule are cases where planning and savings are required by the department to purchase a piece of equipment, replace items such as microscopes or computers, or develop or renovate lab/lecture room spaces that will improve the delivery of instruction to the applicable courses. Such larger expenses may justify deferred expenditures, but must be part of an annual departmental plan (with a distinct accounting code established to enable tracking) that has been approved by the Dean.

3.3 Course fees may not be used for the following:

3.3.1 Salary, benefits, professional development, research or other expenses to support SSU faculty (full-service, temporary or adjunct).

3.3.2 Salary, benefits, professional development, or other expenses to support SSU administrators or support staff.

3.3.3 Department/program expenses that are not related to a specific course.

#### 4.0 COLLEGE COURSE FEE FUND

Each Dean holds 10% of each department's/program's course fees for College expenses. This share provides the Deans with funds to support programs that encounter unusually high expenses such as an unanticipated lab or classroom equipment replacement or repair. In addition, the Dean's share may be used to equip a lab used by multiple programs, or to cover start-up expenses associated with a new program or degree.

#### 5.0 COURSE FEE ACCOUNTING

Course fees are assessed when a student registers and they are recorded as income in the Dean's course fee account. Each term, the Dean's office allocates 90% of those funds to the applicable academic areas. While unexpended course fee revenue rolls forward to the following year, prior years' fund balances may only be spent according to the departmental plan approved annually by the Dean and Provost, and identified by a distinct project code.

#### 6.0 PROCEDURE REVIEW

These procedures were developed in active collaboration between the Provost, Deans, Director of Budget Planning, and the VP for Finance and Administration. They will be reviewed and updated as necessary by the same group. Major deviations or modifications will require the President's approval.

#### History

Effective: 01/15/16



## RESOLUTION F02-16

### APPROVAL TO AMEND AND RESTATE THE SHAWNEE STATE UNIVERSITY ALTERNATIVE RETIREMENT PLAN

WHEREAS, the Board of Trustees ("Trustees") originally adopted the Shawnee State University Alternative Retirement Plan ("the Plan"), effective March 1, 1999; and

WHEREAS, the University amended and restated the Plan on November 12, 2010, and subsequently amended the Plan on November 30, 2011 and then on November 2, 2012 in accordance with the Internal Revenue Code and other applicable laws; and

WHEREAS, the University is a participating employer under the Ohio Public Higher Education Institutions' Alternative Retirement Plan ("Universities Plan"), which is a pre-approved plan and Ohio State University (OSU) serves as the Volume Submitter Practitioner for the Plan; and

WHEREAS, OSU recently submitted an updated version of the Plan to the IRS to address applicable legislative changes, including significant changes in the Pension Protection Act of 2006, and incorporates changes required under the Internal Revenue code, the Heroes' Earnings Assistance and Relief Tax Act of 2008, and the Worker, Retiree and Employer Recovery Act of 2008; and

WHEREAS, the IRS has issued an advisory letter to OSU that the Plan has been preapproved; and

WHEREAS, IRS rules require that all adopting employers of the Plan update their respective Plan documents to reflect the amendments submitted by OSU, and

WHEREAS, the University, with assistance of special counsel, has prepared a restated Plan that reflects the OSU amendments and such Plan must be adopted by the Board of Trustees prior to the April 30, 2016 filing deadline with the IRS;

THEREFORE, BE IT HEREBY RESOLVED, that the Restatement of the Plan is hereby adopted, effective January 1, 2016.

BE IT FURTHER RESOLVED, that the Vice President for Finance and Administration is hereby authorized to execute the Restatement of the Plan and any other instruments or documents necessary to effectuate and carry out the Restatement of the Plan.

(January 15, 2016)





# **Background Summary for Board Approval of the Amendment and Restatement of the Shawnee State University Alternative Retirement Plan**

## Background Information

The University's Alternative Retirement Plan (the "ARP") is an alternative to participating in the Ohio State Teacher Retirement System (STRS), the Ohio Public Employee Retirement System (OPERS), and where applicable, the Ohio School Employees Retirement System (OSERS). The ARP is a tax-qualified retirement plan and participants do not pay taxes on their contributions or accounts until those amounts are distributed. The Plan also is subject to Chapter 3305 of the Ohio Revised Code.

Shawnee State University participates in a pre-approved plan along with all other Ohio public higher education institutions. Ohio State University serves as the Volume Submitter Practitioner (sponsor) for the plan. A Volume Submitter Plan is a specimen plan (sample plan) of the Volume Submitter Practitioner and the participating institutions adopt the plan and must complete a new adoption agreement for any restated plan. SSU Board of Trustees originally adopted the Plan in 1999. A restated Plan was adopted by the Board in 2010 and amendments were adopted in 2011 and 2012.

Ohio State University recently submitted an updated version of the Plan. The IRS then issued an advisory letter in March 2014, indicating that IRS had approved all of the OSU prepared provisions and options under the Plan. In order to remain qualified and retain reliance on the advisory letter, SSU must amend and restate the Plan by April 30, 2016.

## Summary of Changes and Due Diligence Review

- The Plan will incorporate significant legislative changes brought by the Pension Protection Act of 2006.
- The restatement also incorporates changes required under the Internal Revenue Code Section 415 regulations, the Heroes' Earning Assistance and Relief Tax Act of 2008, and the Worker, Retiree and Employer Recovery Act of 2008. Most of these changes were already addressed in prior Plan amendments.
- The restated Plan for the SSU Board of Trustees approval was separately reviewed by special counsel from the Porter Wright law firm. The Ohio State University also reviewed the SSU proposed Plan restatement and found it is consistent with the preapproved Plan.

## Board Action

The resolution would approve the restatement of the ARP, effective January 1, 2016. The resolution would also authorize the Vice President for Finance and Administration to execute the restatement of the Plan and to take action as needed to carry out the restated Plan.

January 15, 2016



**RESOLUTION F03-16**

**SHAWNEE STATE UNIVERSITY DEVELOPMENT FOUNDATION  
MEMBER APPOINTMENTS**

WHEREAS, as the sole member of the Shawnee State University Development Foundation, the Board of Trustees of Shawnee State University ratifies Development Foundation policies and members; and

WHEREAS, the Shawnee State University Development Foundation recommended the appointment of new board members and officers at its November 19, 2015 quarterly meeting;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Shawnee State University hereby approves the appointment of the following members to the Development Foundation Board for the term expiring December 31, 2018, and the election of the following new officers.

Three-year Term:

Tom Covert  
Dan Mooney

Officers – 2016

President – Mark Morgan  
Vice President – Cynthia Jenkins  
Secretary – Janice Darnell

(January 15, 2016)



Personnel Action	Name	Employment Status		Effective	Salary	Comments
		From	To			
<b>Appointments</b>	Robert Matthew Ward		Associate Director, Development	11/09/15	\$60,000	Masters in Public Administration, Certified in Fund Raising, 4 yrs Fundraising Experience
	Shawna Singler		Coordinator, Clinical & Field Exp, Teacher Education	10/19/15	\$50,000	M Ed, MBA, 9 yrs teaching exp, Teacher mentor for University Students & Interns
	Chris Moore		Head Coach/Academic Program Coordinator	08/01/15	\$39,000	15 yrs experience coaching amateur baseball (8 yrs at SSU), Director of Gene Bennett Classic, experience with at risk student-athletes.
<b>Changes in Status</b>	Linda Koenig	Associate Director, Counseling & Health Services	Director, Counseling & Health Services	12/01/15	\$72,000	Promotion
	Bernard Cooper	Security Officer, Public Safety	Security Officer, Public Safety	11/07/15	\$26,291	Status Change from Part-time to full-time
	Joanne Charles	Associate Vice-President for Finance & Administration	Acting Vice-President of Student Affairs	09/25/15	\$106,844	Reassignment- Acting Appointment
	Bob Trusz	Vice President, Student Affairs	Dean, Library Services	09/25/15	\$112,200	Department and position reassignment
	Jonica Burke	Director, Budget & Financial Analysis	Acting Associate VP, Finance & Administration	10/10/15	\$93,935	Reassignment- Acting Appointment
	Amanda Hedrick	Head Teacher, Children's Learning Center	Acting Director, Children's Learning Center	12/19/15	\$44,539	Reassignment- Acting Appointment
	Jeff Bauer	Dean, College of Arts & Sciences	Interim Provost & Vice-President of Academic Affairs	09/12/15	\$133,576	Reassignment- Acting Appointment
	Andy Napper	Professor/Chair, Chemistry	Interim Dean, College of Arts & Sciences	09/12/15	\$100,283	Reassignment- Acting Appointment
	Shawn Rose	(Visiting Faculty) Senior Instructor, Math	(Full-time Faculty) Senior Instructor, Math	08/24/15	\$50,464	Hired as Full-time Faculty from Visiting faculty
	Jessica James	Program Assistant, Upward Bound	Program Assistant, Upward Bound & Upward Bound Math Science	09/25/15	\$35,006	Status change from Part-time to Full-time
	Cathy Mullins	Officer, Academic Grants	Officer, Academic Grants	01/01/16	\$64,653	Retired effective 12/31/2015. Rehired to same position/salary 1/1/2016.
	Heather Cantrell	Project Director, Student Support Services	Coordinator, Advising & Student Support	10/17/15	\$43,205	Reassignment - previous position eliminated due to unsuccessful TRIO grant approval
		William Hannah	Acting Director, OIT		12/01/15	
	Joseph Flanagan	Security Officer, Public Safety		11/29/15		Resigned
	Michael Hughes	Director, Counseling & Health Services		12/01/15		Retirement
	Cheryl Clevenger	Assistant Professor, Nursing		01/02/16		Resignation

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 Secretary, SSU Board of Trustees  
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 Date

<b>Terminations</b>	Beth Rice	Director, Children's Learning Center		11/20/15		Resignation
	Kim Patton	Analyst, Department of Institutional Research & Sponsored Programs		10/23/15		Resignation
	Rebekah Clevenger	Assistant Director, Development		10/23/15		Resignation
	Chaylee Liberator	Assistant Director, Admissions		10/02/15		Resignation
	Jenny Remington	Clinical & Field Coordinator, Teacher Education		08/19/15		Resignation
	Jessica Bryant	Project Assistant, Student Support Services		08/31/15		End of Grant
	Alan Walker	Interim Provost & Vice-President, Academic Affairs		09/11/15		Resignation
	Stephanie Davis	Officer, Police		10/09/15		Resignation
	Emily Pierce	Coordinator, Budget & Analysis		12/31/15		Resignation
	Dennis Vince	Coordinator, EOC Outreach		10/01/15		Retirement

Ref: Policy 5.16Rev., President's Authority University Personnel Actions

Certified as True and Correct  
 Secretary, SSH Board of Trustees  
 Date 3-2-16

**JOINT AND RECIPROCAL AGREEMENT  
FOR USE OF ATHLETIC FACILITIES BETWEEN  
SHAWNEE STATE UNIVERSITY AND PORTSMOUTH CITY SCHOOLS**

RECEIVED  
JAN 13 2016  
ADMINISTRATION

This reciprocal Facility Use Agreement (the "Agreement") is made and entered into on the date of the final signature by and between Shawnee State University (SSU) and Portsmouth City Schools (PCS).

**SCOPE**

The primary scope of this Agreement covers shared use of facilities for the purpose of games/meets and practices for the athletic venues listed below, however other facilities may be included upon written agreement by both parties.

Shawnee State University	Portsmouth City Schools
Rhodes Athletic Center Gymnasium Warsaw Natatorium (pool, locker rooms) Dr. William E. Daehler Tennis Center Shawnee Turf (soccer field)	High School Gymnasiums Hadsell Track & Field Facility Hatcher Field

WHEREAS, both parties own, operate, and maintain certain athletic facilities that may be utilized by the other party to further athletic opportunities and control costs.

WHEREAS, SSU and PCS have found it to be of mutual benefit, both economically and practically, to cooperate with each other in regard to this Agreement. Thus, there will be no monetary charge (except those addressed in section 4) to either party for use covered by this Agreement.

NOW, THEREFORE, for and in consideration of this Agreement and conditions contained herein, both parties agree as follows:

**SECTION 1- SCHEDULING**

Scheduling of facilities will be based on availability. Both parties agree that scheduled use will not interfere with any other planned activities by the owner. Both parties agree to give the other party ample notice of any request for use so as to allow for appropriate planning by the owner. Such notice will be given through the contacts identified in Section 8.

**SECTION 2- TERMINATION/AMENDMENT**

It is the intent of the parties to give a year's prior notice to the other party of its desire to terminate this Agreement or use of any facility identified in this Agreement, unless the desire to terminate is due to exigent circumstances. This Agreement may be amended as mutually agreed upon in writing by SSU and PCS.

**SECTION 3 RULES/REGULATIONS**

In performing the duties required by this Agreement each party is subject to the other party's rules and regulations for use of its athletic facilities.

**SECTION 4- DUTY TO REPAIR**

Each party shall be responsible for the normal operation, maintenance, and repair of its own buildings and facilities. Each party shall have the authority to postpone, cancel or stop any event if the party

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@ 3.2.16  
Secretary, SSU Board of Trustees Date

determines the safety of the users or the condition of the facility will be compromised. Both parties shall have a reciprocal agreement to repair, cause to be repaired, or reimburse the owner for the cost of repairing or damage to facilities occurring during any period of use by the other party pursuant to this Agreement, except where such damage is the result of ordinary and reasonable use. Neither party has authority to repair damage it caused to other party's property without the written permission of the property owner.

**SECTION 5- LIABILITY**

Each party agrees to be responsible for any negligent acts or negligent omissions by or through itself or its agents, employees and each party further agrees to defend itself and pay any judgments and costs arising out of such negligent acts or negligent omissions as determined by a court of competent jurisdiction, and nothing in this Agreement shall impute or transfer any such responsibility from one to the other.

**SECTION 6- INSURANCE**

Both parties shall keep in full force and effect during the term of this Agreement general liability insurance, insuring and protecting the other party, and their respective officers and employees from and against any and all liability for damages arising out of or connected with, the use the other party, its agents, employees, or others of the subject premises or any building, facility or equipment located thereon pursuant to this Agreement. The public liability insurance required hereunder shall be in the minimum amount of one million dollars (\$1,000,000) per occurrence and three million dollars (\$3,000,000) aggregate. A certificate of such insurance shall be provided by each party upon request.

**SECTION 7- USE OF FACILITIES IN ACCORDANCE WITH LAW**

Neither party shall permit any person or organization to use any of its facilities, buildings or accessories where such use is inconsistent with the provisions of Local, State or Federal law.

**SECTION 8 – CONTACTS**

The parties and/or positions listed below are authorized to execute and manage the details of this Agreement:

Jeff Hamilton  
Director of Athletics  
Shawnee State University  
740-351-3393

Joe Albrecht  
Athletic Director  
Portsmouth City Schools  
740-354-3494 Ext 1243

IN WITNESS WHEREOF, the parties have hereunto executed this Agreement by their duly authorized officers whose signatures appear below, and agree to its terms.

**Shawnee State University**

By: Rick S. Kurtz  
SSU President Rick Kurtz

Date: 1/4/16

**Portsmouth City Schools**

By: Scott Dutey  
PCS Superintendent, Scott Dutey

Date: 1/6/16

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@ 7.2.16  
Secretary, SSU Board of Trustees Date

INVESTMENT PORTFOLIO PERFORMANCE

FISCAL YEAR 15:

INVESTMENT COMPANY	VALUE AS OF JUNE 30, 2014	GAIN/(LOSS) JULY	GAIN/(LOSS) AUGUST	GAIN/(LOSS) SEPTEMBER	GAIN/(LOSS) OCTOBER	GAIN/(LOSS) NOVEMBER	GAIN/(LOSS) DECEMBER	GAIN/(LOSS) JANUARY	GAIN/(LOSS) FEBRUARY	GAIN/(LOSS) MARCH	GAIN/(LOSS) APRIL	GAIN/(LOSS) MAY	GAIN/(LOSS) JUNE	TOTAL YTD GAIN/(LOSS)
U.S. BANK FIXED INCOME MUTUAL FUNDS	\$ 3,028,564.29	\$ (22,964.54)	\$ 13,873.79	\$ (40,794.95)	\$ 22,018.55	\$ (8,558.61)	\$ (73,916.09)	\$ 24,704.49	\$ 21,446.39	\$ 18,672.95	\$ 66,687.94	\$ 11,048.91	\$ (38,560.98)	\$ (6,342.15)
U.S. BANK EQUITY MUTUAL FUNDS	\$ 6,204,923.35	\$ (100,679.37)	\$ 188,247.24	\$ (147,747.04)	\$ 105,050.06	\$ 132,007.32	\$ (112,648.17)	\$ (131,068.64)	\$ 332,317.50	\$ (87,091.72)	\$ 118,715.71	\$ 48,615.06	\$ (131,976.01)	\$ 213,741.94
U.S. BANK TACTICAL BALANCED MUTUAL FUNDS	\$ 1,625,071.97	\$ (12,651.87)	\$ 26,218.20	\$ (22,954.25)	\$ 19,313.78	\$ 24,472.72	\$ (22,908.17)	\$ 50,545.77	\$ (21,624.74)	\$ 16,956.59	\$ 2,235.39	\$ (29,856.92)	\$ 19,069.10	\$ 19,069.10
AGINCOURT CAPITAL	\$ 2,928,640.37	\$ (7,478.21)	\$ 34,138.73	\$ (24,940.36)	\$ 22,446.76	\$ 21,899.08	\$ (2,560.38)	\$ 76,608.78	\$ (33,603.69)	\$ 13,386.81	\$ (19,587.56)	\$ (13,800.58)	\$ (34,999.80)	\$ 31,479.58
TAMRO CAPITAL PARTNERS	\$ 1,030,816.08	\$ (71,975.70)	\$ 42,445.82	\$ (49,588.72)	\$ 71,388.85	\$ 7,434.27	\$ 14,975.11	\$ (40,699.29)	\$ 65,361.87	\$ 5,534.42	\$ (31,286.02)	\$ 25,373.34	\$ 13,471.86	\$ 52,495.81
MANNING & NAPIER	\$ 1,727,527.35	\$ (24,704.72)	\$ 34,027.80	\$ (56,823.97)	\$ 3,029.81	\$ 22,815.42	\$ (20,199.70)	\$ (16,825.64)	\$ 66,126.25	\$ (26,806.54)	\$ 22,406.25	\$ (6,608.22)	\$ (19,100.90)	\$ (22,664.16)
<b>CURRENT MTD TOTAL GAIN/(LOSS)</b>		\$ (240,454.41)	\$ 338,951.58	\$ (342,849.29)	\$ 243,247.81	\$ 200,070.20	\$ (205,026.63)	\$ (110,188.47)	\$ 502,194.09	\$ (97,928.82)	\$ 173,892.91	\$ 66,833.90	\$ (241,022.75)	\$ 287,720.12

INVESTMENT FUND BALANCES:

U.S. BANK FIXED INCOME MUTUAL FUNDS	\$ 3,005,599.75	\$ 3,019,473.54	\$ 2,978,678.59	\$ 3,000,697.14	\$ 2,992,138.53	\$ 2,918,222.44	\$ 2,942,926.93	\$ 2,964,373.32	\$ 2,983,046.27	\$ 3,049,734.21	\$ 3,060,783.12	\$ 3,022,222.14	
U.S. BANK EQUITY MUTUAL FUNDS	\$ 6,104,243.98	\$ 6,292,491.22	\$ 6,144,744.18	\$ 6,249,794.24	\$ 6,381,801.56	\$ 6,269,153.39	\$ 6,138,094.75	\$ 6,470,402.25	\$ 6,383,310.53	\$ 6,502,026.24	\$ 6,550,641.30	\$ 6,418,665.29	
U.S. BANK TACTICAL BALANCED MUTUAL FUNDS	\$ 1,612,420.10	\$ 1,638,638.90	\$ 1,615,684.05	\$ 1,634,997.83	\$ 1,659,470.55	\$ 1,648,793.15	\$ 1,625,884.98	\$ 1,676,430.75	\$ 1,654,806.01	\$ 1,671,762.60	\$ 1,673,997.99	\$ 1,644,141.07	
AGINCOURT CAPITAL	\$ 2,921,162.16	\$ 2,953,300.89	\$ 2,930,360.53	\$ 2,952,807.29	\$ 2,974,706.37	\$ 2,972,145.99	\$ 3,048,754.77	\$ 3,015,151.08	\$ 3,028,537.89	\$ 3,008,950.33	\$ 2,995,119.75	\$ 2,960,119.95	
TAMRO CAPITAL PARTNERS	\$ 958,840.38	\$ 1,002,286.20	\$ 951,697.48	\$ 1,023,086.33	\$ 1,030,520.60	\$ 1,045,495.71	\$ 1,004,796.42	\$ 1,070,158.29	\$ 1,075,692.71	\$ 1,044,406.69	\$ 1,069,780.03	\$ 1,083,251.89	
MANNING & NAPIER	\$ 1,702,872.63	\$ 1,736,850.43	\$ 1,680,026.46	\$ 1,680,056.27	\$ 1,705,871.69	\$ 1,685,671.99	\$ 1,668,846.35	\$ 1,734,972.60	\$ 1,708,166.06	\$ 1,730,572.31	\$ 1,723,964.09	\$ 1,704,863.19	
<b>TOTAL</b>	\$ 16,545,543.41	\$ 16,305,089.00	\$ 16,644,040.58	\$ 16,301,191.29	\$ 16,544,439.10	\$ 16,744,509.30	\$ 16,539,482.67	\$ 16,429,294.20	\$ 16,931,486.29	\$ 16,833,539.47	\$ 17,007,452.38	\$ 17,074,286.28	\$ 16,833,263.53

FISCAL YEAR 16:

INVESTMENT COMPANY	VALUE AS OF JUNE 30, 2015	GAIN/(LOSS) JULY**	GAIN/(LOSS) AUGUST	GAIN/(LOSS) SEPTEMBER	GAIN/(LOSS) OCTOBER	GAIN/(LOSS) NOVEMBER	GAIN/(LOSS) DECEMBER	GAIN/(LOSS) JANUARY	GAIN/(LOSS) FEBRUARY	GAIN/(LOSS) MARCH	GAIN/(LOSS) APRIL	GAIN/(LOSS) MAY	GAIN/(LOSS) JUNE	TOTAL YTD GAIN/(LOSS)
U.S. BANK FIXED INCOME MUTUAL FUNDS	\$ 3,022,222.14	\$ 5,260.30	\$ (62,605.80)	\$ (55,395.64)	\$ 50,165.16	\$ (2,961.15)	\$ (66,808.66)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (132,345.79)
U.S. BANK EQUITY MUTUAL FUNDS	\$ 6,418,665.29	\$ 55,995.83	\$ (390,614.80)	\$ (158,383.34)	\$ 428,121.77	\$ (18,274.26)	\$ (101,591.66)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (184,746.46)
U.S. BANK TACTICAL BALANCED MUTUAL FUNDS	\$ 1,644,141.07	\$ 10,066.57	\$ (54,657.92)	\$ (29,765.25)	\$ 68,234.75	\$ (1,466.04)	\$ (23,138.00)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (30,725.89)
AGINCOURT CAPITAL	\$ 2,960,119.95	\$ 19,723.76	\$ (7,704.81)	\$ 21,679.28	\$ (576.49)	\$ (6,821.46)	\$ (17,134.21)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 9,166.07
TAMRO CAPITAL/VAUGHAN NELSON##	\$ 1,083,251.89	\$ (10,859.54)	\$ (63,955.47)	\$ (71,593.87)	\$ 35,941.01	\$ 6,626.04	\$ (53,856.88)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (157,698.71)
MANNING & NAPIER	\$ 1,704,863.19	\$ 3,757.17	\$ (68,126.27)	\$ (37,697.40)	\$ 71,060.30	\$ (9,989.05)	\$ (27,835.04)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (68,830.29)
<b>CURRENT MTD TOTAL GAIN/(LOSS)</b>		\$ 83,944.09	\$ (647,665.07)	\$ (331,156.22)	\$ 652,946.50	\$ (32,885.92)	\$ (290,344.45)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (565,181.07)

INVESTMENT FUND BALANCES:

U.S. BANK FIXED INCOME MUTUAL FUNDS	\$ 2,927,482.44	\$ 2,864,876.64	\$ 2,809,481.00	\$ 2,859,646.16	\$ 2,856,685.01	\$ 2,789,876.35
U.S. BANK EQUITY MUTUAL FUNDS	\$ 5,799,661.12	\$ 5,409,046.32	\$ 5,250,662.98	\$ 5,678,784.75	\$ 5,660,510.49	\$ 5,558,918.83
U.S. BANK TACTICAL BALANCED MUTUAL FUNDS	\$ 1,554,207.64	\$ 1,499,549.72	\$ 1,469,784.47	\$ 1,538,019.22	\$ 1,536,553.18	\$ 1,513,415.18
AGINCOURT CAPITAL	\$ 2,754,843.71	\$ 2,747,138.90	\$ 2,768,818.18	\$ 2,768,241.69	\$ 2,761,420.23	\$ 2,744,286.02
TAMRO CAPITAL/VAUGHAN NELSON##	\$ 1,272,392.35	\$ 1,208,436.88	\$ 1,136,843.01	\$ 1,172,784.02	\$ 1,179,410.06	\$ 1,125,553.18
MANNING & NAPIER	\$ 1,608,620.36	\$ 1,540,494.09	\$ 1,502,796.69	\$ 1,573,856.99	\$ 1,563,867.94	\$ 1,536,032.90
<b>TOTAL</b>	\$ 16,833,263.53	\$ 15,917,207.62	\$ 15,269,542.55	\$ 14,938,386.33	\$ 15,591,332.83	\$ 15,558,446.91

\*\* During the month of July 2015, the University liquidated the following investment amounts from their respective portfolios. The proceeds from the liquidation were transferred to the University Operating Cash account to meet July and August cash needs.

U.S. BANK FIXED INCOME MUTUAL FUNDS	\$ 100,000.00
U.S. BANK EQUITY MUTUAL FUNDS	\$ 475,000.00
U.S. BANK TACTICAL BALANCED MUTUAL FUNDS	\$ 100,000.00
AGINCOURT CAPITAL	\$ 225,000.00
MANNING & NAPIER	\$ 100,000.00
<b>TOTAL AMOUNT OF WITHDRAWALS FROM INVESTMENT PORTFOLIO</b>	\$ 1,000,000.00

## During the month of July 2015, the University terminated their investment contract with TAMRO Capital Partners and entered into a new agreement with Vaughan Nelson to manage the Equity portion of our investment portfolio. In addition to receiving the funding from the TAMRO Capital Partners portfolio, \$200,000 from the U.S. Bank Equity Mutual Fund Account (Vanguard 500 Index Fund) was placed under Vaughan Nelson's management in July 2015.

Certified as True and Correct  
 [Signature]  
 Secretary, SSU Board of Trustees Date

## Status of Construction/Renovation Projects through December 31, 2015

Project	Status	Projected Budget	Funding Source
<b>VRCA Roof Project</b>	<ul style="list-style-type: none"> <li>• Replace roof on the academic wing of the Fine Arts building.</li> <li>• New roof will replace original system with a single membrane EPDM system that includes a 20 year warranty.</li> <li>• All work complete.</li> </ul>	\$200,000	State Capital/Local
<b>Center for Fine Arts Cooling Tower Replacement</b>	<ul style="list-style-type: none"> <li>• Cooling towers will be replaced on VRCA.</li> <li>• The existing towers are 20 years old and are obsolete. The design includes an option to increase capacity to allow the existing chiller plant to be upsized to serve chilled water to other buildings.</li> </ul>	\$188,000	State Capital/Local
<b>Health Sciences Program Expansion</b>	<ul style="list-style-type: none"> <li>• Kricker Hall, Health Science, and AHC Buildings space programming complete.</li> <li>• Architect interviews scheduled mid-January; STEMM Program design to begin mid-February.</li> </ul>	\$4,600,000.00	State Capital

Certified as True and Correct  
②
3-2-16  
 Secretary, SSU Board of Trustees      Date