

Shawnee State University

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Board of Trustees

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6-16-1989

### June 16, 1989 Meeting Minutes

Shawnee State University

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MINUTES  
SHAWNEE STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
JUNE 16, 1989

The meeting was called to order by Vice Chairman Reinhardt.

Roll Call

Members Present: Mr. Ferguson, Mr. Thompson, Mr. Winters, Mr. Kaplan, Ms. Riffe, Dr. Carson, Mr. Allemeier, Ms. Odle, Mr. Reinhardt.

Members Absent: Mr. Hyland

Approval of Minutes

Mr. Thompson moved and Mr. Ferguson seconded a motion to approve the minutes of the May 15, 1989 meeting.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt.

Nays: None

Approval of June 16, 1989 Agenda

Ms. Riffe moved and Mr. Kaplan seconded a motion to approve the June 16, 1989 agenda.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt.

Nays: None

Dr. Carson entered the meeting at 4:00 p.m. and Mr. Winters entered the meeting at 4:10 p.m.

President's Report

Dr. Horr asked Dr. Addington, Neil Hawk and Dick Howard to speak to the Board.

Dick Howard stated that Student Services had been working on updating publications, the student handbook, the university catalog, posters, and had been working with Susan Warsaw's area in making a recruitment video.

A. L. Addington asked Dan Evans, Director of Continuing Education, to speak concerning the Continuing Education Office. (See Attachment A).

Dr. Kadel noted that the Nursing and Dental Hygiene programs had received Ohio Board of Regents' Academic Challenge grants, \$3000,000 total over a six-year period.

George Trampe, Acting Dean, School of Engineering Technologies, was recognized for his service beyond the call of duty while filling the office of Dean.

Neil Hawk gave an update report on the Administrative Salary Study conducted by Mercer, Meidenger and the upgrade of the hourly audits done by Shawnee State University staff. The Administrative Council has already reviewed the final findings. Also discussed were the capital projects.

Dave Gleason reported on Resolution 31-89, Board of Regents Capital Budget Plan for the next six years. (See Attachment B.)

The Board was introduced to Mr. Thomas Wesolowski, Director of Public Relations.

Dr. Horr stated that due to the resignation of Mr. Gary Piatt, and the ending term of Mr. Ken Thompson, it would be essential for all Board members to try to attend the Board meetings in order to maintain a quorum.

#### Committee Reports

**Finance Committee.** Mr. Winters stated that the FY 90 budget should be adopted at the July 17, 1989 Board Meeting.

**Educational Policies.** No Report.

**Buildings and Grounds.** Mr. Reinhardt reported that this committee would recommend Resolution 27-89.

New Business

Mr. Kaplan moved and Mr. Reinhardt seconded a motion to approve Resolution 27-89, Naming New Buildings.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

Mr. Reinhardt moved and Mr. Kaplan seconded a motion to have the Development Foundation implement a policy for naming existing buildings and to bring it before the Board when complete.

Mr. Winters moved and Mr. Reinhardt seconded a motion to approve Resolution 28-89, Personnel.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

Mr. Winters moved and Mr. Kaplan seconded a motion to approve Resolution 29-89, Administrative Contracts.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

Shawnee State University Board Minutes

June 16, 1989

Page 4

Mr. Winters moved and Mr. Kaplan seconded a motion approving Resolution 30-89, Adoption of Continuation Budget. This resolution was amended per attached.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

Mr. Thompson moved and Mr. Reinhardt seconded a motion to approve Resolution 31-89, Board of Regents Capital Budget proposal.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

Mr. Reinhardt moved and Mr. Winters moved to approve Resolution 32-89, Side Letter to the 1987 SEA Agreement concerning Summer Teaching.

Ayes: Mr. Ferguson, Mr. Thompson, Mr. Kaplan, Ms. Riffe, Mr. Reinhardt, Mr. Winters, Dr. Carson.

Nays: None

The Educational Policies and Procedures committee will develop a policy on honorary degrees, needed as a result of Mr. Leo Blackburn's request to give Dan Quayle an honorary degree should he come to Portsmouth.

Other Business

Dr. Carson read the resolutions that were presented to Mr. Allemeier, student trustee, whose term expires June 30, 1989, Mr. Thompson, Board Member, term expiring June 30, 1989, and Mr. Piatt, who resigned from the Board.

Shawnee State University Board Minutes

June 16, 1989

Page 5

Adjournment

Mr. Reinhardt moved and Mr. Kaplan seconded the motion that the meeting be adjourned. The meeting was adjourned by acclamation.

  
Chairman, Board of Trustees

  
Secretary, Board of Trustees

**AGENDA  
SHAWNEE STATE UNIVERSITY  
JUNE 16, 1989  
3:30 P.M.**

- A. Call to Order**
- B. Roll Call**
- C. Approval of May 15, 1989 Board Minutes**
- D. Approval of June 16, 1989 Agenda**
- E. President's Report**
- F. Committee Reports**
- G. New Business**
  - Resolution 27-89, Naming New Buildings**
  - Resolution 28-89, Personnel**
  - Resolution 29-89, Administrative Continuing Contracts**
  - Resolution 30-89, Adoption of Continuation Budget**
  - Resolution 31-89, Board of Regents Capital Budget Plan**
  - Resolution 32-89, Side Letter to the 1987 SEA Agreement**  
**Summer Teaching**
- H. Other Business**
- I. Adjournment**

## SHAWNEE STATE UNIVERSITY MISSION STATEMENT

Shawnee State University prepares students for the changing needs of business, industry, education, and society through its diversified degree programs. Recognizing the importance of knowledge, values, and cultural enrichment, Shawnee State University is committed to teaching students to think critically, to act ethically, and to communicate effectively. The University fosters scholarly inquiry, integrative learning, and an interdisciplinary approach to knowledge. **To enrich the lives of the community, the University provides opportunities for continuing personal and professional development, intellectual discovery, and appreciation for the creative and performing arts.**

### CONTINUING EDUCATION AT SHAWNEE STATE UNIVERSITY IS:

Director: Dan Evans

Support Staff: Karen Stohla, Marilyn Nibert

→ **Special Programs and Community Service**

Director: Virginia Ramey

→ **Youth Programs**

Associate Administrator: Lori Mitchell

→ **Center for Business and Industry/ OTTO**

Director: Gary Gulker

→ **Emergency Care Educational Programs**

Director: Mel Hatfield

→ **Evening Programs Coordination**

→ **Institutional Outreach /Off-Campus Programs**

→ **Other Activities**

- ◆ Community Outreach Courses
- ◆ International Studies
- ◆ JTPA
- ◆ Governor's Summer Institute
- ◆ Enrichment
  
- ◆ Corporate Clients
- ◆ Peace Officer Basic Training
- ◆ Technology Transfer
- ◆ EMT & Paramedic
- ◆ Other Health Continuing Education
  
- ◆ Administrative Support Office
  
- ◆ Pike County J.V.S.
- ◆ SOCF
- ◆ Grants, P-T Faculty Meeting



**1991-1992 CAPITAL IMPROVEMENTS PROJECTS****SIX-YEAR PLAN**

<u>1st Biennium 1991-92</u>	<u>Total Req'd</u>	<u>State Funded</u>	<u>Local Funded</u>
1. Fine/Performing Arts	\$10,750,000	\$10,750,000	-0-
2. Physical Facilities Plant Building	2,525,000	2,525,000	-0-
3. Activity Center/Natatorium Addition	2,525,000	2,525,000	-0-
4. Massie Complex Renovation (Includes Business Annex and Commons)	2,020,000	2,020,000	-0-
5. Utility Landscaping	1,280,000	1,280,000	-0-
6. Basic Renovations*	500,000	500,000	-0-
7. Dormitory (200 Bed)**	<u>3,325,294*</u>	<u>-0-</u>	<u>3,325,294</u>
<b>TOTAL 1ST BIENNIUM</b>	<b>\$22,925,294</b>	<b>\$19,600,000</b>	<b>\$3,325,294*</b>

2nd Biennium 1993-94

1. Renovation of Business Building/First Floor	\$500,000	\$ 500,000	-0-
2. Business Academic Building	6,237,507	6,237,507	-0-
3. Campus Improvements	750,000	750,000	-0-
4. Land Acquisition	1,000,000	1,000,000	-0-
5. Massie Hall Renovation	1,000,000	1,000,000	-0-
6. Basic Renovations*	500,000	500,000	-0-
7. 2nd Dormitory (200 Bed)**	<u>4,000,000</u>	<u>-0-</u>	<u>4,000,000</u>
<b>TOTAL 2ND BIENNIUM</b>	<b>\$13,987,507</b>	<b>\$9,987,507</b>	<b>\$4,000,000</b>

**3rd Biennium**

1. University Center Addition	\$5,600,000	\$5,600,000	-0-
2. Business and Engineering Renovation (2nd Floor)	600,000	600,000	-0-
3. Campus Improvements	500,000	500,000	-0-
4. Land Acquisition	500,000	500,000	-0-
5. Parking Ramp	5,500,000	5,500,000	-0-
6. Basic Renovation*	500,000	500,000	-0-
7. 3rd Dormitory (200 Bed)**	<u>4,000,000</u>	<u>-0-</u>	<u>4,000,000</u>
TOTAL 3RD BIENNIUM	\$17,200,000	\$13,200,000	\$4,000,000

\* The University has estimated the formula distribution to be \$500,000 for each of three bienniums. The basic renovations requests have been lumped under this one item (state formula).

\*\* The housing commission at Shawnee State has not completed the Housing Plan at this time. Funding for these dormitories still has to be worked out.

## RESOLUTION 27-89

Whereas, Shawnee State University wishes to provide the opportunity for individuals or groups to name a new building in honor or in memory of one or more individuals;

Whereas, standard practice indicates that a contribution to the Shawnee State University Development Foundation equal or to exceeding 40% of the construction costs and related fees for such a new building shall permit the donor(s) with Development Foundation concurrence, to name the building;

Whereas, such donation shall be in form(s) acceptable according to contribution guidelines of the Shawnee State University Development Foundation;

Now therefore, be it resolved that a contribution to the Shawnee State University Development Foundation of at least 40% of the construction costs and related fees for a new building shall be sufficient to permit donor(s) to name said building; and furthermore,

Be it resolved that the Shawnee State University Development Foundation submit for Board approval a policy and procedures implementing this resolution.

## RESOLUTION 28-89

The following applicants have been screened, interviewed and recommended by proper University personnel for employment, and Interim President Catherine Horr has reviewed the candidates' credentials and approves their employment:

Therefore, be it resolved that the Board of Trustees of Shawnee State University authorizes the following individuals for employment at the yearly stated salary, with all new positions (\*) subject to the approval of the 1989-90 budget:

Dr. Mary Dillard Associate Professor of English (Supplemental Contract 8/21/89 - 9/15/89)	\$35,999.21*
Mr. David Winters Dean, School of Engineering Technologies	\$60,000.00
Dr. William Armaline Associate Professor of Education	\$30,108.44*
Dr. Kathleen Farber Assistant Professor of Education	\$30,762.96*
Dr. Judith Silver Assistant Professor of Mathematics	\$28,799.00*
Mr. Larry Lonney Assistant Professor of Physics	\$25,527.00*

Also, be it resolved that the Board accepts the resignation of Fannie Madden-Grider, Assistant Director of Admission, effective July 1, 1989.

## RESOLUTION 29-89

All administrative salary contracts expire June 30, 1989, and some administrative contracts have terms of employment that expire June 30, 1989. Ohio law requires a contract upon which payments may be applied. Attached is a listing of all continuing administrators with lengths of contract specified.

Interim President Horr recommends these terms of employment, with salaries temporarily at a level equal to the current (1988-89) contract amounts. Within the next 90 days and retroactive to July 1, 1989, administrative salaries will be allocated within the parameters of the 1989-90 budget and with the approval of the president.

Now therefore be it resolved that the Board of Trustees of Shawnee State University hereby approves the above recommendations.

SHAWNEE STATE UNIVERSITY

89-90 Administrative Contracts  
(Full-time only)

ABEL, JOANNE	2ND YR OF 2 YR
ADDINGTON, A.L.	1ST OF 2 YR
ARNZEN, JAMES	1 YR
BEAUMONT, MARY	1 YR
BECKETT, GRANT	1ST OF 2 YR
BIDDLE, JAMES	2ND OF 2 YR
BOYLES, ELINDA	1 YR
CARVER, OLIVER	1ST OF 2 YR
CHARLES, THOMAS	1 YR
CHRISMAN, FRED	2ND OF 2 YR
CLARKE, CAROLINE	1 YR
COME, GENE	1 YR
CRABTREE, PAUL	1ST OF 2 YR
CRUSAN, KEN	2ND OF 2 YR
DAVIDSON, TOM	2ND OF 2 YR
DAWSON, PAUL	1ST OF 2 YR
DOLAN, ROBERT	1 YR
DUNCAN, WILLIAM	1ST OF 2 YR
EICHAS, TOBY	1 YR
EVANS, CYNTHIA	1 YR
EVANS, DAN	1ST OF 2 YR
FOWLER, PAUL	1ST OF 2 YR
FREEMAN, MARY	1 YR
GAMPP, MICHAEL	1ST OF 2 YR
GLEASON, DAVID	1ST OF 2 YR
GULKER, GARY	1 YR
HANNAH, WILLIAM	1 YR
HATFIELD, MEL	1 YR
HATTON, RICK	1 YR
HAWK, NEIL	1ST OF 2 YR
HORR, CATHERINE	1 YR
HOWARD, RICHARD	1ST OF 2 YR
KADEL, JAMES	2ND OF 2 YR
KINSON, JOYCE	1 YR
KRAMER, VALERIE	2ND OF 2 YR
LAWSON, PAT	2ND OF 2 YR
MARSH, ELEANOR	1ST OF 2 YR
MIDKIFF, STEVE	2ND OF 2 YR
MIDKIFF, TESS	2ND OF 2 YR
MITCHELL, LORI	1 YR
MOORE, MARK	1 YR
PAYNE, ROY	1 YR
PETERS, JOCK	1 YR
POSTON, ROSEMARY	1ST OF 2 YR
RAMEY, VIRGINIA	1 YR
SALYERS, CONNIE	1 YR

STATON, PAMELA	1 YR
STOTTLEMYER, GARY	1 YR
STRAZIUSO, LOUISA	2ND OF 2 YR
SYKES, WILLIAM	2ND OF 2 YR
TAYLOR, DALE	1 YR
THOMAS, DONALD	2ND OF 2 YR
THOROUGHMAN, TIMOTHY	1 YR
TOMLIN, MARY	1 YR
VOURNAZOS, RICK	1 YR
WALKER, CHARLES	1 YR
WARSAW, SUSAN	1ST OF 2 YR
WEINBRECHT, HARRY	1ST OF 2 YR
WELTON, JOHN	1 YR
WESOLOWSKI, THOMAS	1 YR
WILSON, EUGENE	1ST OF 2 YR

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Interim President Horr recommends these terms of employment, with salaries temporarily at a level equal to the current (1988-89) contract amounts. Within the next 90 days and retroactive to July 1, 1989, administrative salaries will be allocated within the parameters of the 1989-90 budget and with the approval of the president.

Now therefore be it resolved that the Board of Trustees of Shawnee State University hereby approves the above recommendations.



SHAWNEE STATE UNIVERSITY

89-90 Administrative Contracts  
(Full-time only)

ABEL, JOANNE	2ND YR OF 2 YR
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CARVER, OLIVER	1ST OF 2 YR
CHARLES, THOMAS	1 YR
CHRISMAN, FRED	2ND OF 2 YR
CLARKE, CAROLINE	1 YR
COME, GENE	1 YR
CRABTREE, PAUL	1ST OF 2 YR
CRUSAN, KEN	2ND OF 2 YR
DAVIDSON, TOM	2ND OF 2 YR
DAWSON, PAUL	1ST OF 2 YR
DOLAN, ROBERT	1 YR
DUNCAN, WILLIAM	1ST OF 2 YR
EICHAS, TOBY	1 YR
EVANS, CYNTHIA	1 YR
EVANS, DAN	1ST OF 2 YR
FOWLER, PAUL	1ST OF 2 YR
FREEMAN, MARY	1 YR
GAMPP, MICHAEL	1ST OF 2 YR
GLEASON, DAVID	1ST OF 2 YR
GULKER, GARY	1 YR
HANNAH, WILLIAM	1 YR
HATFIELD, MEL	1 YR
HATTON, RICK	1 YR
HAWK, NEIL	1ST OF 2 YR
HORR, CATHERINE	1 YR
HOWARD, RICHARD	1ST OF 2 YR
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KINSON, JOYCE	1 YR
KRAMER, VALERIE	2ND OF 2 YR
LAWSON, PAT	2ND OF 2 YR
MARSH, ELEANOR	1ST OF 2 YR
MIDKIFF, STEVE	2ND OF 2 YR
MIDKIFF, TESS	2ND OF 2 YR
MITCHELL, LORI	1 YR
MOORE, MARK	1 YR
PAYNE, ROY	1 YR
PETERS, JOCK	1 YR
POSTON, ROSEMARY	1ST OF 2 YR
RAMEY, VIRGINIA	1 YR
SALYERS, CONNIE	1 YR

STATON, PAMELA	1 YR
STOTTLEMYER, GARY	1 YR
STRAZIUSO, LOUISA	2ND OF 2 YR
SYKES, WILLIAM	2ND OF 2 YR
TAYLOR, DALE	1 YR
THOMAS, DONALD	2ND OF 2 YR
THOROUGHMAN, TIMOTHY	1 YR
TOMLIN, MARY	1 YR
VOURNAZOS, RICK	1 YR
WALKER, CHARLES	1 YR
WARSAW, SUSAN	1ST OF 2 YR
WEINBRECHT, HARRY	1ST OF 2 YR
WELTON, JOHN	1 YR
WESOLOWSKI, THOMAS	1 YR
WILSON, EUGENE	1ST OF 2 YR

**APPENDIX A**  
**GENERAL EDUCATION CORE**

ENGL 111S	Discourse and Composition	4
ENGL 112S	Composition and Research	4
ENGL 115S	Composition and Literature	4
ENGL 225S or HIST 225S	Civilization and Literature I	4
ENGL 226S or HIST 226S	Civilization and Literature II	4
ENGL 227S or HIST 227S	Civilization and Literature III	4
PSCI 110S	Man and the Physical World	4
SOSC 110S	Foundations of Social Sciences	4
BIOL 110S	Man and the Biological World	4
MATH 110S	Mathematics in Our World	4
PHIL 320S	Ethics in Public and Private Life	4
CORE 485S	Community Services	2
CORE 490S	Senior Seminar	<u>4</u>
		50

APPENDIX B

APPLIED SCIENCE IN HEALTH - CORE COURSES  
(66 Hours)

BIOL 101	Introduction to Biology	3
or		
BIOL 151	Principles of Human Biology	5
BIOL 162*	Human Anatomy/Physiology	5
BIOL 350*	Microbiology	5
BIOL 310*	Principles of Anatomy	5
BIOL 320*	Principles of Physiology	5
CHEM 121	Introduction to General Chemistry	4
MATH 150	Principles of Statistics	4
SOCI 101	Introduction to Sociology	4
SOCI 311	Human Sexuality	4
SPCH 103	Public Speaking/Human Communication	3
PSYC 101	Introduction to Psychology	4
PSYC 151	Human Growth and Development	4
PSYC 400**	Abnormal Psychology	4
PSYC 405**	Death and Dying	4
PSYC 420**	Community Psychology	4
AHNR/HPER 202	Personal and Community Health	4
AHNR/HPER 203	Human Nutrition	4
AHNR/HPER 227	First Aid	4
AHNR/HPER 360	Drugs, Alcohol and Tobacco	4

\*Students must choose at least two of the four BIOL courses.

\*\*PSYC 101 and 151 are required. Students must then choose at least two of the remaining PSYC courses.

**ELECTIVES: 44 HOURS**

**AHNR ELECTIVES: 44 HOURS**

44 hours of electives from the department(s) of Associate Degree Nursing, Dental Hygiene, Medical Laboratory Technology, Occupational Therapy Assistant, Physical Therapist Assistant, Radiographic Technology, or Respiratory Therapy.

-OR-

**HPER ELECTIVES: 44 HOURS**

44 hours of selected courses from the department of health, physical education and recreation.

**APPENDIX C**

**BACHELOR OF APPLIED SCIENCE IN HEALTH**

**CONCENTRATION IN HEALTH MANAGEMENT**

**26 HOURS**

BMNT 102	Marketing Concepts		4
ACCT 101	Accounting I		4
BMNT 101	Intro. to Business Management		4
ACCT 102	Financial Accounting		4
BMNT 330	Organizational Communication		4
AHNR 310*	Orientation to Health Care Management	REQUIRED	3
AHNR 311*	Health Record Principles		3
AHNR 312*	Health Care Personnel Management		3
ACCT 410	Health Care Accounting/Administration		4
AHNR 420*	Problems in Health Care Management and Policies		4
AHNR 410*	Patient Care in a Long-Term Health Care Facility		3
AHNR 411*	Administration in Long-Term Health Care Facilities		3
AHNR 451*	Internship in Health Care Management		1-6

-OR-

**BACHELOR OF APPLIED SCIENCE IN HEALTH**

**CONCENTRATION IN HEALTH EDUCATION**

**(26 HOURS)**

**(Required)**

EDUC 110	Teacher as Inquiring Professional I: Strategies for Observation & Reflection		2
EDUC 210	Teacher as Inquiring Professional II: Strategies For Action Research		2
EDUC 220	Social/Physical/Intellectual Growth & Development		3
EDUC 230	Instructional Media, Technology and Computers		2
EDUC 240	Foundations and Competing Epistemologies I		2
EDUC 310	Teacher as Inquiring Professional III: Measurement, Diagnosis & Evaluation		3
EDUC 325*	Instructing Adults		4
EDUC 327*	Methods of Teaching in Health Occupations		3

**(Electives)**

AHNR/EDUC 402*	Community Health Education		3
AHNR/EDUC 451*	Internship in Health/Recreational Education		1-6
AHNR/EDUC 461*	Research Problems in Health and Recreational Education		3
AHNR/EDUC 495*	Special Problems in Health and Recreational Education		3

\*Indicates New Courses

## APPENDIX D

### Health Management Concentration 26 Hours

Health Management: Select at least 26 hours

#### AHNR 310 - Orientation to Health Care Management (3) REQUIRED

A broad orientation to the health services industry. Segments of the health services industry will be identified and described with historical background, functions, interrelationships and future roles of each presented.

#### AHNR 311 - Health Record Principles (3)

Study of the health record including definition, standards for content and format. Also studied will be the interactions of the health care professionals contributing to, utilizing, and analyzing health record data.

#### AHNR 312 - Health Care Personnel Management (3)

Principles of health care personnel recruitment, selection, and management. Characteristics of the professional health care worker will be discussed to include professional, technical, skilled and unskilled health care workers. Legal responsibilities, collective bargaining, continuing education, and training are covered.

#### ACCT 410 - Health Care Accounting/Administration (4)

The use of accounting information in planning and controlling the operations of health care organizations. Budgeting and the specialized cost accounting applications of health care organizations are included. Prerequisite: ACCT 210 or ACCT 103 with permission.

#### AHNR 420 - Problems in Health Care Management and Policies (3)

A seminar course where health care management problems will be studied and recommendations offered for the resolution of those problems. Solutions to the case problems will include the application of current financial practices, organizational development, public relations policies, and principles of sound personnel management practices. Independent and group research will be utilized and a case study paper will be required. Prerequisites: It is recommended that this problems and policy course be taken as the last course in the 24 hour health management concentration.

#### AHNR 451 - Internship (1-6)

Health care management experience is obtained in selected institutions or agencies related to the student's health career interest and abilities. The student obtains first hand knowledge of health care management practices by observing and participating in selected management functions. Written reports are required. Prerequisite: Approval from the Health Management program coordinator.

**AHNR 411 - Administration in Long-Term Care Facilities (3)**

The role and responsibility of management as applied to a long-term health care facility. The expectations for the administrator will be identified and discussed relative to community activities, public relations, ethical practices, licensure, state and federal agency requirements, and financial management. Private ownership and control of a long-term health care facility will be discussed.

**AHNR 410 - Patient Care in Long-Term Health Care Facilities (3)**

An overview of the total medical and social care required for residents of long-term health care facilities. The student will be orientated and exposed to the various aspects required of the administrator and institution to provide for the total care of the individual. Topics will include pharmaceutical services, disease process and recognition, biological aging, and psychology of patient care, resident councils, patient assessment, care planning, discharge planning, dietary needs, and nutrition.

## APPENDIX E

### Health Education Concentration 26 Hours

Required: EDUC 110, 210, 220, 230, 240, 310, 325,327

#### **EDUC 110 - The Teacher as an Inquiring Professional I: Strategies for Observation and Reflection (2)**

This course serves three major purposes. First, it introduces prospective teachers to a clear and explicit conception of teaching: that of a teacher developing talents over time by systematically inquiring into practice. The cycle of plan/act/observe/reflect which is fostered throughout the professional sequence is developed. Second, the course introduces students to norms, conventions, and expectations and rewards for teachers. Third, the distinctive nature, scope and sequence, and demands of SSU's program are outlined.

#### **EDUC 210 - The Teacher as an Inquiring Professional II: Strategies for Action Research (2)**

Prerequisite: EDUC 110

This course refines and reinforces the cycle of plan/act/observe/reflect by engaging students in a series of protocols which illustrate positive and negative exemplars of policies, conditions and practices at the school level. Basic elements of action research are introduced by having students validate observations and data collection with one another in inquiry teams.

#### **EDUC 220 - Social/Physical/Intellectual Growth & Development (3)**

In addition to exploring dimensions of growth and development, students will apply the action research cycle in assessing their own development cognitively, emotionally and socially using diagnostic measures parallel to those employed in assessing development in elementary-age students. Students will also examine how they approach tasks through Fuller's Levels of Concern model.

#### **EDUC 230 - Instructional Media, Technology and Computers (2)**

A variety of media will be examined not only for how they can be employed instructionally but also how they can be utilized to observe and reflect on practice. Students will develop proficiencies in the operation of media, the production of instructional aids, and the selection of media appropriate to particular instructional strategies and objectives.

#### **EDUC 240 - Foundations and Competing Epistemologies I (2)**

This course is the first in a sequence of three courses integrating the social, philosophical and historical foundations. Focusing on the competing epistemologies introduced in EDUC 110, the course will demonstrate the implications of specific perspectives from (a) a historical perspective and (b) in terms of influences on the broader social context and mission of schools.



**EDUC 310 - The Teacher as an Inquiring Professional III: Measurement, Diagnosis and Evaluation (3)**

Prerequisite: Admission to Teacher Education Program

This course will address two broad themes. The first source of inquiry is on how multiple dimensions of human intelligence can be assessed both formally and informally with an emphasis on how all persons manifest certain dimensions of exceptionality. The second focus is on how different cultures specifically influence manifestations of appropriate academic behaviors; the shift here is from assessments of individual pupils to analyses of individuals and groups in specific cultural contexts.

**EDUC 325 - Instructing Adults (3)**

Study of how adults learn. Adult learning needs and participation patterns. Teaching styles and techniques best suited to adults are utilized.

**EDUC 327 - Methods of Teaching in Health and Occupations (3)**

Subject matter and teaching methodologies in the teaching of health in the classroom and laboratories.

**AHNR/EDUC 402 - Community Health Education (3)**

Philosophy of community health education with emphasis on historical, conceptual, and legal precepts.

**AHNR/EDUC 451 - Internship in Community Health/Recreational Education (1-6)**

Community health education experience is obtained in selected institutions or agencies related to the student's health education experience and abilities.

**AHNR/EDUC 461 - Research Problems in Health and Recreational Education (3)**

Exploration of research methodologies, issues, and problems peculiar to health professions.

**AHNR/EDUC 495 - Special Problems in Health and Recreational Education (3)**

Provides students an opportunity to gain additional occupational proficiencies in a specific area or field.

## APPENDIX F

### Other Course Descriptions

#### ACCT 101 - Accounting I (4)

Introduction to fundamental accounting concepts and the procedures. The accounting cycle: nature of accounts and techniques of recording, classifying, summarizing and analyzing basic financial data. Application of fundamental accounting techniques to partnerships and corporations. Accounting for the formation, operation, and dissolution of business enterprises.

#### ACCT 102 - Accounting II (4)

Prerequisite: Accounting I  
Application of fundamental accounting techniques for cash, long-term investments, notes and accounts, inventory methods, plant and equipment, and liabilities. Introduction to manufacturing operations, cost methods and management's need of cost data.

#### AHNR/HPER 202 - Personal & Community Health (4)

Fundamentals, practices and appreciation of healthful living. Designed to incorporate the principles of scientific health information and promote desirable attitudes and practices for individuals, parents, and teachers.

#### AHNR/HPER 203 - Human Nutrition (4)

A study of nutrients to include sources, composition, function, and metabolism in the human body. The human life cycle is considered in planning appropriate diets.

#### AHNR/HPER 227 - First Aid (4)

The standard and personal safety American Red Cross first aid course, involving CPR, bleeding control, poisoning treatment, proper methods of transportation, bandaging and splinting. The course involves lectures, practical work and group work. The standard certificate is granted if at least 20 hours of classwork are completed and all requirements are met.

#### AHNR/HPER 360 - Drugs, Alcohol, and Tobacco (4)

In-depth study of contemporary issues--drugs, alcohol, and tobacco. The nature of the action and motivational forces that influence their use and procedures to provide effective education in the school and the home.

#### BIOL 110S - Life Sciences Core Course (4)

Students will have the opportunity to gain familiarity with the characteristics of life on earth, consider physiological and anatomical features and functions of their own body systems, analyze examples of the impact of biologic phenomena on individual and society, and apply the scientific method. 2 discussion/lab.

**BIOL 101 - Introduction to Biology (3)**

An introduction to basic concepts of biology to prepare allied health and nursing students for general anatomy and microbiology.

**BIOL 151 - Principles of Biology (5)**

Introduction to principles and concepts of life; emphasis on interrelationships of structural, functional, reproductive, evolutionary and ecological principles related to cells and organisms. 3 lec., 4 lab.

**BIOL 162 - Human Anatomy and Physiology (5)**

Prerequisite: BIOL 101 or 151

A general survey of the structure and function of the human body. 4 lec., 2 labs.

**BIOL 310 - Principles of Anatomy (5)**

Prerequisite: BIOL 151

An introduction to morphology of tissues and systems of the human body.

**BIOL 320 - Principles of Physiology (5)**

Prerequisite: BIOL 290

An introduction of human cellular and systems physiology.

**BIOL 350 - Microbiology (5)**

Prerequisite: BIOL 151 or BIOL 101

A survey of representative types of micro-organisms. Emphasis is placed on cellular structure and physiology, nutritional and environmental requirements and methods of reproduction. Introduction to the role of pathogenic organisms in diseases. Principles of immunity and resistance to disease. Laboratory includes methods of sterilization, culture, staining and identification. 4 lec., 3 lab

**BMNT 101 - Introduction to Business (4)**

A survey course of the basic functions of American business, with an emphasis upon the responsibility of business as a vital segment of society. The course introduces the American economic system and the role of profits as the motivating force behind U.S. business activity.

**BMNT 102 - Marketing Concepts (4)**

A study of marketing fundamentals consumption and consumer behavior, retailing and wholesaling structures; the functions performed in marketing, marketing policies and a critical appraisal of the field of marketing.

**CHEM 121 - Introduction to General Chemistry (4)**

An introductory course in fundamental concepts of chemistry for nonscience majors. Topics covered include atomic structure, compound formation, chemical equations, stoichiometry, oxidation-reduction reactions, and nuclear chemistry.

**CORE 485S - Community Service (2)**

Community Service is an outgrowth of the purposes and objectives of each major. The series of activities integral to the Community Service course (totally a minimum of 40 hours) enhances the major, compliments the Senior Seminar, and communicates to students their obligation to human beings in need.

**CORE 490S - Senior Seminar (4)**

Students will reflect on their college careers, place their own special fields in historical and intellectual perspective, and integrate the various concepts which have been studied. Oral and written presentations will be required.

**ENGL 111S - Discourse and Composition (4)**

An introduction to discourse in both public and academic settings.

**ENGL 112S - Composition and Research (4)**

An introduction to the relationships between research and composition.

**ENGL 115S - Composition and Literature (4)**

An introduction to the genres of literary discourse and to critical analysis.

**ENGL 225S/HIST 225S - Civilization and Literature I (4)**

This is the first of a three-course sequence designed to introduce students to western, American, and non-western cultures. This sequence will focus on a variety of themes while providing a chronological examination of texts, thoughts, people and events important to the development of human kind.

**ENGL 226S/HIST 226S - Civilization and Literature II (4)**

A continuation of ENGL 225S.

**ENGL 227S/HIST 227S - Civilization and Literature III (4)**

A continuation of ENGL 226S.

**MATH 110S - Math in Society (4)**

This course gives students the chance to apply mathematics to the real world. Areas of application will be measurement, geometry, probability, statistics, and finance. Emphasis will be placed on improving problem-solving skills. 3 lec., 1 discussion

**MATH 150 - Principles of Statistics (4)**

An introduction to the vocabulary, concepts, formulas, and presentation of statistics as applied to business, education and science. Measures of central tendency and dispersion; probability applied to joint probability tables and Bayes' Theorem; probability of distributions with emphasis on Binomial, Poisson, and Normal; sampling practices and theory; interval estimation and hypothesis testing. Calculator and computer use in student project applications.

**PHIL 320S - Ethics in Public and Private Life (4)**

Personal, familial, social, and professional value decisions: how to recognize and make them.

**PSCI 110S - Man and the Physical Sciences (4)**

This course explores the depth and breadth of the physical sciences by following the development of a small number of major scientific concepts. Science will be presented as a human activity that helps us to perceive order in our surroundings, making our world understandable. Students will be encouraged to look beyond the artificial boundaries that have been established between the sciences and humanities and among the sciences themselves. The relationship between science and society and some current issues will be examined.

**PSYC 101 - Introduction to Psychology (4)**

A study of the individual in terms of maturational, learning, thinking, emotional, motivational, sensory and perceptual processes.

**PSYC 151 - Human Growth and Development (4)**

Prerequisite: PSYC 0101

A study of the factors affecting human growth and development through the life cycle from infancy to advanced maturity.

**PSYC 400 - Abnormal Psychology (4)**

Studies neuroses, psychoses, brain damage and other serious brain disorders and their effects on the individual, family and society.

**PSYC 405 - Death and Dying (4)**

Cross-listed as SOCI 405. Prerequisite: PSYC 101 or SOCI 101

Focus will be on increased ability to deal with one's own mortality; skills for working with terminally ill and their families; an understanding of the complex social system of death in American society, and moral, ethical and philosophical issues surrounding death.

**PSYC 420 - Community Psychology (4)**

Analysis of relationship between mental health, institutional and social stress; characteristics of traditional and innovative helping programs; the role of psychologist as social-change agents.

**SOCI 101 - Introduction to Sociology (4)**

Studies the nature of human society and factors affecting its development including concepts of culture, groups, organizations, collective behavior and institutions.

**SOCI 311 - Human Sexuality (4)**

An in-depth view of the current status of human sexuality in the United States. Examines current research, modes of sexual expression and enhancement; physiological, sociological and psychological basis of human sexuality; sexual variations, and sex ethics.

**SPCH 103 - Public Speaking & Human Communications (3)**

Principles of public speaking, practice in presenting informative and persuasive speeches with emphasis on the human communication process.

**Shawnee State University**

Portsmouth, Ohio 45662  
(614) 354-3205

May 18, 1989

Dr. Jonathan L. Tafel  
Director of Authorization  
The Ohio Board of Regents  
3600 State Office Tower  
30 East Broad Street  
Columbus, OH 43266-0417

Dear Dr. Tafel:

With this letter are six copies of Shawnee State's preliminary proposal for the Bachelor of Applied Science in Health, a baccalaureate degree proposal with concentrations in Health Management and Health Education. It has been approved for submission by the University Faculty Assembly under SSU's policies and procedures for new degree proposals, and by the university's Board of Trustees.

Please review it under the usual OBR procedures for preliminary degree proposals and keep us advised of your progress. Shawnee State would like to move to the final degree proposal stage as rapidly as possible.

If you have questions, feel free to contact my office or Dr. James Kadel, Dean of Allied Health and Nursing.

Sincerely,



Catherine H. Horr, Ph.D.  
Interim President

kll:89305

Enclosures

pc: Dr. A. L. Addington  
Dr. James Kadel

## RESOLUTION 30-89

The Finance Committee of Shawnee State University Board of Trustees recommends a continuation budget for FY 90 until the committee can complete further review of the proposed FY 90 budget.

Furthermore, this committee recommends (1) that full-time faculty teaching part time for summer quarter be paid at a pro-rated salary to be determined by the President and the Provost, (2) that advertisement for new positions, which are part of the FY 90 budget proposal, may be placed contingent upon FY 90 budget approval, and (3) that positions listed in Resolution 28-89 be fully funded.

Therefore, be it resolved that the Board of Trustees mandates the university operate under a continuation budget with the above conditions until passage of a final FY 90 budget.



## RESOLUTION 31-89

The Ohio Board of Regents requires Shawnee State University to submit a six-year capital plan.

To comply with this request, Shawnee State University initiated and developed a capital plan process which sought input from all parts of the institution.

The input received was reviewed by the Capital Plan Review Committee, made up of representatives from the Board of Trustees, the administration, the faculty UFA, and the administrative UAA, and prioritized for the next three bienniums. The conclusion of this process is to recommend this plan and to submit the same to The Ohio Board of Regents. This recommendation has been reviewed by the Buildings and Grounds Committee, and they concur with the process and the priorities.

Therefore be it resolved that the Board of Trustees of Shawnee State University do hereby accept the capital plan and approve the above recommendation to submit the Shawnee State University 1991-1996 Capital Plan to The Ohio Board of Regents.

## RESOLUTION 32-89

The Provost and Interim President recommend that the University increase its use of full-time faculty members to teach summer session courses, ensuring summer students access to faculty comparable to that for other quarters. In order to make such summer teaching arrangements, the University worked in cooperation with the SEA to develop a side letter to the 1987 Agreement, and a majority of the SEA ratified the side letter.

Therefore, be it resolved that the Shawnee State University Board of Trustees accepts the following side letter to be made part of the 1987 SEA Agreement, effective June 16, 1989:

### SIDE LETTER SUMMER TEACHING

In reference to Article VIII, Section 1 of the Agreement, the Association and the University agree that a faculty member may request to teach in the summer and to use such summer teaching to count toward his/her full-time teaching load. Such an arrangement may be made only with the approval of the appropriate Chair/Dean and the Provost.