



BOARD OF TRUSTEES MEETING

Wednesday, August 13, 2025

8:00 A.M.

Stark State College

6200 Frank Avenue NW

Third Floor, Room S304

North Canton, OH 44720



**STARK STATE COLLEGE
BOARD OF TRUSTEES MEETING
Wednesday, August 13, 2025 - 8:00 a.m.
Board Room S304**

| ITEM | | ENC. | ACTION | PRESENTER |
|-------|--|------|--------|---------------------------|
| I. | Call to Order | | | H. Rashid |
| II. | Roll Call | | | H. Rashid |
| III. | Recognition of Visitors | | | H. Rashid |
| IV. | Oath of Office | | | P. Jones |
| V. | Slate of Officers for 2025-2027: Chair: Elaine Russell Reolfi; 1 st Vice Chair: Tracy Carter; 2 nd Vice Chair: open | | X | H. Rashid |
| VI. | Public Requests | | | H. Rashid |
| VII. | Agenda Changes | | | H. Rashid |
| VIII. | Consent Agenda* | | X | H. Rashid |
| | A. Minutes of Board Meeting on 6/14/2023 | 8.1 | | |
| | B. Personnel Actions | 8.2 | | |
| | C. Treasurer's Report | 8.3 | | |
| | <i>Policies (due to Senate Bill 1):</i> | | | |
| | D. 15-13-51 Advance Ohio Education Act | 8.4 | | |
| | E. 15-14-13 Anti-Harassment | 8.5 | | |
| | F. 15-14-23 Equal Employment | 8.6 | | |
| | G. 15-15-07 Electronic Communication | 8.7 | | |
| | <i>Policies (due to adding BSN Program)</i> | | | |
| | H. 15-13-01 Instructional Programs | 8.8 | | |
| | I. 15-13-06 Course Substitution by Petition | 8.9 | | |
| | J. 15-13-17 Graduation Requirements | 8.10 | | |
| | K. 15-13-38 Departmental Academic Policy | 8.11 | | |
| | L. 15-13-39 Length of Program Semesters and Credit Hours | 8.12 | | |
| | M. 15-18-01 Admission Policy | 8.13 | | |
| | N. 15-18-07 Standards of Academic Progress | 8.14 | | |
| | O. 15-18-11 International Student Admissions | 8.15 | | |
| | P. 15-19-09 Service Member & Veteran Support & Assistance | 8.16 | | |
| IX. | New Business | | | |
| | A. 15-11-02 Officers – 1 st of 3 Readings | 9.1 | | P. Jones |
| | B. Resolution to establish the Strategic Excellence Program | 9.2 | X | P. Jones |
| | C. Resolution to approve an increase in the general fee, effective Fall 2025 and Fall 2026 | 9.3 | X | P. Jones/K. Gardner |
| | D. Resolution to approve the American Civic Literacy course effective Fall 2025 | 9.4 | X | P. Jones/L. Gibson-Shreve |
| X. | President's Report | | | P. Jones |
| XI. | Chair's Report | | | H. Rashid |

*Confirmation of Consent Agenda items submitted by the President. Any item may be removed from the Consent Agenda by a Board member asking the Chair to consider the item separately

| ITEM | ENC. | ACTION | PRESENTER |
|---------------------------------------|------|--------|-----------|
| XII. Communications | | | H. Rashid |
| A. Security Report | 12.1 | | |
| B. Out-of-State Travel Log | 12.2 | | |
| C. Calendar of Board Activity Dates | 12.3 | | |
| XIII. Executive Session | | | H. Rashid |
| XIV. Adjournment | | | H. Rashid |

Record of Proceedings

Board of Trustees
Stark State College

North Canton, Ohio
June 11, 2025

REGULAR MEETING

The Board of Trustees held its regular monthly meeting on June 11, 2025 at Stark State College Main Campus.

CALL TO ORDER

Chair Harun Rashid called the meeting to order at 8:02 a.m.

ROLL CALL

The following board members were present: Harun Rashid (virtually), Elaine Russell Reolfi, Jeffery Walters, Michael Wheeler (virtually), Fonda Williams (virtually), Jennifer Stamp.

The following board members were unable to attend the meeting: Tracy Carter, Jason Dodson and Patricia Wackerly.

The following administrators were present: Para Jones, Kevin Gardner, Melissa Glanz, Pat Roberts, and Rich Greene.

RECOGNITION OF VISITORS

The following visitors were present: Collyn Floyd, and Joanna Frailly.

PUBLIC REQUESTS

None.

AGENDA CHANGES

Dr. Jones advised that the Resolution to establish the Strategic Excellence Program for FY2025 was added to the agenda and copies were made available to all Board members.

CONSENT AGENDA

Trustee Stamp moved to consider and approve the Consent Agenda. First Vice Chair Reolfi provided the second for the motion.

The vote was called. The Consent Agenda was approved unanimously and included the following: *Minutes of the May 14, 2025 board meeting; Personnel Actions; and Treasurer's Report.*

NEW BUSINESS

RESOLUTION TO APPROVE THE REAPPOINTMENT OF STARK STATE COLLEGE BOARD OF TRUSTEE ELAINE RUSSELL REOLFI

Trustee Williams moved to approve the Resolution to reappoint First Vice Chair Reolfi to the Board of Trustees. Trustee Jennifer Stamp provided the second for the motion. The motion was unanimously approved.

RESOLUTION
To approve the Reappointment of Stark State College
Board of Trustee Elaine Russell Reolfi

WHEREAS, pursuant to the Ohio Revised Code Section 3357.05(B)(2), the Stark State College Trustee Selection Committee met on June 11, 2025, to consider the reappointment of Trustee Elaine Russell Reolfi of Stark County, Ohio, to the Stark State College Board of Trustees; and

WHEREAS, the Stark State College Board consists of nine members serving three-year terms. Three of the nine members are appointed by the Governor of Ohio, and six are appointed by the Trustee Selection Committee; and

WHEREAS, Trustee Reolfi began her term with the Stark State College Board of Trustees as a local appointee on January 9, 2019, and has been an active, engaged, valued and valuable Trustee; and

WHEREAS, Trustee Reolfi has extensive local business and industry experience and knowledge, as well as in-depth understanding of and appreciation for the College's education and workforce mission, making her a valuable member of the Board; and

WHEREAS, Trustee Reolfi desires to serve another three-year term on the Board, and the Board fully supports her serving another term;

THEREFORE, BE IT RESOLVED, after consideration and discussion, the Stark State College Board of Trustees hereby approves of the Trustee Selection Committee's reappointment of Trustee Elaine Russell Reolfi to serve another three-year term beginning on August 2, 2025 and expiring on August 1, 2028. Trustee Reolfi's reappointment is subject to the advice and consent of the Ohio Senate, under Ohio Revised Code Section 3357.05(B)(2).

This Resolution is being enacted on the 11th day of June, 2025.

Harun Rashid
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

RESOLUTION TO APPROVE THE REAPPOINTMENT OF STARK STATE COLLEGE BOARD OF TRUSTEE FONDA P. WILLIAMS II

First Vice Chair Reolfi moved to approve the Resolution to reappoint Trustee Williams to the Board of Trustees. Trustee Wheeler provided the second for the motion. The motion was unanimously approved with a minor revision regarding pronoun reference.

RESOLUTION
To approve the Reappointment of Stark State College
Board of Trustee Fonda P. Williams II

WHEREAS, pursuant to the Ohio Revised Code Section 3357.05(B)(2), the Stark State College Trustee Selection Committee met on June 11, 2025, to consider the reappointment of Trustee Fonda P. Williams II of Stark County, Ohio, to the Stark State College Board of Trustees; and

WHEREAS, the Stark State College Board consists of nine members serving three-year terms. Three of the nine members are appointed by the Governor of Ohio, and six are appointed by the Trustee Selection Committee; and

WHEREAS, Trustee Williams began his term with the Stark State College Board of Trustees as a local appointee on August 2, 2001, and has been an active, engaged, valued and valuable Trustee; and

WHEREAS, Trustee Williams has extensive local business and industry experience and knowledge, as well as in-depth understanding of and appreciation for the College's education and workforce mission, making him a valuable member of the Board; and

WHEREAS, Trustee Williams desires to serve another three-year term on the Board, and the Board fully supports him serving another term;

THEREFORE, BE IT RESOLVED, after consideration and discussion, the Stark State College Board of Trustees hereby approves of the Trustee Selection Committee's reappointment of Trustee Fonda P. Williams II to serve another three-year term beginning on August 2, 2025 and expiring on August 1, 2028. Trustee Williams' reappointment is subject to the advice and consent of the Ohio Senate, under Ohio Revised Code Section 3357.05(B)(2).

This Resolution is being enacted on the 11th day of June, 2025.

 Harun Rashid
 Chair, Board of Trustees

 Para M. Jones, Ph.D.
 President

RESOLUTION TO ESTABLISH THE STRATEGIC EXCELLENCE PROGRAM FOR FY2025

First Vice Chair Reolfi moved to approve the Resolution to establish the Strategic Excellence Program for FY2025. Trustee Williams provided the second for the motion. The motion was unanimously approved.

RESOLUTION
TO ESTABLISH THE STRATEGIC EXCELLENCE PROGRAM FOR FY2025

WHEREAS, the Board of Trustees of Stark State College desires to establish a Strategic Excellence Program to provide opportunity for employees of the College to be rewarded for excellence; and

WHEREAS, Stark State College values its employees and is committed to providing such reward to eligible employees in a manner that supports, encourages, and motivates employee engagement, continuous learning,

innovation, integrity and trust; all completed by the employee in a student-focused manner and exhibiting the Colleges' ethics and values; and

WHEREAS, the guidelines of the Strategic Excellence Program fulfill the intent of the Board of Trustees to provide additional compensation for those employees exceeding agreed-upon goals and achieving excellence which directly contributes to the mission and vision of the College, enhancing access and success for our students;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Stark State College, hereby authorized and approves the College administration to issue compensation to qualified employees meeting the guidelines of the agreed upon Strategic Excellence Program, contingent upon budget performance.

This resolution is enacted on this 11th day of June, 2025.

Harun Rashid
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

PRESIDENT'S REPORT

In addition to the written report, the following updates were shared by President Jones:

- An update was provided on Stark State's Bachelor of Science in Nursing (BSN) program: as of June 10, 2025, 54 students are enrolled in the BSN program. The cap on enrollment can be removed in two years. Chair Rashid requested that the College work toward establishing more awareness of the program through flyers and other forms of advertising. Dr. Jones shared that college department chairs are reaching out to our partners and the chief nursing officers for awareness. Trustee Stamp offered to re-post notices on LinkedIn and requested that our marketing office provide Board members with information they could easily re-post.
- Dr. Jones advised that Mayor Malik and his team will extend the current tuition-in-lieu-of-lease partnership with the Akron campus. The current lease ends in June and has been a very successful partnership with city of Akron employees and their families.

CHAIR'S REPORT

- Chair Rashid shared that the July Board of Trustees meeting is cancelled, and the next Stark State College Board of Trustees meeting will be on August 13, 2025.

COMMUNICATIONS

- Board members reviewed the upcoming calendar of events in Exhibit 10.2.

EXECUTIVE SESSION

At 8:19 a.m., First Vice Chair Reolfi moved to go into Executive Session to consider the employment of a public employee, according to R.C. 121.22(G)(1). Trustee Williams provided the second for the motion. A roll call vote was taken, and all members voted aye.

At 8:55 a.m., Trustee Walters moved to return to open session. Trustee Williams provided the second for the motion. The motion carried.

2025-2027 EMPLOYMENT CONTRACT FOR PRESIDENT JONES

Trustee Wheeler moved to approve the 2025-2027 Employment Contract for President Jones. Trustee Williams provided the second for the motion. The motion carried.

BONUS AND BASE PAY CHANGES FOR PRESIDENT JONES

Trustee Walters moved to make the following bonus and base pay awards to President Jones: a 5% increase in annual base pay for FY2026 (this represents a 3% increase received by all college employees plus 2% market adjustment), effective July 1, 2025; a 2% lump sum payment for achievement of college-wide goals in FY2025 (\$6,386); 25% performance bonus (\$79,825 -- 15% for achieving agreed-upon goals in FY2025 plus 10% for achieving agreed-upon stretch goals for FY2025). Trustee Wheeler provided the second for the motion. The motion carried.

ADJOURNMENT

At 9:01 a.m., First Vice Chair Reolfi moved to adjourn. Trustee Stamp provided the second for the motion. The motion carried.

Harun Rashid
Chair, Board of Trustees
June 11, 2025

Para M. Jones, Ph.D.
President
June 11, 2025

PERSONNEL ACTIONS
Board Agenda
August 13, 2025

NEW HIRES AND EMPLOYEE STATUS CHANGES

| Name | Title | Department | Rate | Effective Date | Comments |
|-------------------------|--|---|--|----------------|--|
| Adebeljaber, Feras | Cybersecurity Administrator | Computer Services | \$78,000/Annual | 6/9/2025 | Replacement |
| Adkins, Lori | Success Advisor | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Alexander, Benjamin | Tutor (PT) | Physics | \$19.25/Hour | 8/4/2025 | Additional role |
| Ammons, Taylor | Curriculum Developer (PT) | Upward Bound Math Science | \$5,000.00 | 6/1/2025 | Summer Program / Non-benefit eligible |
| Archer, Tiffany | From: Gateway Specialist To: Enrollment Representative - CCP | From: Gateway To: College Credit Plus | No Change | 7/1/2025 | Reorganization / Position & Reporting Change |
| Ardner, Larry | Supplemental Instruction Tutor (PT) | Accounting | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Bailey, Robert | Instructor, CDL | Automotive, Transportation & CDL | \$50,614/Annual | 8/18/2025 | Replacement |
| Bargerhuff, Kimberly | Nurse-RN Lab/Clinic Instructional Assistant (PT) | Nursing | \$49.71/Hour | 8/18/2025 | Non-benefit eligible |
| Barnewell, Sharon | Supplemental Instruction Tutor (PT) | Biology | \$20.38/Hour | 7/1/2025 | Title III Grant Funded - Summer 2025 |
| Bethune, DeAndria | Campus Security Officer (PT) | Campus Security | \$27.41/Hour | 6/23/2025 | Non-benefit eligible |
| Caldwell, Evan | Pre-College Mentor | Upward Bound Math Science | \$3,000.00 | 6/20/2025 | Summer Program / Non-benefit eligible |
| Carr, Melanie | From: Manager of Advising & Gateway Student Services To: Manager of Enrollment Services | Advising & Gateway Student | No Change | 7/1/2025 | Role Change |
| Collins, Kimberly | Nurse-RN Lab/Clinic Instructional Assistant (PT) | Nursing | \$49.71/Hour | 8/18/2025 | Non-benefit eligible |
| Cornell, Richard | Instructor, Automotive & Transportation | Automotive, Transportation & CDL | \$58,535/Annual | 7/1/2025 | 50-day supplemental contract |
| Culler, A'Niah | Pre-College Mentor | Upward Bound Math Science | \$3,000.00 | 6/17/2025 | Summer Program / Non-benefit eligible |
| Dalrymple, Carla | Supplemental Instruction Tutor (PT) | CHRE, ASL | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Daniel, Nicole | Adjunct Instructor | Biology | \$56.34/Hour | 8/18/2025 | Non-benefit eligible |
| Dawson, Amanda | From: Program Coordinator, Paramedic to RN To: Program Coordinator / Assistant Professor, RN to BSN | Nursing | From: \$69,577/Annual To: \$80,362/Annual | 6/2/2025 | Promotion |
| DeGroff, Arial | Tutor - Writing Center (PT) | English | \$17.46/Hour | 6/12/2025 | Non-benefit eligible |
| Deranek, Lisa | Medical Director, EMS (PT) | Emergency Services | \$93.23/Hour | 7/28/2025 | Non-benefit eligible / 70-hour contract |
| Diana, Brandon | From: Automotive Lab Tech (FT) To: Instructor, Automotive and Transportation | Automotive, Transportation & CDL | From: \$50,163/Annual To: \$55,215/Annual | 8/18/2025 | Replacement |
| Donohue, Heather | Nurse-PN Lab/Clinic Instructional Assistant (PT) | Practical Nursing | \$49.72/Hour | 8/18/2025 | Non-benefit eligible |
| Donovan, Amy | Gateway Student Support Assistant (PT) | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Duggan, Brittany | Tutor (PT) | Biology | \$17.13/Hour | 8/18/2025 | Non-benefit eligible |
| Elliott, Cassie | Supplemental Instruction Tutor (PT) | CHRE, ASL | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Espenschied, Lynn | College Store Specialist | From: Bookstore To: Bookstore / Purchasing | No Change | 7/1/2025 | Temporary split role 7/1 to 12/31/2025 |
| Farley, Adam | Fire Instructional Assistant (PT) | Emergency Services | \$39.67/Hour | 8/4/2025 | Non-benefit eligible |
| Faust-Younkin, Kimberly | Massage Therapy Clinic Supervisor (PT) | Massage Therapy | \$17.95/Hour | 7/1/2025 | Replacement |
| Frank, Molly | Gateway Student Support Assistant (PT) | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Gallagher, Kathleen | Tutor - Writing Center, ELL (PT) | English | \$18.88/Hour | 9/1/2025 | Non-benefit eligible |
| Granovski, Julia | Supplemental Instruction Tutor (PT) | Accounting | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Gregory, Ryan | Instructor, EMS | Emergency Medical Services | \$46,200/Annual | 8/18/2025 | Replacement |
| Harter, Kelly | Gateway Student Support Assistant (PT) | Admissions | \$18.60/Hour | 7/22/2025 | Replacement |
| Houser, Stephen | Nurse-RN Lab/Clinic Instructional Assistant (PT) | Nursing | \$49.72/Hour | 8/18/2025 | Non-benefit eligible |
| Howard, Ashley | Tutor - Writing Center (PT) | English | \$18.88/Hour | 6/12/2025 | Non-benefit eligible |
| Hoxworth, Taylor | From: Gateway Student Services Assistant (PT) To: Administrative Assistant II | From: Admissions To: College Credit Plus | From: \$18.55/Hour To: \$19.20/Hour | 6/16/2025 | Replacement |
| Kastner, Bria | Pre-College Mentor (PT) | Upward Bound Math Science | \$3,000.00 | 6/17/2025 | Summer Program / Non-benefit eligible |
| Kittle, Donna | Supplemental Instruction Tutor (PT) | Accounting | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Kleinhenz, Lisa | Nurse-PN Lab/Clinic Instructional Assistant (PT) | Practical Nursing | \$49.72/Hour | 8/18/2025 | Non-benefit eligible |
| Lower, Jonathan | Supplemental Instruction Tutor (PT) | CHRE, ASL | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |

PERSONNEL ACTIONS
Board Agenda
August 13, 2025

NEW HIRES AND EMPLOYEE STATUS CHANGES

| Name | Title | Department | Rate | Effective Date | Comments |
|---------------------|---|---|--|----------------|--|
| McCrea, MaKayla | Pre-College Mentor (PT) | Upward Bound Math Science | \$4,000.00 | 6/1/2025 | Summer Program / Non-benefit eligible |
| McDonald, Ronald | Success Advisor | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| McDowell, Charles | Instructor, Automotive & Transportation | Automotive, Transportation & CDL | \$67,827/Annual | 7/1/2025 | Supplemental contract eliminated |
| McEwen, Thomas | Instructor, CDL | Automotive, Transportation & CDL | \$50,776/Annual | 8/18/2025 | Addition / President Appointment |
| Miller, Andrew | Fire Instructional Assistant (PT) | Emergency Services | \$39.67/Hour | 8/4/2025 | Non-benefit eligible |
| Miller, Mark | Maintenance Supervisor | Physical Plant | \$3,641.00 | 6/10/2025 | Stipend for additional work at director level (16 weeks) |
| Mitchell, Linda | Gateway Specialist | From: Advising & Gateway To: Financial Aid | No Change | 7/1/2025 | Reorganization / Reporting Change |
| Monroe, Joann | Contact Center Coordinator | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Muhlenkamp, Peggy | Supplemental Instruction Tutor (PT) | Biology | \$20.38/Hour | 7/1/2025 | Title III Grant Funded - Summer 2025 |
| Osborne, Jessie | Gateway Student Support Assistant (PT) | Advising & Gateway Student | \$20.34/Hour | 7/21/2025 | Replacement |
| Owens, Belinda | From: Custodian (PT) To: FT Custodian (Midnights) | Physical Plant | No Change | 7/20/2025 | Replacement |
| Peets, Tiffany | Instructor | Social Science | \$57,516/Annual | 8/18/2025 | Replacement |
| Pence, Michael | Supplemental Instruction Tutor (PT) | Accounting | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Pillitiere, Michael | Adjunct Instructor | Digital Media | \$54.83/Hour | 5/27/2025 | Non-benefit eligible |
| Raies, Britney | Career Specialist | Career Services | \$52,886/Annual | 6/30/2025 | Replacement |
| Raita, Holly | Instructor | Administrative Technologies | \$52,340/Annual | 8/18/2025 | Replacement |
| Ramos, Tamara | Success Advisor | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Ross, Teresa | From: Executive Administrative Asst. to President To: Exec Assistant to President/Special Projects Manager | No Change | From: \$70,427/Annual To: \$76,669/Annual | 7/1/2025 | Job Reevaluation |
| Selby, Shawn | Supplemental Instruction Tutor (PT) | CHRE, ASL | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Shephard, Bryan | Supplemental Instruction Tutor (PT) | CHRE, ASL | \$20.38/Hour | 6/2/2025 | Title III Grant Funded - Summer 2025 |
| Shier, Jane | Gateway Specialist | No Change | No Change | 7/1/2025 | Reorganization / Department & Reporting Change |
| Sipahioglu, John | Instructor | Computer Science | \$47,163/Annual | 8/18/2025 | Replacement |
| Stickel, Thomas | CDL Training Manager (PT - Temporary) | Commercial Drivers License - CDL | \$39.61/Hour | 6/16/2025 | President Appointment |
| Tabellion, Gayle | Adjunct Instructor | Chemistry | \$56.34/Hour | 7/9/2025 | Non-benefit eligible |
| Thomas, Jody | Nurse-RN Lab/Clinic Instructional Assistant (PT) | Nursing | \$49.71/Hour | 8/18/2025 | Non-benefit eligible |
| Umberger, Dawn | Kids' College Instructor (PT) | Education | \$28.84/Hour | 6/2/2025 | Non-benefit eligible |
| Wagner, Davida | Instructor | Biology | \$18.37/Hour | 6/2/2025 | Additional role of PT Tutor Biology |
| Walker, Zachary | Groundskeeper | Grounds Maintenance | \$16.86/Hour | 8/11/2025 | Replacement |
| Weber, Brian | From: EMS Instructional Assistant (PT) To: Adjunct Instructor, EMT | Emergency Services | From: \$39.67/Hour To: \$6.34/Hour | 8/18/2025 | Additional role Non-benefit eligible / Promotion |
| Yarnell, William | Fire Instructional Assistant (PT) | Emergency Services | \$39.67/Hour | 8/4/2025 | Non-benefit eligible |
| Zafar, Ansa | Adjunct Instructor | Chemistry | \$56.34/Hour | 8/4/2025 | Non-benefit eligible |
| Zafar, Ansa | Tutor, Chemistry (PT) | Chemistry | \$18.55/Hour | 8/18/2025 | Additional role / Non-benefit eligible |
| Zahler, Stephen | Fire Instructional Assistant (PT) | Emergency Services | \$39.67/Hour | 8/4/2025 | Non-benefit eligible |

**Summary Notes for Treasurer's Report
Stark State College
For the Month Ended June 30, 2025
Fiscal Year 2025**

- Historically, we do not provide the Board with financial statements for the month of June because the year-end adjustments are not posted in time to make a fair and accurate presentation of the College's obligations and fund balances.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-51 Advance Ohio Education Act Policy

Approved by President's Cabinet on: N/A

New/Revised: New

History of the issue: This is a new policy mandated by Senate Bill 1. The attorney general's office has reviewed and approved the policy.

CURRENT/PROPOSED WORDING

POLICY:

Stark State College (SSC) is dedicated to fostering a learning and teaching environment where students, faculty, and staff can thrive and succeed. Our primary function is to support the practice of intellectual diversity, discovery, improvement, transmission, and dissemination of knowledge and citizenship education through teaching, discussion, and debate in accordance with the Advance Ohio Education Act.

(A) Definitions:

- (1) **Controversial Belief:** Any belief or policy that is the subject of political controversy, including issues such as climate policies, electoral politics, foreign policy, diversity, equity, and inclusion programs, immigration policy, marriage, or abortion.
- (2) **Intellectual Diversity:** Multiple, divergent, and varying perspectives on an extensive range of public policy issues.

(B) SSC affirms the following practices:

- (1) **Orientation and Training on Diversity, Equity and Inclusion (DEI) Concepts:**
 - (a) The College prohibits any orientation or training course regarding DEI, unless SSC submits a written request for an exception to the Chancellor of Higher Education because the College determines the orientation or training course is exempt from this prohibition because all aspects of the orientation or course are required to:
 - a. Comply with state or federal laws or regulations;
 - b. Comply with state or federal professional licensure requirements; or
 - c. Obtain or retain accreditation.
- (2) **DEI Office or Departments**
 - (a) The College will not continue existing DEI offices or departments nor will we establish new DEI offices or departments.
- (3) **DEI in Employment and/or Admission Practices**

- (a) The College will not use diversity, equity, and inclusion in position descriptions.
- (b) The College will not use political and ideological litmus tests in any hiring, promotion, and admissions decisions, including diversity statements and any other requirement that applicants describe their commitment to any ideology, principle, concept, or formulation that requires commitment to any controversial belief or policy.
- (c) The College will ensure that hiring, promotion, and admissions processes or decisions do not encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology or political stance.
- (d) The College will not use a diversity statement or any other assessment of an applicant's political or ideological views in any hiring, promotion or admissions process or decision.

(4) Third-Party Contractors

The College will not contract with consultants or third parties whose role is to promote hiring, admissions, or promotion based on race, ethnicity, religion, sex, sexual orientation, gender identity, or gender expression.

(5) Scholarships

- (a) The College will not create new institutional scholarships using any DEI criteria.
- (b) The College will discontinue existing DEI-based scholarships where possible. If donor restrictions prevent changes, no new funding for such scholarships will be accepted.

(6) Replacement with Equivalent Structures

The College shall not replace any orientation, training, office, or position designated for the purpose of DEI with an orientation, training, office, or position under a different designation that serves the same or similar purposes, or that uses the same or similar means.

(C) Research Grants

- (1) If grant compliance conflicts with DEI prohibitions, the College will seek legal guidance to comply as far as possible while retaining grant eligibility.
- (2) If unable to comply, the College must submit a written exception request to the Chancellor. The request must include an explanation of the circumstances and the effort made by the College to comply with the Advance Ohio Education Act's DEI prohibitions while retaining eligibility for the research grant.

(D) Speakers

- (1) The College will seek out invited speakers who have diverse ideological or political views.
- (2) The College will post prominently on its website a complete list of all speaker fees, honoraria, and other emoluments of over five hundred dollars for events the college sponsors.
- (3) That information shall be all of the following:
 - (a) Accessible from the main page of the institution's website by use of not more than three links;

- (b) Searchable by keywords and phrases;
- (c) Accessible to the public without requiring user registration.

(E) College Affirmations

- (1) The College's primary function is to support discovery, improvement, transmission, and dissemination of knowledge through teaching, discussion, and debate.
- (2) The College will ensure intellectual diversity, encouraging students to reach their own conclusions regarding controversial issues.
- (3) Faculty and staff shall allow and encourage students to reach their own conclusions about all controversial beliefs or policies and shall not seek to indoctrinate students into any political, social, or religious ideologies.
- (4) The College will demonstrate intellectual diversity for course approval, approval of courses to satisfy general requirements, student course evaluations, common reading programs, annual reviews, strategic goals for each department, and student learning outcomes.
 - (a) College affirmations do not apply to the exercise of professional judgment about how to accomplish intellectual diversity within an academic discipline, unless that exercise is misused to constrict intellectual diversity. They also do not apply to the exercise of professional judgment about whether to endorse an academic discipline's consensus or foundational beliefs unless that exercise is misused to take a prohibited action.
 - (b) The College will not endorse or oppose any controversial belief or policy, except where on matters that directly impact the College's funding or the mission of discovering, improvement, and disseminating knowledge. This does not include the recognition of national and state holidays, support for the Constitution and laws of the United States or the state of Ohio, or the display of the American or Ohio flag.
- (5) The College will not encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology, political stance, or view of social policy, nor will the institution require students to do any of those things to obtain a degree.
- (6) The College will ensure that processes or decisions regulating conditions of work or study, such as committee assignments, course scheduling, or workload adjustment policies, don't encourage, discourage, require, or forbid students, faculty, or administrators to endorse, assent to, or publicly express a given ideology or political stance.

(F) Academic Freedom

This policy does not restrict:

- (1) Faculty or students from classroom instruction, discussions or debates, so long as faculty members allow students to express intellectual diversity;

- (2) Compliance with disability accommodations or recognition of national/state holidays, U.S. or Ohio law, or the display of the American or Ohio flag; or
- (3) Student organization operations.

(G) Complaint Process

The College will respond to complaints from any student, student group, or a faculty member about alleged policy violations: student complaints will follow the Student Complaint(s) Policy (Policy No. 3357: 15-19-08). If the complaint is against a student and it is determined that the student violated College policies and procedures, disciplinary action will be based on that defined in the Student Code of Conduct policy and procedure (See Student Code of Conduct Policy No. 3357: 15-19-10). The student will be notified in writing of the decision.

Alleged violations involving employees will be investigated following the Internal Complaint process. If the complaint is against an employee and it is determined that the employee violated College policies and procedures, disciplinary action will be based on that defined in the Corrective Action and Discipline policy and procedure (See Corrective Action and Discipline Policy No. 3357:15-14-18).

(H) Reporting Requirements

In accordance with the guidelines established by the Chancellor, the College will issue a report regarding:

- (1) All violations of the disciplinary sanctions implemented for violation of the above-described training prohibition and
- (2) Statistics on the academic qualifications of accepted and matriculating students, disaggregated by race and sex. The statistics must include information correlating students' academic qualifications and retention rates, disaggregated by race and sex.
- (3) The report will be posted on the Ohio Department of Higher Education's website.

(I) Non-Compliance

The College will refer to the Corrective Action and Discipline Procedure (policy 3357:15-14-18) and the Student Code of Conduct (policy 3357:15-14-10) for appropriate disciplinary interventions. Additionally, failure to comply with this policy may result in state funding loss or reduction, as determined by the General Assembly.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-14-13 Anti-Harassment

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to comply with Senate Bill 1. The attorney general's office has reviewed and approved the policy change.

CURRENT/PROPOSED WORDING

POLICY:

- (A) Stark State College has a zero tolerance for:
 - (1) Sexual harassment.
 - (2) Harassment committed by an employee, student, customer, vendor, or other outside party as listed below, based on, **but not limited to**, race, color, religion, sex, gender, national origin (ancestry), military status (past, present or future), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a nursing mother, status as a foster parent, disability, age (40 years or older), genetic information, sexual orientation, gender identity, or gender expression.
 - (3) Retaliation against anyone for making a good-faith complaint of such harassment or for cooperating in College investigations of such complaints.
- (B) This policy protects the following parties (protected parties):
 - (1) All Stark State College employees (full-time and part-time) and students.
 - (2) All independent contractors, temporary employees, and agency-employed workers.
 - (3) All visitors to the Stark State College workplace, such as vendors and College associates.
- (C) Stark State College prohibits retaliatory actions against all protected parties that are motivated by the fact that the protected party has made a good-faith complaint of harassment, or by the fact that the protected party has assisted or cooperated in an investigation of a complaint by someone else.
- (D) This policy protects any protected party who makes a complaint of harassment believing that the complaint is justified, even if the College should ultimately find that complaint unfounded.
- (E) The College has deemed that all employees have a mandated responsibility to report incidents related to Sexual Harassment or Interpersonal Violence, except for student

workers and professionals acting in their capacity as a licensed counselor or ordained members of the clergy.

DEFINITIONS:

- (A) **Sexual Harassment** - Sexual harassment can occur between any individuals associated with the College, e.g., an employee and a supervisor; coworkers; faculty members; a faculty, staff member, or student and a customer, vendor, or contractor; students; or a student and a faculty member. The College's definition of sexual assault is outlined in 3357:15-14-15 Sexual Assault Policy. Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct of a gender-based or sexual nature when it meets any of the following:

- (1) Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or academic status.
- (2) Submission to or rejection of such conduct by an individual is used as the basis for employment or academic decisions affecting such individual.

Such conduct that is sufficiently severe, persistent, or pervasive that it has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive environment for working or learning.

- (B) **Harassment** - is conduct, whether in the workplace or off-site, which has the effect of interfering with someone's work performance, or which creates an intimidating, hostile, or offensive working environment.
- (C) **Hostile Work Environment** – Any unwelcome and severe or pervasive conduct based on a protected class which creates an objectively intimidating, abusive or offensive work, learning or athletic environment even if the conduct does not lead to tangible consequences. A single instance may be sufficient to create a hostile environment.
- (D) **Complainant** – the party who makes the complaint.
- (E) **Respondent** – the party whom the complaint is made against.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-14-23 Equal Employment Opportunity

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to comply with Senate Bill 1. The attorney general's office reviewed and approved the policy revision.

CURRENT/PROPOSED WORDING

POLICY:

- (A) It is the policy of Stark State College to ensure equal employment opportunity in accordance with Ohio Revised Code and all applicable federal regulations and guidelines. Employment discrimination against employees and applicants **based on, but not limited to, on the basis of** race, color, religion, sex, gender, national origin (ancestry), military status (past, present or future), status as a parent during pregnancy and immediately after the birth of a child, status as a parent of a young child, status as a nursing mother, status as a foster parent, disability, age (40 years or older), genetic information, sexual orientation, gender identity, or gender expression is illegal.
- (B) Persons who believe that Stark State College has discriminated against them may file a discrimination complaint with Melissa Glanz, Vice President of Human Resources. The Human Resources representative has full authority to manage Equal Employment Opportunity (EEO) issues involving discrimination.
- (C) Point of contact to file allegations of discrimination: Melissa Glanz,

Vice President of Human Resources
 Location: 6200 Frank Ave. N.W.; North Canton, Ohio 44720 Phone
 Number: 330.494.6170 ext. 4276
 E-mail Address: mglanz@starkstate.edu

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-15-07 Electronic Communications

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to comply with Senate Bill 1. The attorney general's office reviewed and approved the policy revision.

CURRENT/PROPOSED WORDING

POLICY:

Electronic communication resources include, but are not limited to, the College's public and private websites, email, the mySSC portal, and the College's Learning Management System's (LMS) communication tools.

- (A) Electronic communication resources are an official channel of communication within the College. Students, faculty, and staff are responsible for routinely reading and taking action on official information from the College sent to their SSC email or the announcements section on the mySSC portal. Students may also be required to utilize LMS communication tools. Failure to do so is not an acceptable excuse for non-compliance with official information sent via these communication channels.
- (B) The electronic communication resources provided by the College are intended for official College business or College-related purposes. College electronic communication resources shall not contain offensive or harassing statements, including, but not limited to, disparagement of others ~~based on, but not limited to on the basis of~~ race, color, religion, sex, gender, national origin, military status, pregnancy, disability, age, genetic information, or sexual orientation. College electronic communication resources shall not be used to libel, slander, abuse, intimidate, or harass any other person or organization. The procedures associated with this policy further define the restrictions on the use of electronic communications.
- (C) Any violation of the policy may be cause for disciplinary action and possible termination of employment or expulsion from the College. The College reserves the right to review, audit, or monitor directories, files, emails, and all other electronic communication activity that utilizes College resources.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-01 Instructional Programs

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING

POLICY:

Instructional programs, certificates, and courses of study shall be developed and offered in accordance with the provisions of the Ohio Department of Higher Education (ODHE) in the fulfillment of Stark State College.

1. **Bachelor Degree Programs.** The ODHE defines a bachelor degree as an award that typically requires completion of 120 semester credit hours but does not exceed 126 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Bachelor's degrees may be awarded for general areas of study, such as those recognized by the Bachelor of Arts and the Bachelor of Science degrees or in specialized professional and technical fields such as these recognized by the Bachelor of Fine Arts, the Bachelor of Science in Nursing, the Bachelor of Education, and so on. An Applied Bachelor's degree is designed for individuals who hold an associate of applied science degree or its equivalent in order to maximize application of the individual's technical course credits toward the bachelor's degree. Applied Bachelor's Degrees incorporate both theoretical and applied knowledge and skills in a specific technical field. Stark State College is approved to offer an Applied Bachelor of Science in Nursing degree.
2. **Associate Degree Programs.** The ODHE defines an associate degree as an award that requires completion of 60 semester credit hours. Per the ODHE, each associate degree program should not exceed 65 semester credit hours unless it can be shown that the additional coursework is required to meet professional accreditation or licensing requirements. Programs requiring hours beyond the 65-hour maximum in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other two-year public institutions and shall not exceed 73 semester credit hours.
 - a. Degree Titles. Upon evidence of satisfactory completion of an approved program previously authorized by the ODHE, the Board of Trustees may confer the following degrees:
 - i. Associate of Arts and Associate of Science degrees are designed for students wishing to complete the first two years of a bachelor's degree, as well as those desiring two years of a liberal arts education.

- ii. Associate of Applied Business and Associate of Applied Science degrees are awarded in recognition of successful completion of career technical education programs and prepare students for immediate employment upon graduation. The curricula for applied associate degree programs are described in terms of technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as “applied general education” or “basic” coursework). Non-technical studies should make up at least 30 semester hours of the degree.
 - iii. Associate of Technical Study degrees are awarded for successful completion of an individually planned program of study designed to respond to the need for specialized technical education. The program must have an area of concentration which is equivalent to at least 30 semester credit hours in technical studies and a clearly identifiable career objective. The area of concentration can either be formed by: Type A—a coherent combination of technical courses selectively drawn from two or more technical programs currently offered by the college to serve a career objective that would not be adequately addressed by one of the existing programs alone; or Type B—courses completed or training received by a student at other institutions of higher education, career centers, or other educational enterprises judged by the institution to be of college level and for which the institution awards degree credit.
- 3. **Certificate.** ODHE defines a certificate as a formal award certifying the satisfactory completion of an organized program of study at the postsecondary level. In accordance with the ODHE, certificates are designed as building blocks toward future degrees and with the intent of articulating the program into the next degree. Students can earn general or technical certificates.
 - a. General Certificates require completion of an organized program of study and are classified by IPEDs as “less than one year” or “at least one but less than two academic years.”
 - b. Technical certificates are designated as one year or less than one year.
 - i. One Year Technical Certificate: Certificates awarded by a post-secondary institution for the completion of an organized program of study in at least 30 semester credit hours, with the majority of the coursework completed in a prescribed technical area. While the certificates are designed to have value apart from a degree, these certificates should serve as building blocks to an associate degree. The technical certificate is designed for an occupation or specific employment opportunities. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.
 - ii. Less Than One Year Technical Certificate: Certificates awarded by a post-secondary institution for the completion of an organized program of study in less than 30 semester credit hours that are designed for an occupation or specific employment opportunity. These certificates should prepare students for a valid occupational license or third-party industry certification, if available, related to the field of study.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-06 Course Substitution by Petition

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

For Ohio Department of Higher Education **applied bachelor degree programs**, associate degree programs and one-year certificates, a course petition should be approved prior to the student's applying for graduation. Four courses are the maximum number of courses for substitution. Exceptions processed for Stark State College courses and transfer courses with equivalent classes do not count toward the four maximum substitutions.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-17 Graduation Requirements

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

A student becomes eligible for **an applied bachelor's degree** and an associate degree when the student has completed all the requirements of the program that the student is enrolled in based upon the Catalog-In-Force and Change of Major policy (Policy No.: 3357:15-13-28) and as defined by the Ohio Department of Higher Education (ODHE). Students must also have a grade point average (GPA) of 2.00 or above in their technical major and a cumulative GPA of 2.00 or above. For programs that do not have technical concentration courses, no technical GPA is calculated. Based on accreditation standards, certain programs may require a higher technical and cumulative GPA.

The credits transferred from other institutions must be in accordance with the Transfer and Articulation policy (Policy No.: 3357:15-13-25) and may be used by a student toward completion of **an applied bachelor's degree and** an associate degree at Stark State College. Coursework over 10 years old is subject to review and acceptance by the chair of the department offering the course or the dean of that division. However, Stark State College will consider granting permission to a candidate under a catalog more than 10 years old if the candidate has been enrolled continuously and the degree program has not changed appreciably.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-38 Departmental Academic Policy

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

Academic departments may recommend specific departmental academic policies and procedures in such areas as grading, admissions criteria, co-requisites and prerequisites, and **applied bachelor degree**, associate degree and certificate completion requirements based on accreditation and licensure/certification standards. Academic department policies cannot conflict with college-wide policies without Board of Trustees approval.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-13-39 Length of Programs Semesters and Credit Hours

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING

POLICY:

- (A) Stark State College follows the Ohio Department of Higher Education (ODHE) guidelines for the length of programs, semesters, and credit hours. The length of an applied bachelor's degree falls between a minimum of 120 semester credit hours and a maximum of 126 semester credit hours unless it can be shown that additional coursework is required to meet professional accreditation or licensing requirements. Applied bachelor's degrees requiring more than 126 credit hours must have ODHE and Higher Learning Commission approval. The length of associate degree programs falls between a minimum of 60 semester credit hours and a maximum of 65 semester credit hours unless it can be shown that additional coursework is required to meet professional accreditation or licensing requirements. Programs requiring hours beyond the 65 credit hours maximum in order to meet accreditation or licensing requirements are expected to align similarly to like programs at other two-year public institutions, must have the permission of the Provost and Chief Academic Officer, and shall not exceed 73 semester credit hours. The length of a semester shall consist of no fewer than 15 calendar weeks and no more than 17 calendar weeks of instructional time. Term lengths at Stark State College in the fall semester and spring semester range from one week to sixteen weeks of instruction. Term lengths in the summer session range from one week to ten weeks of instruction.
- (B) The number of credits which should be awarded for the completion of courses in an applied bachelor's degree and an associate degree program is determined by the instructional arrangements as follows:
 - (1) Classroom: Classroom instruction is formalized instruction, conducted on or off-campus, in which the instructor presents an educational experience to students, applying any combination of instructional methods.
 - (a) This definition is applicable only when the course organization requires that the instructor bear the primary responsibility for the instructional activity and is directly involved with all students in the class. Students will be expected to work on out-of-class assignments on a regular basis which, over the length of the course, would normally average two hours of out-of-class study for each hour of formal class activity. This out-of-class study shall not be counted as part of the classroom hour for credit.

- (b) One hour of credit shall be awarded for each 750 minutes of classroom instruction for a semester calendar.
- (2) Laboratory: Laboratory instruction is educational activity with students conducting experiments, perfecting skills, or practicing procedures under the direction of a faculty member.
 - (a) One hour of credit shall be awarded for a total of 2,250 minutes laboratory instructional time for a semester calendar.
 - (b) If laboratory instruction is supplemented by out-of-class assignments, which would normally average one hour of out-of-class study preparing for or following-up the laboratory experience, then one hour of credit shall be awarded for a total of 1,500 minutes laboratory instructional time for a semester calendar.
- (3) Clinical laboratory: Clinical laboratory instruction applies only to health technology programs, during which students are assigned to laboratory sections, which meet at a health-related agency rather than in on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. These laboratory hours should be directly supervised by regular faculty members, full-time or part-time, of the College.

Credit hours for the clinical laboratory experience will be awarded on the same basis as laboratory instruction.

- (4) Directed practice: This definition applies primarily to programs in the health technologies, during which the student is assigned to practice experiences under constant supervision at an external agency. The student should receive individual instruction and critique in the performance of a particular function. Adjunct faculty, who may or may not be paid by the College, may be used for the direct supervision of students and for the delivery of part of the didactic phase of the experience.
 - (a) The faculty member coordinating the directed practice conducts at least one lecture session each week for participating students, provides the final grade for each student, and visits students at least once a week.
 - (b) One hour of credit shall be awarded for a total of 4,500 minutes of directed practice instructional time for a semester calendar.
- (5) Practicum: Practicum instruction is on or off-campus work experience, integrated with academic instruction. Students concurrently apply theoretical concepts to practical situations within an occupational field. To assure proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once biweekly, provides the final grade, and teaches at least one course on the campus.
 - (a) Each student who is enrolled in a practicum shall also be enrolled in an on-campus seminar.

- (b) A maximum of nine semester credit hours or thirteen quarter credit hours may be earned in practicum, or any combination of practicum cooperative work experience, over the ~~associate~~ degree program. One hour of credit shall be awarded for a total of 6,300 minutes practicum instructional time for a semester calendar.
- (6) Cooperative Work Experience: A cooperative work experience is on or off-campus paid employment. It augments formal classroom instruction. The experience is coordinated by a faculty member of the College who visits the job site for a conference with the student and supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the supervisor/employer.
 - (a) Each student who is enrolled in cooperative work experience shall also enroll in an on-campus seminar.
 - (b) One hour of credit shall be awarded for a total of 9,000 minutes cooperative work experience instructional time for a semester calendar. A maximum of nine credit hours for a semester calendar may be earned in cooperative work experience, or any combination of cooperative work experience and practicum, over the ~~associate~~ degree program.
- (7) Field Experience: Field experience is planned, paid work activity that relates to an individual student's occupational objectives. With permission of a faculty advisor, the field experience replaces elective or required courses in a student's ~~associate~~ degree program. The experience is coordinated by a faculty member of the College who assists the student in planning the experience, visits the site of the experience for a conference with the student and their supervisor at least once during the semester, and assigns the course grade to the student after appropriate consultation with the employer/supervisor.

A maximum of nine credit hours for a semester calendar may be earned in field experience, or in any combination of field experience, cooperative education experience, and practicum over the associate degree program. One hour of credit shall be awarded for a total of 10,800 minutes field experience instructional time for a semester calendar.
- (8) Observation: Observation occurs when students participate in an educational experience as observers of practitioners, who are representative of the occupational area. Students may participate at times in the actual work activity. Observation hours are coordinated by faculty members who receive reports from the students of their observational experiences and provide assessments of students' progress toward the achievement of the objectives of the experience.

One hour of credit shall be awarded for a total of 13,500 minutes observation instructional time for a semester calendar.
- (9) Seminar: A seminar is a less formal educational experience than a classroom/lecture/discussion class. A relatively small number of students engage in discussions directed by a faculty member.

Credit is awarded for seminar hours on the same basis as that for the classroom hour discussed above.

- (10) **Miscellaneous Applications Courses:** Miscellaneous application courses are those for which extended periods of concentrated practice are required of the student subsequent to sessions of individualized instruction. Courses in applied music and journalism or courses of an independent study nature are examples.

One hour of credit shall be awarded for a total of 6,300 minutes of instructional time for miscellaneous applications courses for a semester calendar.

- (11) **Studio Course:** Studio courses require little or no out-of-class study.

- (a) One hour of credit shall be awarded for a total of 2,250 minutes of instructional time for a studio course for a semester calendar. If supplemented by out-of-class assignments which would normally average one hour of out-of-class study preparing for or following-up the studio experience, one hour of credit shall be awarded for a total of 1,500 minutes of instructional time for a semester calendar.
- (b) Instructors who teach such courses have primary responsibility for assigning the work activity or skills objectives to the student and personally provide whatever instruction is required. In addition, the instructor periodically assesses the student's progress and assigns the final grade.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-18-01 Admission Policy

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

- (A) Access to Ohio's state-assisted colleges must be assured for every person who wants and can benefit from higher education. Stark State College (SSC) maintains an "Open Door" policy and cordially welcomes anyone who wishes to further their education. According to Section 3345.06 of the Ohio Revised Code, Ohio law generally provides that graduates of twelfth grade are entitled to admission without examination to any state-supported college or university and further provides that such an institution may prescribe that certain courses must be completed for unconditional admission.
- (B) Open admission carries with it the full weight of equal opportunity for all, which means the College must make every effort to be both sensitive and responsive to the needs of prospective students. The open admission policy allows a student to enroll in the College but not necessarily in a specific degree-granting program.
 - (1) Standard Admission. Standard admission to SSC is open to anyone who is a high school graduate or the equivalent and completes the enrollment procedures. Exceptions to the procedures would include not requiring placement testing at the point of admittance for applicable employer partnerships or apprentices. In instances of the exceptions, placement testing is required prior to enrollment in any course that requires a minimum placement test score to enroll.
 - (2) Conditional Admission. Students will be admitted conditionally to SSC if they do not achieve the test scores in English and/or Reading indicated below. Students who are admitted conditionally will be limited to taking up to two remedial courses (maximum 10 credits) where proficiency was not achieved and are required to successfully complete the course(s) before being granted permission to take additional courses, if required by their programs.

| | | ACT | SAT Evidence-Based Reading and Writing |
|---------|-----------------------------------|-----|--|
| English | Accuplacer (Writeplacer) 2 | 11 | 360 |
| | Next Generation 219 | | |
| Reading | or Reading Comprehension 28 | 11 | 360 |

- (3) Restricted Program Admission. Students who do not meet specific program requirements at the time of admission as set forth by SSC may be required to satisfactorily complete such requirements before admission into a specific program.
 - (4) College Credit Plus. Students can graduate from college earlier by earning college and high school credit at the same time. The credits earned can be used to complete **an applied bachelor of science**, an associate of arts, associate of science, associate of applied science, or associate of applied business degree at SSC, which can then transfer to any Ohio public university towards a bachelor's degree. SSC follows all policies set forth by the Ohio Department of Higher Education (ODHE).
 - (5) Early College High School (ECHS). ECHS is a program designed to offer Canton City high school students the opportunity to earn an associate degree while completing four years of high school.
- (C) Required Course Placement: First-time degree or Ohio Department of Higher Education (ODHE) certificate-seeking students are required to complete all developmental courses into which they are placed by Accuplacer and/or ACT/SAT scores and that are required by their programs, beginning with their first semester of credit enrollment and continuing for all subsequent semesters to completion. Exceptions may be made on a case-by-case basis for a student returning after an absence at the discretion of the subject department chair or designee of the department chair.
- (D) College-level Coursework: First-time degree seeking students or certificate-seeking students are required to complete college-level English and math within the first 30 credit hours or as required by the program.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-18-07 Standards of Academic Progress

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING

POLICY:

Standards of Academic Progress (SAP) are a series of standards required to maintain eligibility for federal student aid. Requirements include components of completion of credit hours and grade point average (GPA) as defined below. Students who do not meet these requirements will be disqualified from future federal financial aid.

Standards of Academic Progress Requirements:

- (A) Stark State College requires that any student who applies for or receives federal financial aid makes satisfactory academic progress toward an Ohio Department of Higher Education (ODHE) approved degree or certificate. All students are subject to the evaluation of standards of academic progress.
- (B) Satisfactory academic progress is measured as follows:
 - (1) GPA (qualitative measure): Overall grade point average of 2.0.
 - (2) Completion Rate (quantitative measure): Completion of 67 percent of the cumulative attempted credit hours, including hours of repeated and developmental coursework. All accepted transfer hours will also be included in this calculation. The calculated percentage will be subject to rounding to the nearest whole number based on standard mathematical rounding rules.
 - (3) Maximum Timeframe (quantitative measure): Completion of an ODHE-approved degree or certificate within the required number of credit hours as listed in the College catalog for the **applied bachelor's degree, associate degree or certificate program**, multiplied by 150 percent as determined by Office of Financial Aid. This measure will include all accepted transfer credit hours and up to 30 attempted credit hours of required developmental coursework. If a student changes their major or is seeking a second degree, the percentage of completion does not start at zero percent. A student becomes ineligible, via the maximum timeframe element, at the point at which it becomes mathematically impossible for them to complete the program within 150%.
 - (4) Successful financial aid grade completions are: A, AH, B, BH, C, UC, D, UD, CR.

- (5) Unsuccessful financial aid grade completions are: F, W, IN, NC. W, IN, and NC grades do not affect the GPA but are included in the completion rate and maximum timeframe components of the SAP calculation. Once IN grades are changed, the student's GPA, completion rate and maximum timeframe components are re-calculated. Courses in which a student remained enrolled past the add/drop period and earned a W grade cannot be excluded from the calculation.
 - (6) Repeated coursework (see Policy 3357:15-13-08) will count toward the number of attempted hours for completion rate and maximum timeframe calculations. Only the highest grade will be used in the calculation of the student's GPA.
 - (6) All students are limited to 30 credit hours of developmental coursework. Grades are assigned to developmental coursework and will be counted in the GPA, completion rate, and maximum timeframe calculations.
- (C) Failure to meet these measurements will result in the loss of federal financial aid eligibility.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-18-11 International Student Admissions

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

Stark State College is a certified Student and Exchange Visitor Program (SEVP) designee that welcomes qualified F1 visa holders from other countries. According to the Code of Federal Regulations *8 CFR 214.3(a) (2)*, specific schools are eligible to enroll F visa holder students, including a community college or junior college that provides instruction in liberal arts or in the professions and awards recognized **applied bachelor and** associate degrees.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-19-09 Service Member and Veteran Support and Assistance

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy is being revised to add language regarding our new bachelor degree program (bachelor of science in nursing).

CURRENT/PROPOSED WORDING**POLICY:**

Stark State College seeks to assist service members and veterans as they pursue **an applied bachelor's degree**, an associate degree and/or certificate. The purpose of this policy is to set forth the support and assistance Stark State College will provide to service members and veterans, as required by Ohio Revised Code Section 3345.421 (B).

Definition of terms:

1. "Service member" means a person who is serving in the armed forces of the United States.
2. "Veteran" means any person who has completed service in the armed forces, including the national guard of any state or a reserve component of the armed forces, and who has been discharged under honorable conditions from the armed forces or who has been transferred to the reserve with evidence of satisfactory service.

NEW/REVISED STARK STATE COLLEGE POLICY

Name of Policy: 15-11-02 Officers

Approved by President's Cabinet on: N/A

New/Revised: Revised

History of the issue: This policy was revised to change the officers' terms to two years, which matches our practice. The attorney general's office reviewed and approved the policy revision.

CURRENT/PROPOSED WORDING

POLICY:

The officers of the Board of Trustees shall consist of a Chair, a First Vice-Chair, Second Vice-Chair and a Secretary to the Board.

- (A) Election of officers. Election of officers shall be held at the August meeting of the Board of Trustees or first meeting thereafter if there is no August meeting. All officers shall take office at the adjournment of the meeting at which they were elected and shall hold office for a term of ~~one~~ **two** years and until their successors are elected and qualified. ~~The Chair, First Vice-Chair and Second Vice-Chair are eligible for re-election to their respective offices for up to three consecutive terms.~~ If a vacancy occurs for either the Chair, First Vice-Chair, Second Vice-Chair, or any officer is unable or unwilling to serve a full term and such vacancy occurs more than 60 days prior to the August meeting, then the Board shall hold a special election for such office, which may be held at the next regular or special meeting of the Board of Trustees. The Chair, First Vice-Chair and Second Vice-Chair must be members of the Board of Trustees. The Secretary may be a member of the Board of Trustees or the President or the President's designee. The Secretary may serve unlimited terms.
- (B) Duties of the Chair. The Chair shall preside at all meetings of the Board of Trustees, appoint or provide for the election of individuals to serve in advisory capacities for special objectives of an ad-hoc basis, and perform such other duties as may be prescribed by law or action of the Board of Trustees.
- (C) Duties of the First Vice-Chair. The First Vice-Chair shall preside at meetings of the Board of Trustees in the absence of the Chair and perform such other duties as may be assigned by the Board. The First Vice-Chair will be the immediate next Chair.
- (D) Duties of the Second Vice-Chair. The Second Vice-Chair shall preside at the meetings of the Board of Trustees in the absence of the Chair and/or First Vice-Chair and perform such other duties as may be assigned by the Board. The Second Vice-Chair will be the immediate next First Vice-Chair.

- (E) Duties of the Secretary. The Secretary shall keep a correct journal of all proceedings, cause the agenda and other pertinent materials to be distributed to Board members prior to regular meetings, and perform all other duties imposed by statute.
- (F) Presiding Officer, Chair, First Vice-Chair and Second Vice-Chair absent. In the absence of the Chair, First Vice-Chair and Second Vice-Chair the Board shall by majority vote, choose a chair pro tem.

**RESOLUTION
TO ESTABLISH THE
STRATEGIC EXCELLENCE PROGRAM**

WHEREAS, the Board of Trustees of Stark State College desires to establish a Strategic Excellence Program to provide opportunity for employees of the College to be rewarded for excellence; and

WHEREAS, Stark State College values its employees and is committed to providing such reward to eligible employees in a manner that supports, encourages, and motivates employee engagement, continuous learning, innovation, integrity and trust; all completed by the employee in a student-focused manner and exhibiting the Colleges' ethics and values; and

WHEREAS, the guidelines of the Strategic Excellence Program fulfill the intent of the Board of Trustees to provide additional compensation for those employees exceeding agreed-upon goals and achieving excellence which directly contributes to the mission and vision of the College, enhancing access and success for our students;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Stark State College, hereby authorizes and approves the College administration to issue compensation annually to qualified employees meeting the guidelines of the agreed upon Strategic Excellence Program, contingent upon budget performance.

This resolution is enacted on this 13th day of August, 2025.

Harun Rashid
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

RESOLUTION
TO APPROVE AN INCREASE IN THE GENERAL FEE,
EFFECTIVE FALL 2025 AND FALL 2026

WHEREAS, the Board of Trustees of Stark State College has determined that there is a need for additional operating revenue to continue providing quality academic programs to students; and

WHEREAS, Stark State College provides students with excellent education and the lowest tuition in the region; and

WHEREAS, Am. Sub. H.B. 96 of the 136th General Assembly allows community and technical colleges to increase the tuition rate to a maximum amount of \$10 for each year of the two-year biennium; and

WHEREAS, Stark State College, like other community colleges and universities in Ohio, will comply with the tuition caps/limited tuition increases in Am. Sub. H.B. 96/State Operating Bill; and

WHEREAS, at their regularly scheduled meeting on May 14, 2025, the Board of Trustees of Stark State College authorized an increase of \$5 per credit hour of the General Fee for both Fall 2025 and Fall 2026 but wishes to increase this to align with Am. Sub. H.B. 96.

THEREFORE, BE IT RESOLVED that the Board of Trustees of Stark State College authorizes an increase in the per credit hour rate of the General Fee of up to \$10.00 from \$73.10 to \$83.10 for FY26. An increase of \$5 will be effective for Fall Semester 2025, increasing the General Fee from \$73.10 to \$78.10 per credit hour as authorized by the May 14, 2025 resolution, and an increase of \$5 will be effective for Spring Semester 2026, increasing the General Fee from \$78.10 to \$83.10.

THEREFORE, BE IT FURTHER RESOLVED that the Board of Trustees of Stark State College authorizes an increase in the per credit hour rate of the General Fee of up to \$10.00 from \$83.10 to \$93.10 for FY27. This is an additional \$5 per credit hour to what was approved in the May 14, 2025 resolution. The \$10 increase will be effective for Fall Semester 2026.

This resolution is enacted on this 13th day of August, 2025.

Harun Rashid
Chair, Board of Trustees

Para M. Jones, Ph.D.
President

**RESOLUTION
TO APPROVE THE AMERICAN CIVIC
LITERACY COURSE
EFFECTIVE FALL 2025**

WHEREAS, the Board of Trustees of Stark State College shall approve the plan for Stark State College to offer a course in American Civic Literacy pursuant to ORC Section 3345.382; and

WHEREAS, Stark State College must develop a course in the subject area of American Civic Literacy that meets the requirements of the ORC Section 3345.382 and complies with the criteria, policies, and procedures established under ORC Section 3333.16; and

WHEREAS, the Board of Trustees has reviewed the course description, class and master syllabus, and Ohio Transfer 36 submission material;

THEREFORE, BE IT RESOLVED that the Board of Trustees of Stark State College approves the American Civic Literacy course as developed by Stark State College and the College's plan to offer the course to be in compliance with ORC Section 3345.382 and ORC Section 3333.16.

This resolution is enacted on this 13th day of August, 2025.

Harun Rashid
Chair, Board of Trustees

Para M. Jones, Ph.D.
President



STARK STATE COLLEGE

MASTER SYLLABUS

Division Name: Arts and Sciences
Department Name: Communication, Humanities, Reading, Education, and American Sign Language

Course Information

Course Name: American Civic Literacy
Course Number: HIS100
Credit Hours: 3
Contact Hours: 3
Lecture Hours: 3
If more than one lab type needed, use both lab sections
Type of Lab: NA
Lab Hours: Choose an item.
Type of Lab: NA
Lab Hours: Choose an item.

Prerequisites: None

Co-requisites: None

This course is approved for transfer based on the following category:

TAG: ☐ **OT36:** ☐ **CTAG:** ☐ **MTAG:** ☐ **ITAG:** ☐

For more information, please visit the Ohio Department of Higher Education website <https://transfercredit.ohio.gov/>.

Course Description

The course shall include a study of the American economic system and capitalism. The course shall, at a minimum, require each student to read all the following: (1) The entire Constitution of the United States; (2) The entire Declaration of Independence; (3) A minimum of five essays in their entirety from the Federalist Papers; (4) The entire Emancipation Proclamation; (5) The entire Gettysburg Address; (6) The entire Letter from Birmingham Jail written by Dr. Martin Luther King Jr; (7) The writings of Adam Smith, including a study of the principles written in The Wealth of Nations.

General Learning Outcomes

Stark State College has identified six general learning outcomes (GLOs) which represent the knowledge, skills, and abilities needed by students who graduate from our institution.

The outcomes designated below are addressed in this course

- | | |
|--|-------------------------------------|
| 1. Effective Communication (Written, Oral, Reading, and Listening) | <input checked="" type="checkbox"/> |
| 2. Quantitative Literacy (Includes Computational Skills) | <input type="checkbox"/> |
| 3. Information Literacy Skills | <input checked="" type="checkbox"/> |
| 4. Critical Thinking Skills | <input checked="" type="checkbox"/> |

5. Global and Diversity Awareness



6. Civic, Professional, and Ethical Responsibility



Course Objectives

Upon successful completion of this course, students should be able to:

1. Identify and explain the foundational principles of American government, including constitutional democracy, federalism, and individual rights. (GLO 1,3,6)
2. Describe the historical significance and enduring relevance of primary civic documents, such as the Constitution, Declaration of Independence, and The Federalist Papers. (GLO 1,4,6)
3. Identify and explain the structure and principles of the American economic system, with a focus on capitalism and the writings of Adam Smith. (GLO 1,4,5)
4. Apply and discuss key civic literacy concepts to contemporary social and political issues. (GLO 1,3,6)
5. Identify and explain key ideas and arguments from primary historical texts. (GLO 1,3,4)

Stark State College Policies

Please refer to the Policies and Procedures manual on mySSC for more information on all college policies and procedures:

- 3357:15-13-10 Grade of Incomplete
- 3357:15-13-15 Class Attendance
- 3357:15-13-16 Academic Withdrawal
- 3357:15-13-26 Academic Honesty and Integrity
- 3357:15-13-27 Final Grade Appeal
- 3357:15-13-46 Medical Withdrawal Policy
- 3357:15-13-48 Freedom of Expression and Responsibilities
- 3357:15-14-13 Anti-Harassment/Title IX
- 3357:15-14-15 Sexual Misconduct
- 3357:15-18-07 Standards of Academic Progress
- 3357:15-19-08 Student Complaint(s)
- 3357:15-19-10 Student Code of Conduct
- 3357:15-19-12 Suicide Prevention
- 3357:15-19-13 Anti-Hazing
- 3357:15-13-49 Testing Your Faith - Stark State College supports the religious beliefs and practices of individual students. In compliance with ORC 3345.026, the College permits a student to be absent for up to three days each academic semester to take holidays for reasons of faith, religious or spiritual belief system, or to participate in organized activities conducted under the auspices of a religious denomination, church, or other religious or spiritual organization (See Policy No. 3357:15-13-49). Within fourteen days of the start of the course, students are required to notify their instructor(s) in writing of the specific dates for which they are requesting alternative accommodations. The instructor must provide alternative, non-punitive accommodations for their students to complete work missed due to absence due to religious observances. A non-exhaustive list of major religious holidays or festivals for the next two academic years, as provided by the Chancellor of Higher Education, is posted on the College's website. The list is non-exhaustive, and the list may not be used to deny accommodations to a student for a holiday or festival of the student's faith or religious or spiritual belief system that does not appear on the list. Students seeking additional information about the policy should discuss it with their instructor(s) first and then the Dean of Learning and Engagement. Students who do not feel that their religious accommodations were met and wish to file a complaint should contact the Dean of Learning and Engagement at Stark State College, 6200 Frank Avenue NW, North Canton, Office S100 or (330) 494- 6170, X4501.

Disability Services

The Disability Support Services (DSS) office offers a variety of services and accommodations to students with disabilities based on appropriate documentation, nature of the disability, and academic need. In order to initiate services, students should meet with DSS early in the semester to discuss their needs. The DSS staff will determine specific accommodations and services. If a student with a disability does not request accommodations through the DSS office, the instructor is under no obligation to provide accommodations. Students may contact the DSS office at 330-494-6170, ext. 4935, or schedule an appointment in B104.

Computer Usage

Students are expected to observe the Student Computer Usage Guidelines concerning the appropriate use of computers at the College. The guidelines are posted in all areas where computers are located and on the SSC website.

Help Desk Services provides support for the following computer issues:

- questions regarding access to student accounts (login issues)
- connecting to a College resource
- connectivity issues with Learning Management System (LMS)
- using mySSC tools
- software questions
- campus laptop checkout
- reporting issues with computing or technical resources

Help Desk Services is located in B219 on the Main campus. Contact them at 800-797-8275 (800-79-STARK), ext. 4357 (HELP). See the Help Desk Services website: <https://helpdesk.starkstate.edu/> for help, training, hours, and contact information.

Student Success Resources

- Career Services
- College Store
- Computer Basics Workshops
- Digital Library
- Disability Support Services
- English Language Learner Lab
- First-Year Experience Program
- Gateway Student Services
- Handshake
- Help Desk Services
- Interfaith Campus Ministry
- Math Learning Center
- Military Services
- mySSC
- Online Learning
- Science Learning Center
- Spartan Food Cupboards
- Starfish
- Student Advising
- Student Clubs
- Student Diversity
- Student Handbook
- Student Recreation and Game Room
- Student Success Workshops
- Student Support Office – counseling services
- Testing Center
- TRiO Student Support Services
- Tutoring
- Writing Center



STARK STATE COLLEGE

CLASS SYLLABUS

Division Name: Arts and Sciences
Department Name: Communication, Humanities, Reading, Education, and American Sign Language
Term:

Course Information

Course Name: American Civic Literacy
Course Number: HIS100
CRN: XXXXX
Course Modality: ☐ Classroom/Lab ☐ Web 2 ☐ Web 3
☐ Web 4A ☐ Web 4B ☐ Web 4C ☐ Web 4D ☐ Web 4E ☐ Web 4F ☐ Web 4G
Class Days/Times: Online, via Brightspace

Instructor Information

Instructor(s) Name:
Office Hours:
Office Location:
SSC Email Address:

Required Materials

Textbook(s):
OpenStax College. (2013). U.S. History. Houston, TX: OpenStax CNX. Retrieved from
<https://openstax.org/details/books/us-history>
Additional Materials: Will be provided in Brightspace.

Course Learning Objectives

Upon successful completion of this course, students should be able to:

1. Identify and explain the foundational principles of American government, including constitutional democracy, federalism, and individual rights.
2. Describe the historical significance and enduring relevance of primary civic documents, such as the Constitution, Declaration of Independence, and The Federalist Papers.
3. Identify and explain the structure and principles of the American economic system, with a focus on capitalism and the writings of Adam Smith.
4. Apply and discuss key civic literacy concepts to contemporary social and political issues.
5. Identify and explain key ideas and arguments from primary historical texts.

Methods of Assessment/Methods of Evaluation

There are four types of graded activity in our class. They are:

Reading Quizzes: Reading quizzes cover historical facts and basic concepts from the text and class materials.

Discussion Questions: The discussion questions focus on the key ideas in the class for the week. These questions require reading the material and being able to take information from sources and summarizing the answer into a coherent response.

Assignments: Assignments require that you apply your knowledge to a topic and to be able to analyze and explain historical details for the topic at hand. Assignments require that you find supporting facts and information from sources other than the class reading to support your work.

Comprehensive Final Exam: In our final week of class, we will have a comprehensive final exam that will cover historical facts and analysis for all topics covered in class. Note that you cannot pass the class without passing the final exam.

Grading Scale

| Type of Assignment | Points each | Total for the entire class |
|--------------------------|--------------------|----------------------------|
| Discussion Questions | 30 points per DQ | 450 |
| Assignments | 40 per assignment | 200 |
| Comprehensive Final Exam | 200 | 200 |
| Reading Quizzes | 10 points per week | 150 |
| | | 1000 |

Class Policies

Late Work:

Work that is late can only be handed in with prior approval of the Instructor. If late work is allowed, it will be due no later than one (1) week after the original due date.

All work submitted for Brightspace will be stamped with a time and date. This date is the official way of determining if something is late or not. Please be mindful of the due dates for assignments and submit your work on time. Technical difficulties with Brightspace or your internet connection do not absolve you from submitting your work on time and in the fashion instructed.

Contacting the Instructor:

If you have a question or concern about the material in our class, or need further help, please contact the instructor via Brightspace using the messaging function. All questions, concerns and comments will be answered within 48 hours.

Using AI

The use of AI to create content to be turned in for a grade is forbidden and will be considered plagiarism and will be addressed per the Academic Honesty and Integrity policy (No. 3357:15-13-26).

Additional Information/Requirements

Class Attendance: While our class does not meet in a physical sense, you are required to log into Brightspace on a regular basis to complete your own work and to review other students' posts in our online discussion forums. Failure to "attend" class does not remove from you from the responsibility to complete the assignments on time. Due to the fast-paced nature of our class, please complete the work assigned by the due dates issued. Failure to do so will result in a lower score or a zero.

All students can use Stark State College computer labs at our campuses regardless of the online nature of your classes. Please contact the campus closest to you if you would like to pursue this option.

Academic Withdrawal Dates

POLICY:

A student may drop a class or all classes from the College before the end of the seventh calendar day (excluding holidays and emergency closings) of any academic period without academic penalty. Any changes made during this period will not become a part of the student's academic record. Students should refer to the posted refund schedule.

Beginning with the eighth calendar day through the published withdrawal date, the College gives students an opportunity to withdraw from a class or all courses. It is the student's responsibility to withdraw by the published withdrawal date and to satisfy any financial obligations to the College. A student is officially withdrawn from a course once a signed, or electronically submitted, "Schedule Change" form has been submitted to the Academics Records/Registrar's Office. A grade of "W" will appear on the student's academic record.

Beyond the published withdrawal date through the end of the last instructional day, a student with an emergency or extenuating circumstance may receive a grade of "W" only upon consultation with the instructor and approval from the department chair. Sufficient supporting documentation shall be provided by the student when making such a request.

If a student is a financial aid recipient, it is strongly recommended the student consult with a financial aid representative to discuss ramifications of withdrawing.

PROCEDURE:

1. Beginning with the eighth calendar day through the published withdrawal date (excluding holidays and emergency closings), the College requires students to obtain the instructor's, academic advisor's, or department chair/program coordinator's signature, or email approval, and to submit the form to the Academic Records/Registrar's Office to process the withdrawal. The person approving the withdrawal should discuss the reason for the withdrawal with students to ensure they are aware of all their options. Students can submit an electronic request for withdrawal, through their official Stark State email, including discussion of all options, via the instructor, academic advisor, or department chair/program coordinator to the Academic Records/Registrar's Office. The Schedule Change form is available on the mySSC portal.
2. A student is officially withdrawn from a class once a signed "Schedule Change" form has been submitted to the Academic Records/Registrar's Office. A grade of "W" will appear on the student's academic record beginning with the eighth calendar day through the published withdrawal date (excluding holidays and emergency closings) of any academic period, as long as the student withdraws before the published withdrawal date.
3. Failure to follow the procedures may result in the student remaining registered for the class and accepting the grade outcome on the academic record at the end of the semester.

Deadline to Process Withdrawal Form for This Class: Month Day, Year

College Credit Plus

Important dates are different for College Credit Plus students. Please go to the link below for the most current information.

<https://www.starkstate.edu/admissions/collegecreditplus/dates/>

Course Outline/Calendar

In case of events beyond the control of faculty that interfere with class times and teaching, adjustments may be made to date of coverage, order of coverage, and date of exams and assignments to ensure full coverage of course content.

| Week | Week Begins | Topic | Readings | Assignments Due |
|--------|-------------|--|---|--|
| Week 1 | | English Colonization of North America | <ul style="list-style-type: none">Section 3.3, "English Settlements in America", U.S. History, OpenStaxSection 4.3, "An Empire of Slavery and the Consumer Revolution", U.S. History, OpenStax | <ul style="list-style-type: none">Discussion Question 1Quiz Week 1 |
| Week 2 | | The Growth of the American Colonies | <ul style="list-style-type: none">Section 4.4, "Great Awakening and Enlightenment", U.S. History, OpenStaxSection 4.5, "Wars for Empire", U.S. History, OpenStax | <ul style="list-style-type: none">Discussion Question 2Quiz Week 2 |
| Week 3 | | Colonial Protests and the Desire for Self-Government | <ul style="list-style-type: none">All of Chapter 5, "Imperial Reforms and Colonial Protests", U.S. History, OpenStax | <ul style="list-style-type: none">Discussion Question 3Quiz Week 3Assignment 1 |
| Week 4 | | The Declaration of Independence | <ul style="list-style-type: none">Section 6.1, "Britain's Law-and-Order Strategy and Its Consequences", U.S. History, OpenStaxDocument: The Declaration of Independence | <ul style="list-style-type: none">Discussion Question 4Quiz Week 4 |

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| Week 5 | | The Failure of the Articles of Confederation and the Drive Towards Federalism | <ul style="list-style-type: none"> Section 7.3, "Debating Democracy", U.S. History, OpenStax Section 7.4, "The Constitutional Convention and Constitution", U.S. History, OpenStax | <ul style="list-style-type: none"> Discussion Question 5 Quiz Week 5 |
| Week 6 | | The Constitution and the Federalist Rationale | <ul style="list-style-type: none"> Document: U.S. Constitution | <ul style="list-style-type: none"> Discussion Question 6 Quiz Week 6 Assignment 2 |
| Week 7 | | The Reasoning Behind the Constitution | <ul style="list-style-type: none"> Federalist Papers #10 Federalist Papers #51 Federalist Papers #39 Federalist Papers #78 Federalist Papers #29 | <ul style="list-style-type: none"> Discussion Question 7 Quiz Week 7 |
| Week 8 | | The Bill of Rights | <ul style="list-style-type: none"> Section 8.1, "Competing Visions: Federalists and Democratic-Republicans" U.S. History, OpenStax Document: Bill of Rights | <ul style="list-style-type: none"> Discussion Question 8 Quiz Week 8 |
| Week 9 | | Adam Smith and the Wealth of Nations in the United States | <ul style="list-style-type: none"> Section 2.4, "New Worlds in the Americas: Labor, Commerce, and the Columbian Exchange, U.S. History, OpenStax Section 9.1, "Early Industrialization in the Northeast", U.S. History, OpenStax Section 9.2, "A Vibrant Capitalists Republic", U.S History, OpenStax Document: Selected readings concerning The Wealth of Nations | <ul style="list-style-type: none"> Discussion Question 9 Quiz Week 9 Assignment 3 |

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|---------|--|---|---|--|
| Week 10 | | The Economics of Cotton and Slavery in the Antebellum South | <ul style="list-style-type: none"> Section 12.1, “The Economics of Cotton”, U.S History, OpenStax Section 12.2, “African-Americans in the Antebellum United States”, U.S. History, OpenStax | <ul style="list-style-type: none"> Discussion Question 10 Quiz Week 10 |
| Week 11 | | Slavery and the Civil War | <ul style="list-style-type: none"> Section 14.3, “The Dred Scott Decision and Sectional Strife”, U.S. History, OpenStax Section 15.1, “The Origins and Outbreak of the Civil War”, U.S. History, OpenStax | <ul style="list-style-type: none"> Discussion Question 11 Quiz Week 11 |
| Week 12 | | The Emancipation Proclamation | <ul style="list-style-type: none"> Section 15.3, subsection “Emancipation”, U.S. History, OpenStax Document: Emancipation Proclamation | <ul style="list-style-type: none"> Discussion Question 12 Quiz Week 12 Assignment 4 |
| Week 13 | | The Gettysburg Address | <ul style="list-style-type: none"> Section 15.3, subsection “Union Advances”, U.S. History, OpenStax Document: Gettysburg Address | <ul style="list-style-type: none"> Discussion Question 13 Quiz Week 13 |
| Week 14 | | Reconstruction and the Collapse of Reconstruction | <ul style="list-style-type: none"> Document: 13th, 14th and 15th Amendments to the Constitution Section 16.4, “The Collapse of Reconstruction”, U.S. History, OpenStax | <ul style="list-style-type: none"> Discussion Question 14 Quiz Week 14 |

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|---------|--|------------------------------|---|--|
| Week 15 | | The Civil Rights Struggle | <ul style="list-style-type: none"> • Section 28.5, “The African American Struggle for Civil Rights”, U.S. History, OpenStax • Section 29.3, “The Civil Rights Movement Marches On”, U.S. History, OpenStax • Document: Letter from a Birmingham Jail | <ul style="list-style-type: none"> • Discussion Question 15 • Quiz Week 15 • Assignment 5 |
| Week 16 | | Class Summary and Final Exam | | <ul style="list-style-type: none"> • Comprehensive Final Exam |

**Ohio Transfer 36 Arts and Humanities Submission Preparation Template
(Updated April 2022)**

| Ohio Transfer 36 Learning Outcomes | Your Students' Learning Experiences (all fields required) |
|--|--|
| <p>1. Basic Knowledge: employ principles, terminology, and methods from disciplines in the arts and humanities.</p> | <p>This learning outcome aligns with the following course objective(s):</p> <ol style="list-style-type: none"> 1. Identify and explain the foundational principles of American government, including constitutional democracy, federalism, and individual rights. <p>Course materials and activities that relate to the learning objectives are:</p> <p>Students employ the basic principles, terminology, and methods of historical analysis after completing the assigned reading in the textbook, reading additional primary sources, watching informative videos, and viewing additional related information on a variety of curated websites.</p> <p>Student knowledge is assessed via several methods. Weekly reading quizzes will assess basic knowledge and terminology. The instructor provides an overview of basic knowledge in conjunction with the materials that have been provided. All information in these sources can be topics that are covered in the weekly quiz. Knowledge Quizzes are 15% of the total grade for the course.</p> <p>Students also complete a weekly discussion question that asks students to utilize their basic knowledge and extend upon it through their own research to answer questions that</p> |

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|---|---|
| | <p>relate to social, political, and economic trends in US society. Discussion Questions are 45% of the total grade for the course.</p> <p>Students complete periodic “deeper dives” into specific topics via essay assignments that require analysis of historical knowledge based on topics that are covered in the reading for the week. Essays are 20% of the total grade for the course.</p> <p>See HIS 100 Course Alignment Map for specific details. See Appendix document.</p> |
| <p>2. Textual Analysis: analyze, interpret, and/or evaluate primary works that are products of the human imagination and critical thought.</p> | <p>This learning outcome aligns with the following course objective(s):</p> <ol style="list-style-type: none"> 1. Describe the historical significance and enduring relevance of primary civic documents, such as the Constitution, Declaration of Independence, and The Federalist Papers. 2. Identify and explain the structure and principles of the American economic system, with a focus on capitalism and the writings of Adam Smith. 3. Identify and explain key ideas and arguments from primary historical texts. <p>Course materials and activities that relate to the learning objectives are:</p> |

Students employ the basic principles, terminology, and methods of historical analysis after completing the assigned reading in the textbook, reading additional primary sources, watching informative videos, and viewing additional related information on a variety of curated websites.

Students are exposed to primary sources available from the National Archives and the Library of Congress, through links provided in their textbook or by the instructor. Students are directed by the instructor to read the primary sources and include a short analysis of those sources as part of their answers to the weekly discussion questions and in the essay assignments.

Primary sources that are read by students include the following:

- The Declaration of Independence
- The Constitution of the United States
- The Bill of Rights of the United States
- Federalists Papers 10, 29 39, 51, and 78
- The Wealth of Nations by Adam Smith
- The Emancipation Proclamation
- The Gettysburg Address
- 13th, 14th, and 15th amendment to the U.S. Constitution
- Letter from a Birmingham Jail by Dr. M.L. King, Jr.

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| | <p>Weekly discussion questions are 45% of the total course grade. Essay assignments are 20% of the total course grade. The weekly discussion questions are interactive between students, with each student reading and replying to other posts in the discussion.</p> <p>Students are also required to complete a comprehensive final exam which will cover the primary documents and their interpretation and impact on American civics and society. The final exam is worth 20% of the total course grade.</p> <p>See HIS 100 Course Alignment Map for specific details. See Appendix document.</p> |
| <p>3. Contextual Examination: reflect on the creative process of products of the human imagination and critical thought.</p> | <p>This learning outcome aligns with the following course objective(s):</p> <ol style="list-style-type: none"> 1. Describe the historical significance and enduring relevance of primary civic documents, such as the Constitution, Declaration of Independence, and The Federalist Papers. 2. Identify and explain the structure and principles of the American economic system, with a focus on capitalism and the writings of Adam Smith. <p>Course materials and activities that relate to the learning objectives are:</p> <p>Students employ the basic principles, terminology, and methods of historical analysis after completing the assigned</p> |

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| | <p>reading in the textbook, reading additional primary sources, watching informative videos, and viewing additional related information on a variety of curated websites.</p> <p>Students complete a weekly discussion question that asks students to utilize their basic knowledge and extend upon it through their own research to answer questions that relate to social, political, and economic trends in US society. Discussion Questions are 45% of the total grade for the course.</p> <p>Essay assignments are the primary assessment tool that requires the student to utilize their knowledge and skill as part of the creative process of the human imagination. Students are asked to place themselves within the historical context by imagining themselves as participants in the events or as observers of the events reporting to others with analysis of the ideas, actions, and commentary.</p> <p>An example of the essay assignment is “Imagine you are sitting in Independence Hall in the summer of 1787. What are the major issues that need to be discussed as you write the Constitution and what are the points of view for these issues?”</p> <p>Students are required to exercise skill in creative thinking and use basic historical knowledge and research methods to correctly finish the assignment. They are expected to evaluate the sources used for this assignment as well as using their critical thinking skills to identify and summarize the</p> |
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| | <p>event or action. Assignments are worth 20% of the overall score for the course.</p> <p>See HIS 100 Course Alignment Map for specific details. See Appendix document.</p> |
| <p>4. Breadth: explain relationships among cultural and/or historical contexts.</p> | <p>This learning outcome aligns with the following course objective(s):</p> <ol style="list-style-type: none"> 1. Identify and explain the foundational principles of American government, including constitutional democracy, federalism, and individual rights. 2. Identify and explain the structure and principles of the American economic system, with a focus on capitalism and the writings of Adam Smith. <p>Course materials and activities that relate to the learning objectives are:</p> <p>Students employ the basic principles, terminology, and methods of historical analysis after completing the assigned reading in the textbook, reading additional primary sources, watching informative videos, and viewing additional related information on a variety of curated websites.</p> <p>Weekly discussion questions and periodic essay assignments are the primary tools to assess students' ability to explain relationships between cultural and historical events. Also</p> |

included in these assignments are reflection exercises that tie the students' experience to the larger historical events that we study.

Weekly discussion questions not only serve as a test of the recall of basic knowledge but also serve as a forum to have students connect historical events to other groups and events in history and society. An example of a discussion question that explains relationships among cultural and historical contexts is "What was the second middle passage and how did the domestic slave trade influence the economy of the South?" Students are expected to understand the economics of international trade and the involvement of slavery in American agriculture as introduced in the reading and materials and then expand upon this to connect to the Emancipation Proclamation's effect on the Southern economy. Discussion Questions are 45% of the total course grade.

Assignment topics are composed of two components: A recall of historical events and then an analysis task of the topic. An example of this would be "In late 1862 Lincoln announced the Emancipation Proclamation. What was the purpose of the Proclamation and what limits did it place on the emancipation of enslaved people. Why were there limits on Emancipation?". Students are tasked with recalling knowledge and then apply the knowledge to larger trends, with a focus on the impact to individuals and American society. Essays compose 20% of the total grade for the course.

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| | <p>See HIS 100 Course Alignment Map for specific details. See Appendix document</p> |
| <p>5. Communication: convey concepts and evidence related to humanistic endeavors clearly and effectively.</p> | <p>This learning outcome aligns with the following course objective(s):</p> <ol style="list-style-type: none"> 1. Identify and explain the foundational principles of American government, including constitutional democracy, federalism, and individual rights. 2. Apply and discuss key civic literacy concepts to contemporary social and political issues. 3. Identify and explain key ideas and arguments from primary historical texts. <p>Course materials and activities that relate to the learning objectives are:</p> <p>Students employ the basic principles, terminology, and methods of historical analysis after completing the assigned reading in the textbook, reading additional primary sources, watching informative videos, and viewing additional related information in a PowerPoint slideshow.</p> <p>Weekly discussion questions and periodic essay assignments are the primary assignments that students use to demonstrate their ability to communicate concepts and evidence concerning history in a clear and effective manner. Each of these types of assignments focus not only on using research techniques to find accurate sources but then to use those sources and write/communicate their findings to the reader. Students are assessed using a rubric that assigns a</p> |

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| | <p>portion of the overall assignment grade to the clear organization of their reply and that the writing has a clear thesis, proper grammar and a conclusion that aligns with not only the learning objective of the assignment but also their thesis statement. Discussion questions and short essays comprise 65% of the total grade for the course.</p> <p>Students are also required to complete a comprehensive final exam which will cover the primary documents and their interpretation and impact on American civics and society. The final exam is worth 20% of the total course grade.</p> <p>See HIS 100 Course Alignment Map for specific details. See Appendix document.</p> |
| Acknowledgement | Please acknowledge that you have read the guidelines for types of courses approved for and excluded from the Arts and Humanities category of Ohio Transfer 36. |
| <p>The Ohio Transfer 36 requires at least 6 semester hours of course credit in Arts and Humanities.</p> <ul style="list-style-type: none"> • Students completing courses in the Arts and Humanities category should achieve the learning outcomes above through the study of humanities disciplines such as the arts, music, theatre, film, literature, philosophy, and history. Students must select courses from at least two different disciplines to fulfill Ohio Transfer 36 minimum requirements. | I acknowledge that I have read the guidelines for types of course approved for an excluded from the Arts and Humanities category of Ohio Transfer 36. |

- Ohio Transfer 36 Arts and Humanities courses should be introductory-level courses that focus on the study of human endeavors spanning historical periods, regions, and/or cultures.
- Course materials should clearly articulate how students interact with primary sources, which may include (but are not limited to) works of art, music, theatre, film, literature, or philosophy.

Excluded courses:

- Remedial or developmental courses, special topics courses, narrowly focused courses, and technical or pre-technical courses.
- Courses that focus exclusively on content coverage without addressing the learning outcomes for the Ohio Transfer 36.
- Career preparation courses, non-credit continuing education courses, and life experience courses (unless life experience credit, such as military training or other prior learning experience, becomes approved in the future for an Ohio Transfer 36 credit by the statewide faculty review panel).
- Courses that are primarily designed for skill development (e.g., applied music lessons, studio art, symbolic or formal logic, theatre skills, creative writing, and foreign language). To be approved, foreign language courses must devote a majority of the course content to literature and not be grammar and/or skills-based. Skills-based activities, whether graded or not, may support the learning process in an Ohio Transfer 36 Arts and Humanities course, as long as the primary focus or goal of the course is not skill development.

For each of the Ohio Transfer 36 learning outcomes above:

- **Which course learning outcome(s) correspond to this Ohio Transfer 36 learning outcome? (Course learning outcomes should be standard for all sections of a course. They should support—but need not be identical to—Ohio Transfer 36 Arts/Humanities learning outcomes.)**
- **Describe course materials and learning activities through which students achieve this Ohio Transfer 36 learning outcome.**
- **Which assessment(s) allow faculty to determine the degree to which students have met this Ohio Transfer 36 learning outcome?**
- **Identify the part(s) of the submitted course documents (syllabus, assignments, etc.) that demonstrate relevant activities and/or assessments.**

STARK STATE COLLEGE - CRIME STATISTICS REPORT

12.1

January 1, 2024 -July 31, 2025

| REPORTED CRIME STATS FOR CLERY ACT | | | |
|--|--------------------|-----------------|-----------------|
| <i>Required to report these statistics to Department of Education once a year.</i> | | | |
| CATEGORY | VENUE | 2024 Statistics | 2025 Statistics |
| MURDER | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| MANSLAUGHTER | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| SEX OFFENSES: <i>Forcible</i> | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| <i>Non-forcible</i> | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| ROBBERY | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| AGGRAVATED ASSAULT | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| BURGLARY | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| ARSON | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| MOTOR VEHICLE THEFT | On Campus | 1 | 0 |
| | Satellite Location | 0 | 0 |
| DOMESTIC VIOLENCE* | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| DATING VIOLENCE* | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| STALKING* | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| | | | |
| LIQUOR LAW VIOLATIONS | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| DRUG-RELATED VIOLATIONS | On Campus | 1 | 1 |
| | Satellite Location | 1 | 1 |
| WEAPONS POSSESSION | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| TOTALS | | 3 | 2 |
| | | | |
| *The following statistics have been added to maintain compliance with the Campus SAVE Act. | | | |
| REPORTED CRIME STATS FOR STARK STATE COLLEGE | | | |

STARK STATE COLLEGE - CRIME STATISTICS REPORT

January 1, 2024 -July 31, 2025

| These statistics are reported to the College Community for their awareness. | | | |
|---|--------------------|-----------------|-----------------|
| CATEGORY | VENUE | 2024 Statistics | 2025 Statistics |
| CRIMINAL DAMAGING | On Campus | 0 | 1 |
| | Satellite Location | 1 | 0 |
| THEFT | On Campus | 2 | 2 |
| | Satellite Location | 0 | 2 |
| IDENTITY THEFT | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| ASSAULT | On Campus | 1 | 1 |
| | Satellite Location | 0 | 0 |
| INDUCING PANIC | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| MENACING/VERBAL THREATS | On Campus | 0 | 1 |
| | Satellite Location | 0 | 0 |
| HARASSMENT | On Campus | 0 | 0 |
| | Satellite Location | 0 | 0 |
| DISRUPTIVE BEHAVIOR | On Campus | 2 | 3 |
| | Satellite Location | 2 | 5 |
| INDECENT EXPOSURE | On Campus | 0 | 0 |
| | Satellite Location | 1 | 0 |
| TOTALS | | 9 | 15 |

NOTE 2024

24-0035 – Indecent Exposure (Off-Campus)
 24-0044 – Disruptive Behavior (Akron)
 24-0050 – Crim Damage (Whipple Auto Shed)
 24-0056 – Motor Vehicle Theft (Main)
 24-0066 – Assault (Akron)
 24-0071 – Theft (Main)
 24-0083 – Disruptive Behavior (Main)
 24-0093 - Disruptive Behavior (Canton)
 24-0100 – Disorderly Conduct (Canton)
 24-0104 – Theft (Main)
 24-0108 – Drug-Related Violation (Main)
 24-0118 – Disorderly Conduct (Canton)
 24-0119 - Drug-Related Violation (Canton)

NOTE 2025

25-0002-Disruptive Behavior (Akron)
 25-0003– Disruptive Behavior (Main)
 25-0019- Disruptive Behavior (Akron)
 25-0028- Disruptive Behavior (Akron)
 25-0029- Disruptive Behavior (Main)
 25-0030- Drug-Related Violation (Akron)
 25-0031-Theft (Main)
 25-0032-Criminal Damaging (Main)
 25-0037-Menacing (Main)
 25-0047 Drug-Related Violation (Main)
 25-0048- Disruptive Behavior (Main)
 25-0050- Theft (Akron)
 25-0052- Theft (Akron)
 25-0060-Theft (Main)
 25-0061-Assault (Main)
 25-0062- Disruptive Behavior (CDL)
 25-0069- Disruptive Behavior (Akron)

| Stark State College Out-of-State Travel Authorizations | | | | |
|--|---|------------------|-------------|-----------------------|
| Employee | Attending | Where | When | Expense |
| Samuel Adair Mark Sammons | Honda Professional Automotive Career Training Conference | Torrance, CA | July 21-25 | \$3,016.46 \$2,730 |
| Wendi Keller | Innovative Teaching Strategies | Nashville, TN | July 14-18 | \$2,850 |
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| * Grant funded ** Program Requirement *** Strategic Excellence Award | | | | |

**2025-2026 Calendar of
Board Meetings and Events**

| <u>DATES</u> | <u>MEETING/EVENT</u> | <u>TIME</u> | <u>LOCATION</u> |
|--|-------------------------------|--------------------|------------------------|
| AUGUST, 2025 | | | |
| 13 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| SEPTEMBER, 2025 | | | |
| 10 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| 18 Thursday | ODHE Trustees Conference | TBD | Columbus, OH |
| OCTOBER, 2025 | | | |
| 8 Wednesday | BOARD MEETING | 8 a.m. | TBD |
| 8 Wednesday | Board Retreat | 9-12 p.m. | TBD |
| NOVEMBER, 2025 | | | |
| 12 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| DECEMBER, 2025 | | | |
| 10 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| 16 Tuesday | One-Year Certificate Ceremony | 6 p.m. | M100/101 |
| (2026 Dates are Tentative until board approved) | | | |
| JANUARY, 2026 | | | |
| 4 Sunday | Commencement Ceremony | 2 p.m. | Canton Civic Center |
| 14 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| FEBRUARY, 2026 | | | |
| 11 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| MARCH, 2026 | | | |
| 11 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| APRIL, 2026 | | | |
| 8 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| 24 Friday | Employee recognition dinner | 5 p.m. | TBD |
| MAY, 2026 | | | |
| 1 Friday | Scholars & Benefactors Lunch | 11 a.m. | TBD |
| 13 Wednesday | BOARD MEETING | 8 a.m. | S304 |
| 13 Wednesday | One-Year Certificate Ceremony | 6 p.m. | M100/101 |
| 17 Sunday | Commencement Ceremony | 2 p.m. | Canton Civic Center |

| <i>DATES</i> | <i>MEETING/EVENT</i> | | <i>TIME</i> | <i>LOCATION</i> |
|------------------------|-----------------------------|-------------------------------|--------------------|------------------------|
| JUNE, 2026 | | | | |
| 10 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| JULY, 2026 | | | | |
| 8 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| AUGUST, 2026 | | | | |
| 12 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| SEPTEMBER, 2026 | | | | |
| 9 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| OCTOBER, 2026 | | | | |
| 14 | Wednesday | BOARD MEETING | 8 a.m. | TBD |
| 14 | Wednesday | Board Retreat | TBD | TBD |
| 23 | Thursday | Foundation Annual Dinner | 5:30 p.m. | TBD |
| NOVEMBER, 2026 | | | | |
| 11 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| DECEMBER, 2026 | | | | |
| 9 | Wednesday | BOARD MEETING | 8 a.m. | S304 |
| 16 | Wednesday | One-Year Certificate Ceremony | 6 p.m. | M100/101 |