Miami University
February 19 and 20, 2015 Meetings of the Board of Trustees
Oxford, Ohio

SCHEDULE OF TRUSTEE MEETINGS AND CAMPUS ACTIVITIES

Wednesday, February 18, 2015

5:00 p.m.  Tour Indoor Sports Center (optional)

Thursday, February 19, 2015

8:00 a.m.  Academic and Student Affairs Committee
          Campus Avenue Building, Room 50
          Per separately distributed agenda

11:15 a.m.  Academic and Student Affairs Committee
            Tour Enrollment Management “One Stop for Student Success”

12:00 p.m.  Lunch, Lewis Place (optional)

1:45 p.m.  Finance and Audit Committee
           Roudebush Hall, Room 104
           Per separately distributed agenda

5:15 p.m.  Tour Kreger Hall (optional)

Friday, February 20, 2015

8:00 a.m.  Breakfast
           Marcum 158

9:00 a.m.  Board of Trustees Meeting
           Marcum 180-6
           Per attached agenda

The following times are approximate

9:00 a.m.  Public Study Session
           Marcum 180-6

10:00 a.m.  Public Business Session
            Marcum 180-6

11:30 p.m.  Executive Session with working lunch
            Marcum 180-6
Meeting of the MIAMI UNIVERSITY BOARD OF TRUSTEES
Miami University, Oxford Ohio
Marcum Center, Room 180-6
9:00am Friday, February 20, 2015

Call the Meeting to Order and Roll Call – Chair, Mr. David Budig

Public Study Session:
• Regional Campus Process Committee Update, Dean Jim Oris, Process Committee Chair

Public Business Session:
• Comments from the Public
• Approval of the Minutes of the prior meeting (final attachment to this agenda)
• Consent Calendar, Attachment A
  1) Designation of Emerita/Emeritus
  2) Campus Naming

• Comments by the Chair – Mr. David Budig
• Reports, Ordinances and Resolutions
  President’s Report – Dr. David Hodge
  Report of the Chair of University Senate Executive Committee – Dr. Bryan Marshall
  Report of the Student Body President – Mr. Cole Tyman
  Academic and Student Affairs Committee Report – Mr. Robert Shroder
  Resolutions – Provost Phyllis Callahan, Attachment B
  1) Promotion and Tenure
  2) Tenure appointment, Dr. Steven Conn
  3) BS in Information Technology
  4) BA/BS in Liberal Studies
  5) Department of Global and Intercultural Studies

  Finance and Audit Committee Report – Mr. Mark Ridenour
  Ordinances & Resolutions – Sr. Vice President David Creamer, Attachment C
  1) Resolution – Easement to Duke Power (Evans Scholars)

  Student Trustee Reports

• Other Business
  Resolutions – President Hodge, Attachment D
  1) Election of Dr. Creamer as Treasurer
  2) Election of Bruce Guiot as Associate Treasurer
  3) Resolution of Appreciation, Mr. Graham Bowling
  4) Resolution of Appreciation, Mr. Donald Crain

• Written Reports
  1) Advancement Update, Attachment E

Adjourn to Executive Session:
Consult with Counsel, Pending Litigation

Adjournment
RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the following for the rank of Dean and Professor Emerita effective on the formal date of retirement:

Susan Mosley-Howard  
Educational Psychology & Education, Health & Society

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Dean Emerita effective on the formal date of retirement:

Marjorie M. Cowan  
Microbiology

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emerita effective on the formal date of retirement:

Mary Cayton  
History

Ann Wicks  
Art

Marilyn Anderson  
Nursing

Alice Kahn  
Speech Pathology & Audiology

Jean Lutz  
English

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Professor Emeritus effective on the formal date of retirement:

William Albin  
Music

Saul Adelman  
Finance

Robert Benson  
Architecture & Interior Design

Dennis Carlson  
Educational Leadership
Professor Emeritus (continued):

Philip Cottell, Jr.
Accountancy

Robert DiDonato
German, Russian, Asian & Middle Eastern Languages & Cultures

William Hart
Geology & Environmental Earth Science

David Hergert
Engineering Technology

John Heyda
English

dele jegede
Art

Bruce Magurn
Mathematics

Sante Matteo
French & Italian

Michael Novak
Chemistry & Biochemistry

Ralph Raunft
Art

William Renwick
Geography

Peter Rose
Classics

Gary Stasser
Psychology

John Stevenson
Microbiology

Robert Thurston
History

Theodore Wagenaar
Sociology & Gerontology
BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Administrator Emerita effective on the formal date of retirement:

Veronica Collopy  
Housing, Dining, Recreation and Business Services

Kathleen Dudley  
Finance and Business Services

Karen Meador  
Housing, Dining, Recreation and Business Services

Janis Toennisson  
Public Relations and Marketing

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the following for the rank of Administrator Emeritus effective on the formal date of retirement:

Dale Hinrichs  
Finance and Business Services

Richard Munson  
Biology

Robert Parker  
Information Technology Services

Perry Poppel  
Housing, Dining, Recreation and Business Services
RESOLUTION R2015-xx
Naming of Campus Facilities

BE IT RESOLVED: that the Board of Trustees hereby approves the following
naming recommendations of the Committee on Naming of Campus Facilities:

**Garden Commons**
The newly constructed addition to the northwest side of Symmes Hall will provide a new
dining venue serving East Quad and replacing Erickson Dining Hall.
The facility overlooks the Conrad Formal Gardens.

**Gunlock Family Performance Center**
The naming of the new athletic performance center in honor of Randy Gunlock ’77 and
his wife, Vicki, is in recognition of their lead gift to the facility that will be built between
Yager Stadium and the Indoor Sports Center.

**Christine S. White and John H. White, Jr. (’58, HA ’96) Exhibit Gallery**
(King Library)
The naming of the exhibit room within the Havighurst Special Collections is in
recognition of Jack White's gift to support the special collections library.
The name honors Jack (’58) as well as his mother, Christine.

**Peter and Betsy Mogk Head Coach’s Office**
(Legacy Project at Hayden Field)
Gift of Peter (’85) and Betsy (’85) Mogk.
RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the following faculty for promotion and tenure, effective July 1, 2015:

Recommendations to be provided

BE IT FURTHER RESOLVED: that the Board of Trustees hereby approves the promotion to associate librarian and the awarding of continuing contract, effective July 1, 2015, to:

Recommendations to be provided
February 20, 2015

Academic and Student Affairs

RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves appointment as professor, and the award of tenure to:

Steven Conn
W.E. Smith Professor of History
Department of History
with tenure

Effective August 17, 2015.
RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Science in Information Technology with a new major, Information Technology, Department of Computer and Information Technology, College of Professional Studies and Applied Sciences.
REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY REGIONAL CAMPUSES

ESTABLISHMENT OF A

Bachelor of Science in Information Technology
Major in Information Technology

August 15, 2014
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REQUEST

Date of submission: August 15, 2014

Name of institution: Miami University Regional Campuses

Degree/degree program title: Bachelor of Science in Information Technology  
Major in Information Technology

Primary institutional contact for the request
Name: Dr. Cathy Bishop-Clark  
Title: Associate Dean & Professor  
Phone number: (513) 727-3436  
E-mail: bishopcu@miamioh.edu

Department chair/program director
Name: Dr. Marianne Murphy  
E-mail: murph103@miamioh.edu

Delivery sites: Miami’s regional campuses in Hamilton and Middletown, the Voice of America Learning Center in West Chester, and the Greentree Health Science Academy in Middletown.

Date that the request was approved by the institution’s governing board:
Approved by the Miami University Senate on [date], and the Board of Trustees on [date]

Proposed start date: Fall, 2015

Date Institution established: 1809

Institution’s programs: Miami offers a range of degrees including associate, bachelors, masters, educational specialist, and doctoral degrees. A complete list of available degrees is available via the general bulletin at http://www.units.miamioh.edu/reg/bulletins/CurrentGeneralBulletin/.

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure No
Endorsement No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

The Computer and Information Technology (CIT) department currently offers a Bachelor of Science in Information Technology, major in Health Information Technology which is delivered at Miami’s regional campuses. With this proposal, we are creating a new major within the same degree - Bachelor of Science in Information Technology, major in Information Technology. This new major would provide a broad education in Information Technology by delivering a common IT foundation enhanced by student designed research options integrated into the program of study, providing students with flexibility in their choice of specialization. We are also proposing a pre-major for this degree, which is consistent with the current Health Information Technology major. Details regarding the pre-BSIT are outlined in section 5.1 Admissions policies and procedures.
Information technology is generally defined as the study and use of systems for storing, retrieving, and sending information. A practitioner of information technology will generally work to support the computing infrastructures and the needs of individual users across a variety of knowledge domains. This role is synergistic with the related disciplines of computer science and information science.

As an example of the relationship between the disciplines, a computer scientist or a software engineer would typically have the primary responsibility for mobile application design and development while an information technologist would provide user or developer support through testing or troubleshooting. An information scientist would typically work with a business to identify intelligence or data that would be implemented with the support or assistance of an information technologist. Consequently, any increase in the number of any type of technological position means potential employment for those with information technology degrees for purposes of infrastructure and user support.

As noted by the Association for Computing Machinery Special Interest Group for Information Technology Education (ACM SIGITE),

The depth of IT lies in its breadth: an IT graduate needs to be broad enough to recognize any computing need and know something about possible solutions. The IT graduate would be the one to select, create or assist to create, apply, integrate, and administer the solution within the application context.

Because of the broad diversity of specialization areas for information technologists, students' educational needs can also be very diverse; this degree provides options to students for specialized study. Students first complete a series of courses designed to provide a broad technological foundation. As part of this foundation, students choose a foundational concentration of either networking or software support and development. After completing foundation courses, students can specialize in different areas of information technology through research and directed study. Some examples of areas of study that students might pursue are network and systems administration; database administration; customer support services; software testing and support; network security and disaster recovery; interactive web multimedia; and system customization and configuration.

A sequence of courses has been designed to provide a framework under which students can gain expertise in the specialization of their choosing. During this sequence, students will research current and emerging technological areas, then design and implement a significant IT project. While matriculating through this program of study, students will be closely advised on their choice of specialization to ensure that their goals are consistent with potential employment as information technologists. Professionals working in an IT field can use their prior experience as a starting point to gain more advanced skills or to pursue study needed for industry certification.

The major is outlined here as a complete four-year program with a traditional entry point (that is, it is not framed here as a completion degree). However, the current associate degree program offered by the CIT department includes the foundation of the proposed major, so that current associate degree graduates will be able to complete the program without additional foundation courses. Those with older associate degrees or with associate degrees from other institutions may have additional foundational requirements. Elective requirements are built into the major which will allow for some additional foundation courses to count toward the major requirements.

In today's world, every profession, business, and entrepreneurial endeavor has needs for technology and technology professionals. These needs are diverse and reflect a wide range of applications. Overall, technology needs can rapidly change and this degree will allow students to prepare for a variety of technological specializations.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

Original date of accreditation: 1913
Date of last review: 2005
Date of next review: 2015

2.2 **Results of the last accreditation review**

Miami University is accredited by the [Higher Learning Commission](http://www.hlc.org) (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see [2005_Review.pdf](http://example.com), 4.3MB), while the next reaccreditation review will occur in 2015.

The full HLC Report and associated documents are in **Appendix A**.

2.3 **Notification of appropriate agencies**

*Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution’s request for authorization of the new program. Provide documentation of the notification as an appendix item.*

An initial inquiry was submitted to the Ohio Board of Regents on February 13. The acknowledgement that the inquiry was submitted can be found at the Ohio Board of Regents website: [https://www.ohiohighered.org/academic-program-approval/preliminary-requests](https://www.ohiohighered.org/academic-program-approval/preliminary-requests). The initial inquiry can be found in **Appendix B**.

**SECTION 3: LEADERSHIP—INSTITUTION**

3.1 **Mission statement**

The stated mission of Miami University Oxford is: Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society. Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected. Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.


The regional campuses share the mission of the main campus with some distinctive differences. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age...
students, and by striving specifically to serve the educational needs of the region’s population and employers. The regional campuses fulfill their mission by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor’s degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Providing intellectual, informational, and cultural resources for the community.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the recent changes under the University System of Ohio’s (USO) strategic plan, the primary mission of the regional campuses has instead expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio’s many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, Vice President for Enrolment Management, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The administrative leadership of Miami University can be found at: http://MiamiOH.edu/about-miami/leadership/admin-officers/index.html. A current organizational chart is found in Appendix C.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

This degree program will be housed within the CIT Department which is located on Miami’s regional campuses in Hamilton and Middletown. All programs and courses offered by the department are conducted at the regional locations. The CIT Department is an academic department within the College of Professional Studies and Applied Sciences (CPSAS) and reports to the Dean of CPSAS for all matters such as academic and curricular issues; tenure and promotion; scheduling and teaching load; and performance evaluation and salary. All departmental and divisional matters are conducted according to their respective governance documents and the Miami University Policy and Information Manual (MUPIM).
Faculty and staff in the CIT Department report to the Chair of the CIT Department, who reports to the Dean of CPSAS. The Dean of CPSAS also holds the title of Associate Provost and reports to the Provost and Executive Vice President for Academic Affairs, who reports to the President of Miami University.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The CIT Department is led by the chair, who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The chair of the CIT Department is Dr. Marianne Murphy and her CV is included in Appendix D.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- **CIT Department Faculty** - The department typically meets as a committee of the whole once a month during the academic year. There are no terms of appointment as full-time faculty members serve on this committee while they are members of the CIT Department.

- **The curriculum committee of the CIT Department** - This is a subgroup of CIT faculty. Currently, there are four members of the committee who may hold any rank within the department. The term of appointment is one year and the committee meets as needed during the academic year. The committee also meets with additional members of the department as needed for input on curricular issues. This committee proposes curricular changes and initiatives and has primary responsibility for curricular proposals and documentation.

- **The assessment committee of the CIT Department** - This is a subgroup of CIT faculty. Currently, there are three members of the committee who may hold any rank within the department. The term of appointment is one year and the committee meets as needed during the academic year. This committee works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.

- **The CIT Department Industry Advisory Council**. This council consists of information technology professionals from regional business, industry, government, and health care organizations. There are currently 16 members on the council. There are no appointed terms. The council meets biannually with the CIT department and members are also often consulted between meetings.

- **College of Professional Studies and Applied Sciences Curriculum Committee** – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.

- **College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee** – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.

- **Miami University Council for Undergraduate Curriculum** - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty
members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans’ office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).

- **Miami University Council of Academic Deans** - The council consists of the Provost of Miami University, the deans of each of the six academic divisions, the regional campus dean, dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.

- **Miami University Senate** - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.

- **Miami University Board of Trustees** - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

### 4.2 Program development

**Describe how the proposed program aligns with the institution's mission.**

- Offering select bachelor degree programs.

  The proposed program advances the mission of Miami’s regional campuses and the State of Ohio to offer open and affordable access to higher education to residents of Southwest Ohio. In the last several years, the State of Ohio has encouraged regional campuses to develop more bachelor’s degrees to meet the needs of their local students and employers, and this program is a direct result of that philosophy. This program does not duplicate any majors offered at the Oxford campus, but is designed to complement existing programs.

  The program will attract students who wish to begin and complete a bachelor’s degree program at the regional campuses. It will also attract students who possess or are pursuing associate degrees from Miami’s regional campuses and other institutions (e.g. Sinclair Community College, Cincinnati State Community and Technical College), allowing them to continue their education in the State of Ohio.

- Providing academic programs to meet needs of the region.

  As previously noted, information technologists work in support of many technological areas and in support of a variety of disciplines. For example, graduates of this program will have many employment opportunities in areas such as institutional and user support, server and application administration, data base design and administration, network administration, systems specialists, support specialists, data engineers, information security specialists, systems analysts, web developers, software development support, and communication specialists.

  This program curriculum allows students to pursue an area of specialization of their choosing which means that residents of the region will benefit from having individuals who can demonstrate the ability to support the technological infrastructure of any type of business or industry. As
previously noted, some examples of specific areas of study might be network and systems 
administration; database administration; customer support services; software testing and support; 
network security and disaster recovery; interactive web multimedia; and system customization 
and configuration.

Students already working in the field and their employers benefit from the opportunity to further 
their current technological skills. Technology can rapidly change and technology workers need to 
be prepared to understand and use new technologies and tools as they arise. The flexibility of a 
degree which does not have static tracks or concentrations serves the region by allowing 
students to concentrate on current and emerging technologies.

Indicate whether the institution performed a needs assessment/market analysis to determine a 
need for the program. If so, briefly describe the results of those findings. If completed, submit 
the full analysis as an appendix item.

As noted in the introduction, the role of an information technologist is synergistic with the related 
disciplines of computer science and information science. A rise or projected rise of any type of 
technological positions means potential employment for those with information technology degrees for 
purposes of infrastructure and user support.

A search on a national employment site for IT jobs in Ohio shows multiple available positions in areas 
such as institutional and user support specialists, server and application administration, data base design 
and administration, network administration, systems specialists, data engineers, information security 
specialists, systems analysts, web developers, software development support, and communication 
specialists, just to name a few.

Also noted is the diversity of opportunities available and that technological areas predicted to rise in 
salary nationally are network engineers, data modelers, portal administrators, mobile application 
developers, data warehousing, business intelligence analysts, web developers, network architects, and 
network managers.

This is supported by a 2010-2020 Occupational Trends report published by the state of Ohio 
(http://www.odjfs.state.oh.us/forms/file.asp?id=2250&type=application/pdf) which shows that computer 
systems analysts, software developers, and network and computer systems administrators are above the 
75th percentile for earning, growth, and job openings. Software developers and Systems software are 
noted in the same document as being among Ohio's fastest growing occupations.

Also published by the state, the Buckeye Top Fifty 2010-2020 
(http://ohiolmi.com/proj/projections/ohio/2020_Buckeye50.pdf) has projections for in-demand occupations 
which are sorted by degree type. Twelve categories are listed for occupations generally requiring a 
bachelor's degree, with six of these directly related to or synergistic with information technology 
(Computer & Information Systems Managers; Software Developers, System Software; Software 
Developers, Applications; Computer Systems Analysts; Information Security Analysts, Web Developers, & 
Computer Network Architects). This document also notes that these occupations have above-average 
annual earnings, growth rates faster than the statewide average, and are expected to stay in demand.

This is consistent with information supplied by the Bureau of Labor Statistics (BLS), which cites a faster 
than average rate of growth (22%) for information security analysts, web developers, and computer 
network architects, and a much faster rate of growth (31%) for database administrators. The BLS also 
notes that a bachelor’s degree is the usual entry level education required for these types of positions.

For Southwestern Ohio in particular, the Ohio 2020 Job Outlook 
(http://ohiolmi.com/proj/projections/JobsOhio/Cincinnati Region.pdf) shows an overall projected rise in 
Computer related occupations of 17.1%.
The computer-related occupations shown also indicate the need for a bachelor's degree for most of these occupations (the 5 in the final column denotes that educational level).

As previously noted, IT professionals work along with and in support of computing and technological professionals in a variety of fields. Computing and technological positions as noted in published reports generally indicate needs for a variety of degree majors, including those with IT degrees.

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

The Computer and Information Technology Business and Industry Advisory Council has been involved in the development of this program by pinpointing needed skills, quantifying the need for IT specialists, and providing review of the proposed curriculum. At the spring 2014 meeting of the CIT Industry Advisory Council, the Council unanimously endorsed the program.

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

The CIT Department uses curricular standards described by ACM SIGITE to inform our programs. The ACM SIGITE IT Model Curriculum is described in full at www.sigite.org. The CIT Department first revised our programs to align with the standards of this model in 2007 and continue to do so as additional programs are developed.

Information Technology programs are eligible for accreditation by ABET. The department does not have immediate plans to seek accreditation, but plans to look closely at the feasibility of accreditation in the future. For the present, the curriculum has been carefully developed with advice from our advisory council to satisfy a number of learning objectives and will be fully assessed in meeting those objectives, as are all Miami degrees.

4.3 Collaboration with other Ohio institutions
Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.

The only University System of Ohio (USO) institutions within 30 miles of Miami University (specifically Miami-Hamilton, Miami-Middletown) that offer bachelor’s degree programs are Wright State University and the University of Cincinnati. Wright State University does not have a program in Information Technology. The University of Cincinnati does have a program in Information Technology with tracks in networking/systems, software application, and cyber security.

We believe that the flexible program that we are proposing offers students more opportunities than a program with defined static tracks. In today's world of rapid change, the technological needs of today may not be the technological needs of tomorrow. The major we are proposing will allow students to tailor their degree to their individual interests or to the needs of their current and prospective employers. This flexibility will ensure that students can specialize in cutting edge technological areas. While students may elect to pursue knowledge in areas also covered by the University of Cincinnati, the areas of concentration within that program are very broad. For example, students interested in cyber security may elect to go in a different technological direction than that offered by another program. Additionally, Miami's regional campuses in Hamilton and Middletown serve many students that have job and family commitments, and frequent travel to Cincinnati to attend classes is not feasible for them.

Also of note, a recent case study published by the National Center for Women & Information Technology (http://www.ncwit.org/sites/default/files/resources/harveymuddcollege_successfulsystemicapproach.pdf) suggests that linking curricular programs to student knowledge and experiences can increase participation by women and other under-represented groups. Allowing students the flexibility to pursue technological specializations according to their personal interests will help both with retention of existing students and can also help attract more students with diverse backgrounds to the program.

Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.

The program was not developed in collaboration with other institutions.

SECTION 5: STUDENT SERVICES

5.1 Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

The proposed Bachelor of Science in Information Technology, major in Information Technology (BSIT) will follow regional admissions requirements for students. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at http://www.regionals.miamioh.edu/admission/.

In order to declare as majors of the program, students will be required to complete the following courses and requirements:

- MTH 102 Intermediate Algebra (with a grade of C or better)
- CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)
- CIT 157 Foundations of Information Technology I
- CIT 158 Foundations of Information Technology II
This is consistent with the existing major (Bachelor of Science in Information Technology, major in Health Information Technology), where students who have not completed the initial course requirements declare as pre-HIT majors. Potential BSIT majors who have not taken (or do not have appropriate transfer credit for) the courses listed above will have the opportunity to declare a pre-BSIT major or to declare a major in a CIT associate degree program (Associate in Applied Science, major in Computer and Information Technology).

The pre-BSIT major is not a degree program but instead specifies courses and requirements which students must complete prior to becoming a BSIT major. The intent of the pre-BSIT is to ensure that students can demonstrate basic competencies in three areas: a.) basic problem solving, b.) fundamental computer use, and c.) fundamentals of information technology.

The pre-BSIT curriculum provides specifically for those competencies. Students can demonstrate competency in problem solving by completing MTH 102 with a grade of C or better. Success in MTH 102 has been noted by instructors in the department as a predictor of success in technical subjects and also helps students to learn the types of problem solving techniques essential for a technical degree. Students can demonstrate competency in fundamental computer use by completing CIT 154 (or an equivalent course). In addition, certain aspects of CIT 154 can contribute to development of problem solving skills (via spreadsheet and database manipulations). Both CIT 157 and CIT 158 provide students with further exposure to technical materials and allow them to determine whether they are prepared for further technical study and that they also have a realistic expectation of what technical study entails.

In our experience, students often express a desire to study information technology (or related disciplines) with the view that they will only be users of technology. However, technological study includes the need to understand how software and hardware are constructed and work. For example, a student may be comfortable using networked computers but not fully appreciate the study required to learn to configure a computer network. The pre-BSIT major will allow such students to gain a better understanding of what the field of information technology entails and whether or not it is a match for their skills and needs. Our experiences with the pre-HIT major have been very positive and we have found that students appreciate the opportunity gain a more in-depth view of technology before committing to the full major.

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents' Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 GPA in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations. (Adapted from http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2013-2014/index.htm)

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required. Articulation tables and program information that can be found on Transferology (formerly u.select, accessed via http://www.transferology.com/) are maintained to assist students in reviewing / previewing transfer credit information.

5.2 Student administrative services
Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Miami's regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution's catalog (General Bulletin). The description should be no more than 150 words.

The Bachelor of Science in Information Technology with a major in Information Technology (BSIT) is a broad program of study that prepares students to support the computing infrastructures and needs of individuals and organizations across a variety of domains. Information Technology professionals apply their skills and knowledge to provide technological solutions for those using systems to produce, store, retrieve, analyze and send information. The BSIT program provides a broad foundation of knowledge in IT problem solving, web applications, ethics, databases, human computer interaction, and either networking or software development. Following completion of foundation courses, students select an area of specialization of their choice. The program culminates with a two-course capstone sequence where students will design and complete a significant IT project in their area of specialization.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

Graduates from the Bachelor of Science in Information Technology with a degree in Information Technology will be able to:

1. Apply up-to-date concepts, principles, processes, and theories of IT.
2. Solve IT problems using current techniques, skills, and tools.
3. Work effectively as a member or leader of a team.
4. Explain legal, professional, ethical, security, and social issues and responsibilities surrounding IT.
5. Communicate technical information effectively, both orally and in writing.
6. Evaluate local and global impacts, implications, context, and user needs in the selection, creation, and administration of information based systems.
7. Create project plans to manage IT projects.

Operationalized in Curriculum:

Miami University is strongly committed to the liberal education principles of:
• **Thinking Critically.** Students learn how to develop critical thinking skills that enable them to carefully identify problems worth studying; to examine pros and cons about issues; to develop skills for examining evidence and counter-arguments; to analyze research and other information; to explore underlying assumptions about multiple positions and arguments; and to draw solid conclusions after examining all sides of an issue or problem.

• **Understanding Contexts.** Students learn how to understand contexts that inform how we make meaning out of issues and events. They may explore political, social, economic, historical, or other contexts that surround problems or issues confronted. They learn that contextual analysis and understanding opens up new ways of knowing not only about the world in which one lives, but also about oneself.

• **Engaging With Other Learners.** The Miami Plan and the Global Miami Plan are based on the firm belief that we learn from one another, from people different than ourselves, and from a wide variety of others. A healthy exchange of different ideas and viewpoints encourages rethinking of accepted perspectives. Thus, students learn to think critically and to understand contexts through in- and out-of-class activities designed to engage them with other learners: other students, other faculty or staff, and other learners outside of the university. Students learn how to work effectively in group settings, how to listen actively to the ideas of others, and how to negotiate a shared understanding of complex issues and tasks.

• **Reflecting and Acting.** Finally, the Miami Plan and the Global Miami Plan encourage students to both reflect upon and act on the new knowledge, understanding, and commitments made. Students learn how to make decisions about complex intellectual, ethical and personal issues; to think about the meaning of coursework for themselves, and to commit to informed action as global citizens.

Because of Miami’s commitment to these liberal education principles, these principles are emphasized throughout the curriculum. Group projects, hands-on experience, presentations, analysis, and project implementation are core components of CIT courses. Additionally, in the following table, we have identified specific connections between the Learning Objectives and required courses.

<table>
<thead>
<tr>
<th>Learning Objective</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Apply up-to-date concepts, principles, processes, and theories of Information Technology.</td>
<td>CIT 157, CIT 158, CIT 173, CIT 273, CIT 268, CIT 276, CIT 348, CIT 358, CIT 357, CIT 457, CIT 458</td>
</tr>
<tr>
<td>2. Solve Information Technology problems using current techniques, skills, and tools.</td>
<td>CIT 214, CIT 276, CIT 348, CIT 358, CIT 457, CIT 458</td>
</tr>
<tr>
<td>3. Work effectively as a member or leader of a team.</td>
<td>Most courses within the curriculum, particularly at the 200- and 300-level include team work.</td>
</tr>
<tr>
<td>4. Explain legal, professional, ethical, security, and social issues and responsibilities surrounding Information Technology.</td>
<td>CIT 262, CIT 358, CIT 368, CIT 448, CIT 457, CIT 458</td>
</tr>
<tr>
<td>5. Communicate technical information effectively, both orally and in writing.</td>
<td>CIT 262, CIT 268, CIT 276, CIT 348, CIT 357, CIT 457, CIT 458, ENG 215, ENT 316</td>
</tr>
<tr>
<td>6. Evaluate local and global impacts, implications, context, and user needs in the selection, creation, and administration of information based systems.</td>
<td>CIT 262, CIT 348, CIT 448, CIT 457, CIT 458</td>
</tr>
<tr>
<td>7. Create project plans to manage Information Technology projects.</td>
<td>CIT 276, CIT 457, CIT 458, ENT 316</td>
</tr>
</tbody>
</table>

6.3 **Course offerings.descriptions**
Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.

A minimum cumulative GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 and above is required for graduation.

### Pre-BSIT Curriculum

<table>
<thead>
<tr>
<th>Course (number/name)</th>
<th>Cr hrs</th>
<th>Major</th>
<th>General Education or Miami Plan</th>
<th>Elective</th>
<th>OTM TAG CTAG</th>
<th>New/Existing Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
<td></td>
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<tr>
<td>CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
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<tr>
<td>CIT 157 Foundations of Information Technology I</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
<td>Existing</td>
</tr>
<tr>
<td>CIT 158 Foundations of Information Technology II</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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<td>Existing</td>
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<tr>
<td>MTH 102 Intermediate Algebra (C or better)</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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<td>Existing</td>
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</tbody>
</table>

### BSIT Curriculum

<table>
<thead>
<tr>
<th>Course (number/name)</th>
<th>Cr hrs</th>
<th>Major</th>
<th>General Education or Miami Plan</th>
<th>Elective</th>
<th>OTM TAG CTAG</th>
<th>New/Existing Course</th>
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<tbody>
<tr>
<td>MAJOR REQUIREMENTS</td>
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<tr>
<td>CIT 154 Personal Computer Concepts and Applications (or BTE 181 or CSE 148)</td>
<td>3</td>
<td>x</td>
<td></td>
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<td>Existing</td>
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<tr>
<td>CIT 157 Foundations of Information Technology I</td>
<td>3</td>
<td>x</td>
<td></td>
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<td></td>
<td>Existing</td>
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<tr>
<td>CIT 158 Foundations of Information Technology II</td>
<td>3</td>
<td>x</td>
<td></td>
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<td>Existing</td>
</tr>
<tr>
<td>CSE 163 Introduction to Computer Concepts and Programming (MPF V) (or any equivalent fundamental programming course)</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td>Existing</td>
</tr>
<tr>
<td>CIT 173 Multimedia Fundamentals</td>
<td>3</td>
<td>x</td>
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<td>Existing</td>
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<tr>
<td>CIT 273 Web Application Development</td>
<td>3</td>
<td>x</td>
<td></td>
<td></td>
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<td>Existing</td>
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<tr>
<td>CIT 214 Database Design and Development</td>
<td>3</td>
<td>x</td>
<td></td>
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<td></td>
<td>Existing</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
<td>Credits</td>
<td>Requirements</td>
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<tr>
<td>CIT 268</td>
<td>Human-Computer Interaction</td>
<td>3</td>
<td>x</td>
<td>Existing</td>
<td></td>
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</tr>
<tr>
<td>CIT 276</td>
<td>Systems Analysis and Design</td>
<td>3</td>
<td>x</td>
<td>Existing</td>
<td></td>
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<tr>
<td>or CSE 201</td>
<td>Introduction to Software Engineering</td>
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<tr>
<td>CIT/CSE 262</td>
<td>Technology, Ethics and Global Society (MPF IIC)</td>
<td>3</td>
<td>x</td>
<td>Existing</td>
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<td></td>
<td><strong>Foundation Concentration</strong></td>
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<td></td>
<td>Select one group:</td>
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<tr>
<td></td>
<td>{ CIT 281 Enterprise Network Infrastructure</td>
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<td></td>
<td>CIT 284 Server Installation and Configuration</td>
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<td></td>
<td>CIT 286 Designing and Deploying Secure Enterprise Networks</td>
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<tr>
<td></td>
<td>or {CSE 174 Fundamentals of Programming and Problem</td>
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<tr>
<td></td>
<td>Solving</td>
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<tr>
<td></td>
<td>CSE 271 Object-Oriented Programming</td>
<td></td>
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<tr>
<td></td>
<td>and (CIT 263 Advanced Topics in VisualBASIC</td>
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<tr>
<td></td>
<td>or CIT 253 Contemporary Programming Languages (3))</td>
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<td></td>
<td><strong>9</strong></td>
<td>x</td>
<td></td>
<td>Existing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 348</td>
<td>Information Management and Retrieval</td>
<td>3</td>
<td>x</td>
<td>Existing</td>
<td></td>
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</tr>
<tr>
<td>CIT 358</td>
<td>Information Technology Assurance and Security</td>
<td>3</td>
<td>x</td>
<td>Existing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 448</td>
<td>Global and Strategic Issues in Information Technology</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>Existing</td>
<td></td>
</tr>
<tr>
<td>(MPF III)</td>
<td><strong>3</strong></td>
<td></td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>CIT 357</td>
<td>Current Practices in Information Technology</td>
<td>3</td>
<td>x</td>
<td>New</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIT 457</td>
<td>IT Project Lifecycle I: Requirements and Design</td>
<td>3</td>
<td>x</td>
<td>x</td>
<td>New</td>
<td></td>
</tr>
<tr>
<td>CIT 458</td>
<td>IT Project Lifecycle II: Implementation and Deployment</td>
<td>4</td>
<td>x</td>
<td>x</td>
<td>Existing (will be revised)</td>
<td></td>
</tr>
</tbody>
</table>
**Technical Electives**

Select from courses not covered elsewhere:
- CIT 270 Special Topics in Computer and Information Technology (1-3)
- CIT 281 Enterprise Network Infrastructure (3)
- CIT 284 Server Installation and Configuration (3)
- CIT 286 Designing and Deploying Secure Enterprise Networks (3)
- CIT 263 Advanced Topics in Visual BASIC (3)
- CIT 253 Contemporary Programming Languages (3)
- CSE 253 Programming Languages (1-2)
- CSE 153 Introduction to C/C++ Programming (3)
- CSE 174 Fundamentals of Programming and Problem Solving (3)
- CSE 271 Object-Oriented Programming (3)
- CSE 283 Data Communication and Networks (3)

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Technical Electives</td>
<td>4</td>
<td>x</td>
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**Additional courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>COM 135 Public Expression and Critical Rhetoric</td>
<td>3</td>
<td>Existing</td>
</tr>
<tr>
<td>ENG 215 Technical Writing or ENG 313 Introduction to Technical Writing</td>
<td>3</td>
<td>Existing</td>
</tr>
<tr>
<td>ENT 316 Project Management</td>
<td>3</td>
<td>Existing</td>
</tr>
<tr>
<td>MTH 102 Intermediate Algebra (C or better)</td>
<td>3</td>
<td>Existing</td>
</tr>
<tr>
<td>STA 261 Statistics or STA 301 Applied Statistics or DSC 205 Business Statistics</td>
<td>3</td>
<td>Existing</td>
</tr>
<tr>
<td>Free electives</td>
<td>15</td>
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</table>

**Additional courses to satisfy the Miami Plan**

<table>
<thead>
<tr>
<th>Course</th>
<th>Units</th>
<th>Existing</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG 111 College Composition</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>ENG 112 Composition and Literature</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>MPF IIA Fine Arts and Humanities elective</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>MPF IIB elective</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>MPF III Global Perspectives electives (or study abroad)</td>
<td>6</td>
<td>x</td>
</tr>
<tr>
<td>MPF IVA Biological Science elective</td>
<td>3</td>
<td>x</td>
</tr>
<tr>
<td>MPF IVB Physical Science elective</td>
<td>3</td>
<td>x</td>
</tr>
</tbody>
</table>
Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Submit course syllabi as appendix items.

Course descriptions for all courses can be found in the Miami University Academic Catalog (http://www.miamioh.edu/academics/bulletin/).

Syllabi for CIT major courses can be found in Appendix E.

Course descriptions for CIT and CSE major courses:

**CIT 154 Personal Computer Concepts and Applications (3)**
Survey course for students who wish to become computer literate and make practical use of microcomputers. Survey of various hardware components and software systems used by current microcomputers. Includes hands-on experience with various software packages including word processing, spreadsheet, database management, and graphics. Not open to CSE baccalaureate majors. Credit awarded for only one of these: BTE 181, CSE 141 or CIT 154. Offered only on regional campuses.

**CIT 157 Foundations of Information Technology I (3)**
An introduction to the fundamental concepts of information technology. Includes IT history, applications, and current practices. Explores fundamentals of layered network communication, including devices, protocols and addressing. Uses current client-side web design and interactive technologies. Explores IT considerations and practices regarding the web presence of organizations.

**CIT 158 Foundations of Information Technology II (3)**
An introduction to IT systems and problem solving from the lowest level of computer processors to high level application software. Topics range from computer architecture, data representation, operating systems, and associated low level programing to a survey of computer languages and other software production tools. Problem solving for IT organizations is covered, including analysis, algorithms, development and testing. Prerequisite(s): MTH 101 or equivalent.

**CIT 173 Multimedia Fundamentals (3)**
An introduction to digital image creation, manipulation, and animation through the use of various editing tools. Students will understand the fundamentals of digital images, create and import digital images, create and export digital movies, use video editing software and address integration issues. Students will have hands-on experience with computer software packages. Prerequisite: CIT 154 or equivalent experience with MS Office.

**CIT 214 Database Design and Development (3)**
Practical and applied approach to database management design and development. Introduction to database planning, design and management, data modeling and representation, and fundamental concepts of database access. Includes study of the relational model and other models, database and Internet interaction, and study of commonly used database systems. Emphasis on applications of database querying, forms and reports, generic SQL (Structured Query Language), and VBA (Visual BASIC Applications). Will include hands-on experiences. Offered only on regional campuses. Prerequisite: CIT 157, CIT 158 and (CIT 101D or CIT 154, or CSE 141, or CSE 148).

**CIT 253 Contemporary Programming Languages (3)**
Presents syntax and semantics of a particular programming language currently popular in industrial or academic settings. Addresses fundamental program construction, good software design and
programming style, and development of applications focused on the strengths and special features of the language. Covers fundamental and advanced topics in the language. Course may present languages such as C++ (in 253C), Perl (in 253P), and others as they may emerge. Offered only on regional campuses. Prerequisite: CSE 163 or CSE 174, or permission of the instructor.

CIT 262 Technology, Ethics, and Global Society (3)
Inquiry into a wide range of information technology issues, from moral responsibilities affecting professionals to wider ethical concerns associated with information technology in day-to-day living. Topics include general aspects of ethics; common ethical theories; professional codes of ethics in IT; privacy, security and reliability in using computer systems and the internet; issues and responsibilities in internet usage; legal issues in IT; global perspectives of computing issues; and general problems related to ethical and responsible computing. Prerequisite(s): ENG 111, a minimum of 20 credit hours earned. IIB, IIC. Cross-listed with CSE.

CIT 263 Advanced Topics in Visual BASIC (3)
Topics include using multiple file formats including databases, creating menus, multiple form projects, using ActiveX controls, modules, executable files, VBScripting, and VBA. Work with mouse events and OLE. Additional concentration on debugging, error detection, and testing programs for robustness. Offered only on regional campuses. Prerequisite: CSE 163.

CIT 268 Introduction to Human-Computer Interaction (3)
Inquiry into a wide range of Human Computer Interaction (HCI) issues ranging from the understanding and advocacy of the user in the development of IT applications and systems, to the technical components of design. Topics include foundations of HCI, the nature of the HCI design process, technical aspects and limitations of selected technologies related to HCI, user-centered methodologies for development and deployment, task analysis, ergonomics, accessibility standards, emerging technologies, and principles and methodologies of effective interface design and evaluation. This course will also address appropriate communication skills for effective human-to-human interaction as the foundation for developing effective, user-centered designs. Prerequisite(s): CIT 157 and CIT 158.

CIT 273 Web Application Development (3)
This course addresses the development of interactive web applications using both client and server side technologies. Topics include client-side scripting, server-side scripting, persistence, connectivity issues and their implementation, access and updating of databases via web interfaces, and the use of embedded multimedia. Current technologies will be used to program and implement the web applications. Prerequisites: CIT 157 and CIT 158. Co-requisite: CIT 214.

CIT 276 Systems Analysis and Design (3)
Review of systems development fundamentals including requirements gathering and analysis; the analysis process; the essentials of design, system implementation, and support. Additional topics include teams, testing, project management issues, planning, and system maintenance. A complete system is analyzed and designed by student teams. Not open to CSE or MIS majors. Prerequisites: CIT 157, CIT 158 and one of (CIT 214, CIT 263, CIT 270, CIT 273, CIT 286, CSE 201, CSE 271 or CSE 274).

CIT 281 Enterprise Network Infrastructure (3)
Introduces the design and implementation of enterprise networks using industry-standard infrastructure operating systems. Topics will include selection of routing protocols, router configuration, advanced topics in network addressing, LAN switch configuration, VLAN configuration, inter-VLAN routing, port security, and enterprise wireless design. Prerequisite: CIT 157.

CIT 284 Enterprise Server Installation and Configuration (3)
Covers the installation and configuration of industry-standard server solutions. Students will use virtual machines, and explore virtual networking. Topics will include client and server operating system selection, installation, management and troubleshooting; design and implementation of a directory services model; user-creation and management; and implementation of a variety of server-based applications and services. Prerequisite: CIT 157.

CIT 286 Designing and Deploying Secure Enterprise Networks (3)
Integrates clients, servers and infrastructure components into a secure network design. Students will learn about common network-based vulnerabilities, corresponding mitigation solutions, and structured testing methods. Topics will include infrastructure security concepts, protocols, and devices. Students will learn about device hardening, configuration of server and router-based ACLs, and firewall configuration concepts. Prerequisites: CIT 281 and CIT 284.

CIT 348 Information Management and Retrieval (3)
This course will apply information technology to databases to support decision making. It will address information technology techniques as they apply to information lifecycle issues in a variety of domains. This course will include hands-on use of current information technology for organizational needs analysis, data acquisition and storage through data contextualization, and information retrieval effective use. Participants will analyze new tools and techniques for suitability to specific information management and retrieval objectives. Topics include data storage and retrieval techniques, data transformation, tool analysis and evaluation, information presentation, data mining, and organizational information need analysis. Prerequisites: CIT 214 and STA 261 or STA 301 or ISA 205.

CIT 357 Current Practices in Information Technology (3)
Investigation of current practices, tools, and applications of Information Technology. Emphasis is on structured research techniques, critical analysis, and presentation of technical materials. Prerequisites: 214 and (CIT 276 or CSE 201) and junior standing

CIT 358 Information Technology Assurance and Security (3)
This course provides a foundational knowledge of the key issues associated with protecting information assets by addressing current issues and techniques in information security and information assurance. Topics will include the impact of security in the system development life cycle methodology, security threats, risks, and assets, incident response, cryptography, disaster recovery, data and information protection tools, information privacy, and regulatory compliance. Prerequisite: CIT 214 or CIT 276 or permission of instructor.

CIT 448 Global and Strategic Issues in Information Technology (3)
While information technologies remain the same across national borders, their usage and context change according to country cultures and national laws. Features such as information infrastructure, languages, business practice, intellectual property protection, and tariffs impact the adoption of IT in a transnational organization. In this course, students will define global technology issues and their impact, understand cultural differences and their effect on standards for the use of technology, develop resources to make informed decisions personally and professionally, and generally raise global awareness within an IT context. Prerequisite(s): CIT/CSE 262 or permission of instructor.

CIT 457 IT Project Lifecycle I: Requirements and Design (3)
CIT 458 IT Project Lifecycle II: Implementation and Deployment (4)
Students undertake all phases of information technology (IT) systems design and implementation, conducting a major IT project, working singly or in collaboration with other students under the direction of a faculty or external project sponsor. With instructor permission, students may elect to pursue a co-curricular activity. All elements of the IT project lifecycle are considered including analysis, requirements, design, user and feasibility studies, ethical considerations, implementation, testing, documentation, and system rollout. In CIT 457, students work through pre-implementation to produce a detailed requirements and design proposal (and potentially prototype systems). In CIT 458, students implement, test, and rollout their systems. Prerequisite(s): For CIT 457, CIT 357 and senior standing. For CIT 458, CIT 457.

CSE 163 Introduction to Computer Concepts and Programming (3)
Introduction to computers in data processing, survey of various hardware and software concepts, and analysis and solution of problems by computer programming. Lecture/laboratory, project-oriented course to provide numerous opportunities to analyze problems, formulate alternative solutions, implement solutions, and assess their effectiveness. No prior knowledge of computer concepts or programming assumed. This course is not open to CSE students without permission of instructor. V. 2 Lec. 1 Lab. Prerequisite: high school algebra and trigonometry.

CSE 174 Fundamentals of Programming and Problem Solving (3)

**CSE 201 Introduction to Software Engineering (3)**
Principles of software engineering: Introduction to all phases of the software development life cycle and associated tools and engineering methods including the unified modeling language (UML).
Prerequisite(s): CSE 271

**CSE 271 Object-Oriented Programming (3)**
MPT The design and implementation of software using object-oriented programming techniques including inheritance, polymorphism, object persistence, and operator overloading. Students will analyze program specifications and identify appropriate objects and classes. Additional programming topics include dynamic memory recursion, using existing object libraries, and binary/ASCII file processing. 2 Lec. 1 Lab.
Prerequisite: CSE 174 with a grade of C- or better.

### 6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

A minimum cumulative GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 and above is required for graduation.

<table>
<thead>
<tr>
<th>Year one</th>
<th>First semester</th>
<th>hours</th>
<th>Second semester</th>
<th>hours</th>
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<tr>
<td>First semester</td>
<td>ENG 111 College Composition</td>
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<td>ENG 112 Composition and Literature</td>
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<tr>
<td></td>
<td>CIT 154 Personal Computer Concepts and Applications</td>
<td>3</td>
<td>CIT 157 Foundations of Information Technology I</td>
<td>3</td>
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<td>MTH 102 Intermediate Algebra</td>
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<td>CIT 158 Foundations of Information Technology II</td>
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<td>MPF IIA elective</td>
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<td>CSE 163 Introduction to Computer Concepts and Programming</td>
<td>3</td>
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<tr>
<td></td>
<td>COM 135 Public Expression and Critical Rhetoric</td>
<td>3</td>
<td>CIT 173 Multimedia Fundamentals</td>
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<tr>
<td>First semester</td>
<td>CIT 268 Human-Computer Interaction</td>
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<td>CIT 276 Systems Analysis and Design</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CIT 214 Database Design and Development</td>
<td>3</td>
<td>CIT 262 Technology, Ethics and Global Society</td>
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<td>STA 261 Statistics</td>
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<td>CIT 273 Web Application Development</td>
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<td>Foundation Concentration elective</td>
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<tr>
<td></td>
<td>Foundation Concentration elective</td>
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<td>MPF III elective</td>
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<td><strong>15-18</strong></td>
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<tr>
<td>First semester</td>
<td>CIT 358 Information Technology Assurance and Security</td>
<td>3</td>
<td>CIT 348 Information Management and Retrieval</td>
<td>3</td>
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<td>ENT 316 Project Management</td>
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<td>CIT 357 Information Technology Research</td>
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<td>MPT elective</td>
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<td>MPF IV elective</td>
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<td><strong>total</strong></td>
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## Year four

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<th>hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>CIT 448 Global and Strategic Issues in Information Technology</td>
<td>3</td>
<td>CIT 458 IT Project Lifecycle II: Implementation and Deployment</td>
<td>4</td>
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<tr>
<td>CIT 457 IT Project Lifecycle I: Requirements and Design</td>
<td>3</td>
<td>MPT elective</td>
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</tr>
<tr>
<td>MPF III elective</td>
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<td>Technical or free elective*</td>
<td>3</td>
</tr>
<tr>
<td>MPT elective</td>
<td>3</td>
<td>Technical or free elective*</td>
<td>3</td>
</tr>
<tr>
<td>MPF IV elective</td>
<td>3</td>
<td>MPF IV elective</td>
<td>3</td>
</tr>
<tr>
<td>Technical or free elective*</td>
<td>0-3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>total</strong></td>
<td><strong>15-18</strong></td>
<td><strong>total</strong></td>
<td><strong>16</strong></td>
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</tbody>
</table>

* As students may be able to select varying numbers of hours through special topics courses designated as 1-3 hours, exact hours of electives per semester may vary.

### 6.5 Alternative delivery options (please check all that apply):

- [ ] More than 50% of the program will be offered using a fully online delivery model
- [ ] More than 50% of the program will be offered using a hybrid/blended delivery model
- [ ] More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- An **online course** is one in which most (80+)% of the content is delivered online, typically without face-to-face meetings;
- A **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- A **flexible or accelerated program** includes courses that do not meet during the institution’s regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

This program will be offered using less than 50% alternative delivery options.

### 6.6 Off-site program components (please check all that apply):

- [ ] Co-op/Internship/Externship
- [ ] Field Placement
- [ ] Student Teaching
- [ ] Clinical Practicum
- [ ] Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).

This program has no required off-site components.

## SECTION 7: ASSESSMENT AND EVALUATION
7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

  - Name of the unit/position responsible for directing assessment efforts
    University assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA [http://www.units.miamioh.edu/celt/](http://www.units.miamioh.edu/celt/)). CELTUA’s mission is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness and to promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and multiple full- and part-time faculty members.

  Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

  At the direction of the department chair, the departmental assessment committee is responsible for assessment efforts. All assessment activities focus on course and/or program outcomes each time the course is taught with the goal of evaluating all outcomes over the course of the six year program review cycle. This cycle of assessment is coordinated by the departmental assessment committee.

  Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report that is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

  - Description of any committees or groups that assist the unit
    CELTUA (described in the previous section) partnered with the CIT department to create the assessment plan for the degree. In addition to CELTUA, each regional campus has a Center for Teaching and Learning that houses assessment resources, funding, and faculty that specialize in assessment.

  - Description of the measurements used
    The following measurements will be used to assess learning outcomes at the course and program levels:

      At the course level:
      - Selected course syllabi will be evaluated by the Curriculum Committee
      - Selected course syllabi and assignments will be evaluated by the Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.
      - Selected student work will be periodically evaluated according to rubrics developed to determine if the work meets the learning outcomes of the course (all course outcomes are tied to program outcomes).
      - Faculty will submit periodic reflections to the Assessment Committee to assess how students are (or are not) meeting course goals.

      At the program level:
- Selected final projects from the capstone sequence (CIT 457 and CIT 458) will be evaluated by the Assessment Committee according to rubrics designed to assess programmatic learning outcomes
- Students will complete a reflection as the last assignment of the capstone sequence in which they reflect on their learning, their skill development, and their own assessment of having met the degree program’s learning outcomes. These reflections will be assessed by the Assessment Committee

- **Frequency of data collection**
  Data collection will occur multiple times during the year. Selected student assignments and evaluations will be gathered at the end of each semester. Curricular maps will be completed every two years and professional association guideline comparisons will be developed every other year.

- **Frequency of data sharing**
  Data will be shared in required program review, annually as an assessment report to CELTUA, and as reports of status and findings to the department, typically at the end of each semester. In addition, we will share this data with community organizations and the CIT Advisory Council, as appropriate.

- **How the results are used to inform the institution and the program**
  Assessment data will be used to determine areas for improvement, to assure curriculum continues to meet external standards, and to assure the program is meeting student and industry needs. Information will be used to identify which areas of the department are in need of change. The assessment information will be used to inform the creation of improvement plans. Results will be reported to the CELTUA office for suggestions for improvement.

### 7.2 Other means of measuring student success

*Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*

- **Name of the unit/position responsible for directing these efforts**
  The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment.

  The CIT departmental assessment committee, under the direction of the department chair, will direct the assessment efforts. All assessment activities will focus on course and/or program outcomes each time it is taught with the eventual goal of evaluating all outcomes over the course of the six year program review cycle. This cycle of assessment will be coordinated by the departmental assessment committee.

- **Description of any committees or groups that assist the unit**
  The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) at Miami University partnered with the CIT department to create the assessment plan for the degree. Additionally the Office of Institutional Research collects data from a University perspective.

- **Description of the measurements used**
  Three primary categories of measurements will be used: Post Program Surveys, Pre/Post Course Surveys, and Direct Evaluation of Student Performance.

  **Post Program Surveys:**
  Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior
Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

Pre/Post Course Surveys:
Each course in the program taught during an academic term will administer pre and post surveys that ask students to rate their ability to satisfy each course learning outcome. Responses for each course will be used both to analyze the individual course within the program and, in the aggregate, to measure the overall success of the program.

Direct Evaluation of Student Performance:
Each semester the individual faculty for selected courses will be responsible to fill out a common departmental rubric on various activities, assignments, exams or presentations for the selected courses.

The courses for each semester will be selected by the assessment committee in consultation with the department’s committee of the whole. These courses will be selected to provide a representative snapshot of students within the programs. In addition, holistically, these courses will be selected to insure that courses throughout the program lifecycle will be represented (entry-level students through graduating students).

For each rubric application, at least 20% of randomly selected students’ student work will be assessed. Depending upon the nature of the courses selected at least one measurement will take place for each selected course, typically nearing course completion to measure learning outcome attainment. If applicable or necessary, multiple performance assessments will be made, at the beginning of the course as a benchmark and at the end of a course to measure the change.

In order to help mentor students who may not have the aptitude for a computing degree to seek another degree major and more successfully matriculate to graduation and secure appropriate employment, a minimum GPA of 2.00 for all CSE courses 163 and above and CIT courses 153 is required for graduation.

Periodic evaluation of all students will be conducted to ensure that this threshold is met and students are appropriately advised.

- **Frequency of data collection**
  Course level data will be collected each semester from the courses taught within the program in to improve the alignment of our curriculum with our programmatic goals and student learning outcomes. Graduate survey data will be collected annually.

- **Frequency of data sharing**
  Data will be shared in required program review and annually with faculty.

- **How the results are used to inform the student as they progress through the program**
  Assessment reports may be reviewed with students in their courses, will be discussed in advising appointments held with CIT faculty, and will be offered to students upon request.

- **Initiatives used to track student success after program completion**
  Graduates of the program will be asked to complete an exit survey and/or to participate in a focus group to solicit input on how well they felt their course work met the program outcomes and on their level of confidence that the program prepared them for success. Alumni surveys will be used to track and assess student success after program completion.

In addition to what is listed above The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National
Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey. Several of these instruments are used with IT graduates.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program’s faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at: http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf. This document includes Miami University’s version of a faculty handbook.

Part-Time Temporary Faculty
Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master’s degree.

Lecturer
A Lecturer must hold a master’s degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

Clinically Licensed
A clinical/Professionally Licensed Faculty must hold a master’s degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

Assistant Professor
An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:
1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

**Associate Professor**
An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:
1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

**Professor**
Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.
1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Tenure-track faculty must hold a terminal degree. Part-time, visiting, and lecturers must hold a master’s degree.

Describe the institution’s load/overload policy for faculty teaching in the proposed program.

Full-time faculty on the regional campuses teach 24 hours during the academic year (12 hours each semester). Full-time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part-time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university has committed to additional faculty as the program grows.

The search process begins with a departmental search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the Chair and the Regional Campus Dean for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the Chair, and the names are forwarded to the Dean for further review and action.
8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.

- Full-time: 9
- Less than full-time: 2

Provide an estimate of the number of faculty members to be added during the first two years of program operation.

- Full-time: 1
- Less than full-time: 2

8.3 Expectations for professional development/scholarship

Describe the institution’s general expectations for professional development/scholarship activities by the proposed program’s faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.

All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually for their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus’ Center for Enhancement of Teaching Learning and University Assessment, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The regional campuses each have a similar teaching center that brings some of these opportunities directly to the regional campuses. Many of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center of civic engagement, as well downtown center in Hamilton, that offer support for faculty who are interested in this type of work by making connections between a faculty member’s area of expertise and needs in the community, providing fellowships to seed the work, assisting faculty in understanding the place for the work in Miami’s tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

MUPIM includes Miami University’s version of a faculty handbook and can be found online at http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf.
## 8.4 Faculty matrix

Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item.

A copy of faculty member’s CVs are included in Appendix F.

<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Rank or Title</th>
<th>Full-Time or Part-Time</th>
<th>Degree Titles, Institution, Year</th>
<th>Years of Teaching Experience in the Discipline/Field</th>
<th>Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)</th>
<th>Title of the Course(s) This Individual Will Teach in the Proposed Program</th>
<th>Number of Courses this Individual will Teach Per Year at All Campus Locations</th>
</tr>
</thead>
</table>
| Jill Courte        | Associate Professor | FT                     | Wright St. Univ.: M.S. – 1990 - Computer Science | 15 | Professional work experience in IT for 13 years (Sr. Project Engineer, Sr. Principal Engineer, Computer Consultant, Sr. Software Engineer) | CIT 268 Human Computer Interaction  
CIT 273 Web Application Development  
CIT 357 Information Technology Research  
CIT 458 Project Lifecycle II: Implementation and Deployment | 8 |
| Donna Evans        | Lecturer       | FT                     | Miami Univ.: M.B.A. - 2003 - Management Information Systems | 11 | Professional work experience in IT for 5 years as a Personal Computer Analyst | CIT262 Technology, Ethics, and Global Society  
CIT448 Global and Strategic Issues in Information Technology | 6 |
| Krishnendu Ghosh   | Assistant Professor | FT                     | Univ. of Cincinnati: Ph.D. – 2012 – Computer Science | 3 |  |
|                    |                |                        |                                  |                                               | CIT 157 Foundations of Information Technology I  
CIT 158 Foundations of |
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Employment Status</th>
<th>Institution and Degree</th>
<th>Years of Professional Work Experience</th>
<th>Professional Work Experience</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elizabeth Howard</td>
<td>Professor, FT</td>
<td>Miami Univ. Masters 1994 - Systems Analysis</td>
<td>17</td>
<td>Professional work experience in IT for 10 years as an Engineer</td>
<td>CSE 163 Introduction to Computer Concepts and Programming</td>
<td>8</td>
</tr>
<tr>
<td>J. Eric Luczaj</td>
<td>Associate Professor, FT</td>
<td>Univ. of Cincinnati: Ph.D. – 2003 – Computer Science</td>
<td>14</td>
<td>Professional work experience in IT for 15 years (Systems Analyst, Lead Programmer Analyst)</td>
<td>CIT 214 Database Design and Development, CIT 3 48 Information Management and Retrieval, CIT 457 Project Lifecycle I: Requirements and Design</td>
<td>8</td>
</tr>
<tr>
<td>Marianne Murphy</td>
<td>Professor, Chair, PT</td>
<td>Arizona State University: Ph.D. – 1997 – Business Administration</td>
<td>19</td>
<td>Professional work experience in business and banking applications</td>
<td>CIT 281 Enterprise Network Infrastructure</td>
<td>2</td>
</tr>
<tr>
<td>Anthony Rose</td>
<td>Lecturer, FT</td>
<td>Eastern Kentucky Univ.: 1996 – MBA – Information Systems Management</td>
<td>16</td>
<td>Professional work experience in IT for 5 years as a Consultant</td>
<td>CIT 284 Server Installation and Configuration, CIT 286 Designing and Deploying Secure</td>
<td>8</td>
</tr>
</tbody>
</table>
SECTION 9: LIBRARY RESOURCES

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

As no additional library resources are anticipated for this program, a librarian was not consulted.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources
available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

The current collection, OhioLink, and other online resources currently available will adequately support the proposed program.

9.2 Information literacy

Describe the institution’s intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the Information Literacy Competency Standards for Higher Education as established by the Association for College and Research Libraries. The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to support and maintain the proposed program.

CIT courses are typically held in computer classrooms. All regional locations have full computer support services including computer classrooms, open labs where students can complete work, and laptops available for check-out. Should the program have the enrollment we anticipate, an additional computer classroom may be needed in the future. However, because of existing computer laboratories, this alone is not likely to require additional space.
10.2 Budget/financial planning:

Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.

Fiscal Impact Statement for New Degree Programs

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount full time</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Headcount part time</td>
<td>25</td>
<td>50</td>
<td>75</td>
<td>100</td>
</tr>
<tr>
<td>Full-time equivalent (FTE) enrollment</td>
<td>62</td>
<td>75</td>
<td>112</td>
<td>150</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Projected Program Income</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (paid by student or sponsor)</td>
<td>295,740</td>
<td>357,750</td>
<td>534,240</td>
<td>715,500</td>
</tr>
<tr>
<td>Expected state subsidy</td>
<td>155,000</td>
<td>187,500</td>
<td>280,000</td>
<td>375,000</td>
</tr>
<tr>
<td>Externally funded stipends, as applicable</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Other income (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

| Total Projected Program Income | 450,740| 545,250| 814,240| 1,090,500|

<table>
<thead>
<tr>
<th>Program Expenses (New Faculty)</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>New Personnel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instruction (technical, professional, general education)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td>0 FT</td>
<td>1 FT</td>
<td>1 FT</td>
<td>2 FT</td>
</tr>
<tr>
<td>Part time</td>
<td>0 PT</td>
<td>2 PT</td>
<td>2 PT</td>
<td>2 PT</td>
</tr>
<tr>
<td>Non-instruction (indicate roles in narrative section below)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Part time</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New facilities/building/space renovation (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Scholarship/stipend support (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Additional library resources (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Additional technology or equipment needs (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Other expenses (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

| Total Projected Expense       | 0      | 140,000| 140,000| 305,000|

Budget Narrative:

Use narrative to provide additional information as needed based on responses above.

The BSIT will draw on existing faculty resources and courses, significantly reducing expenses. No new faculty will be required to launch the program. However, the CIT department currently has approval to search for a faculty member during the 2014-2015 academic year to replace a retiring member. The recruitment of a new full-time faculty member will be required in the second year and again in the fourth, assuming enrollment projections are met.
APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

- Results of recent accreditation reviews
- Course syllabi
- Organizational Chart
- Faculty CVs
- Faculty/student handbooks (or link)
- Current catalog (or link)

**Appendix Description**

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Higher Learning Commission Accreditation Report</td>
</tr>
<tr>
<td>B</td>
<td>Letter of Intent</td>
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<tr>
<td>C</td>
<td>Organizational Chart</td>
</tr>
<tr>
<td>D</td>
<td>CV of department chair(s)</td>
</tr>
<tr>
<td>E</td>
<td>CIT course syllabi</td>
</tr>
<tr>
<td>F</td>
<td>CIT Faculty CV</td>
</tr>
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</table>

Verification and Signature

Miami University is committed to continual support of the delivery of the *Bachelor of Science in Information Technology, major in Information Technology*. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Dr. Ray Gorman  
Interim Provost and Senior Vice President for Academic Affairs  
Miami University

Department Chair/Program Director Approval and Forwarding:  
Name: Marianne Murphey  
Email: murph103@miamioh.edu  
Phone: 513)785-3132  
Date: 9/11/14

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department’s/program’s overall assessment plan.

Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program
meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to: courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

************************************************************************************

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.
RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new bachelor degree program; the Bachelor of Arts and Bachelor of Science Degree in Liberal Studies, Department of Integrative Studies, College of Professional Studies and Applied Sciences.
REQUEST FOR APPROVAL

SUBMITTED BY
MIAMI UNIVERSITY REGIONAL CAMPUSES

ESTABLISHMENT OF A BA/BS
DEGREE IN LIBERAL STUDIES

September 17, 2014
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<tr>
<td>Course offerings/descriptions</td>
<td></td>
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<tr>
<td>Program sequence</td>
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<td>Alternate delivery options</td>
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<td>Program Faculty</td>
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</tr>
</tbody>
</table>

**Supplements:** List the supplement or supplements included with the proposal
REQUEST

Date of submission: September 17, 2014
Name of institution: Miami University Regional Campuses
Degree/degree program title: BA/BS in Liberal Studies

Primary institutional contact for the request
Name: Whitney Womack Smith
Title: Faculty Director
Phone number: 513-785-3029
E-mail: womackwa@miamioh.edu

Department chair/program director
Name: H. Louise Davis
E-mail: louise.davis@miamioh.edu

Delivery sites:
Miami’s regional campuses in Hamilton and Middletown, the Voice of America Learning
Center in West Chester, and the Greentree Health Science Academy in Middletown.

Date that the request was approved by the institution’s governing board:
Approved by the Miami University Senate on [date], and
the Board of Trustees on [date]

Proposed start date: Fall 2015
Date Institution established: 1809
Institution’s programs: 12 associate, 120 bachelor, 62 master’s, 1 educational
specialist, 16 doctoral degrees (total 211 degree majors as
of May 2014)

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements.

Licensure  ☐ Yes  ☒ No
Endorsement ☐ Yes  ☒ No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

The BA/BS of Liberal Studies builds on Miami University’s strong liberal arts foundation and
mission. This innovative degree is designed to provide students the opportunity to design a
major that suits their educational and career goals while providing them essential skills highly
desired by employers. The specific demands of the 21st-century job market require students to
possess transferable skills that allow them to easily navigate career transitions and
advancements in the workplace.

According to a study by the Association of American Colleges and Universities (AAC&U) entitled
“It Takes More Than a Major: Employer Priorities for College Learning and Student Success,”
employers consistently rank “outcomes and practices that involve application of skills over acquisition of discrete bodies of knowledge.” In addition, employers “strongly endorse practices that require students to demonstrate both acquisition of knowledge and its application.” A study of post-graduation surveys of interdisciplinary bachelor degree students in Texas also indicates that most employers are not particular about candidates having specific degree majors. Rather, employers are “more interested in whether a candidate possessed relevant work experience and a transferable set of skills than the type of degree” (Green, et al). Repeated studies show that employers value most highly the skills that are at the heart of a liberal studies education.

Based on these studies, the Liberal Studies degree has been designed to provide students with the broad range of skills and depth of knowledge necessary to be engaged, life-long learners and achieve long-term career success. The curricular and co-curricular educational experiences that this major provides will enable students to develop and hone the following cross-cutting capacities:

- Critical Thinking
- Complex Problem Solving
- Written and Oral Communication
- Applied Knowledge in Real World Settings

Such cross-cutting capacities empower individuals and prepare them to deal innovatively with complexity, diversity, and change.

Not only are these skills valuable on the job, they are skills that help professionals adapt and navigate through multiple career paths over a lifetime. According to the Bureau of Labor Statistics, today’s workers will experience many career transitions:

- Today’s students will have 10-14 jobs by the time they are 38.
- 50 percent of workers have been with their companies less than five years.
- Every year, more than a third of the entire U.S. labor force changes jobs.
- Every year, more than 30 million Americans are working in jobs that did not exist in the previous quarter.

In addition to preparing students to enter the challenging 21st-century job market, this degree will enable more people in the southwest Ohio region to complete a bachelor degree, an important goal for the state of Ohio and its citizens. As a state, Ohio currently ranks 44th in the nation for residents over 25 holding a four-year degree. According to the 2013 Chronicle’s Almanac of Higher Education, 24.6% of Ohio’s adults have a bachelor degree, significantly lower than the national average of 28.5% (http://chronicle.com/article/Compare-the-States-Almanac/140845/). Statistics indicate an even greater need in our particular region: only 15.1% of Middletown residents and 14.4% of Hamilton residents hold bachelor degrees. This degree will help the Miami Regionals meet our broader mission of educating the citizens of our region.

To address these needs, the BA/BS in Liberal Studies has been designed as a completion degree that provides a clear, flexible pathway to a bachelor degree for students who have either earned an associate degree or completed a significant number of credit hours. Students have the flexibility to choose their own multidisciplinary cognates and courses within those cognates. In addition, students will complete two Liberal Studies courses. In Principles of Liberal Studies, students will learn more about liberal arts competencies and will gain an appreciation for one or more career fields through experiential learning; students will have the choice to shadow or interview professionals in an area of interest or intern in an institution of their choice. In the Capstone, students will apply liberal arts competencies to solve complex, real-world problems collaboratively.
We anticipate being able to offer most if not all of the degree online in order to make it accessible to the populations that we serve. The Liberal Studies degree will help Miami University achieve its goals of continuing to increase retention and graduation rates.

Miami University’s regional campuses are well positioned to offer the BA/BS in Liberal Studies. The regional campuses have extensive experience with transfer, returning, and nontraditional students, to whom this degree will appeal. The degree will be housed in the Department of Integrative Studies, located in the newly formed College of Professional Studies and Applied Sciences. The College has the existing faculty, advising expertise, and e-Learning resources in place to offer this degree.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- Original date of accreditation: 1913
- Date of last review: 2005
- Date of next review: 2015

2.2 Results of the last accreditation review

Miami University is accredited by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent accreditation review was in 2005 (see 2005_Review.pdf, 4.3MB), while the next reaccreditation review will occur in 2015.

The full HLC Report and associated documents are in Appendix A.

2.3 Notification of appropriate agencies

Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution’s request for authorization of the new program.

An initial inquiry was submitted to the Ohio Board of Regents on March 17, 2014. The acknowledgement that the inquiry was submitted can be found at the Ohio Board of Regents website: https://www.ohiohighered.org/academic-program-approval/preliminary-requests.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

The stated mission of Miami University Oxford is:

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research
and discovery. Miami’s faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

— June 20, 2008 (http://MiamiOH.edu/about-miami/leadership/president/mission-goals/)

The regional campuses share the mission of the main campus with some distinctive differences. All Miami campuses emphasize the liberal arts and place a premium on academic quality. The regional campuses place additional emphasis on making higher education accessible through open admissions, low-cost tuition, the provision of academic and support services designed for returning as well as traditional-age students, and by striving specifically to serve the educational needs of the region’s population and employers. The regional campuses fulfill their mission by:

- Offering select bachelor degree programs.
- Providing general and technical associate degrees.
- Offering the first two years of many bachelor degree programs for students who plan to relocate to the Oxford campus or transfer to another four-year institution.
- Providing student activities, athletics, intramurals, and organizations that enhance personal growth and provide opportunities for leadership development.
- Providing intellectual, informational, and cultural resources for the community.
- Providing services in counseling, cooperative education, academic advising, financial aid, and career planning and placement.
- Offering continuing education courses, community service activities, and training programs for businesses, industries, and organizations.

With the changes under the University System of Ohio’s (USO) strategic plan, the primary mission of the regional campuses has recently expanded to include increased development of baccalaureate degree programs, especially those that provide employment opportunities for Ohioans and those that offer seamless transitions between Ohio’s many institutions of higher education, high schools, and technical schools.

3.2 Organizational structure

Miami University is governed by a Board of Trustees which has 11 members appointed by the Governor with the consent of the Ohio Senate. The Board of Trustees delegates responsibility for administration of the university to the President. The President is advised by an Executive
Committee that includes the Provost and Executive Vice President for Academic Affairs, Vice President for Finance and Business Services, Vice President for Student Affairs, Vice President for University Advancement, Vice President for Information Technology, General Counsel, Secretary to the Board of Trustees, Senior Director of University Communications, and Director of Intercollegiate Athletics.

The Division of Academic Affairs includes six academic divisions (College of Arts & Science, College of Creative Arts; College of Education, Health and Society; College of Engineering and Computing, Farmer School of Business; College of Professional Studies & Applied Sciences), the Graduate School, University Libraries, and the Miami University Dolibois European Center (MUDEC).

The Miami University organizational charts can be found in Appendix B.

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

Describe the organizational structure of the proposed program. In your response, indicate the unit that the program will be housed within and how that unit fits within the context of the overall institutional structure. Further, describe the reporting hierarchy of the administration, faculty, and staff for the proposed program.

The Bachelor of Arts/Bachelor of Science in Liberal Studies will be housed in the Department of Integrative Studies, which is solely located at Miami’s regional campuses. The department, an academic unit with its own chair, reports to the Dean of the College of Professional Studies and Applied Sciences (CPSAS). The department’s budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through recommendation/ negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the Department of Integrative Studies faculty, the department chair, the CPSAS dean, the CPSAS promotion and tenure committee, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities. Include this individual's CV/resume as an appendix item.

The Department of Integrative Studies is led by the director, Dr. H. Louise Davis, who is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and all other administrative responsibilities. The director reports to the Dean of the College of Professional Studies and Applied Sciences. Dr. H. Louise Davis's CV is included in Appendix C.

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

- Department of Integrative Studies Faculty - The entire faculty meets regularly. The entire full-time faculty decides curriculum and other issues as a committee of the whole.

- Department of Integrative Studies Curriculum Committee – This committee, chaired by a faculty member in the Department of Integrative Studies, reviews and approves
curriculum in all degrees housed in the department. Departmental representatives are chosen and serve according to departmental governance and will include appropriate representation of faculty from all degrees.

- **Department of Integrative Studies Assessment Committee** – This committee, chaired by a faculty member from the Department of Integrative Studies, works with faculty members to assess learning outcomes and other programmatic elements, using that data to improve or change curricular elements such as assignments and other course components. This committee collects, analyzes, reports, implements, and archives assessment material.

- **College of Professional Studies and Applied Sciences Curriculum Committee** – This committee, which includes faculty from all departments within the college, reviews and approves curricular changes within the college. Departmental representatives are chosen and serve according to departmental policy. The committee is chaired by an associate dean or other designee of the dean.

- **College of Professional Studies and Applied Sciences Promotion and Tenure Advisory Committee** – This committee, which includes faculty from all departments within the college, serves in advisory capacity to the dean on promotion and tenure issues. Departmental representatives are chosen according to departmental policy and serve staggered three-year terms. The committee is chaired by an associate dean or other designee of the dean.

- **Miami University Council for Undergraduate Curriculum** - This committee is selected by the Executive Council of University Senate, Miami University. It is composed of six (6) faculty members, one (1) from each of five academic divisions and one (1) from either the Hamilton Campus or the Middletown Campus. At least one (1) of these faculty members shall be a member of University Senate and at least one (1) shall represent the graduate faculty. Additionally, there are two (2) undergraduate students and one (1) graduate student, and seven (7) ex-officio, nonvoting members also serve - one (1) representative of the Office of Academic Affairs, one (1) representative of the Office of the University Registrar, five (5) divisional representatives – one (1) from each of the divisional academic deans’ office (typically, an associate dean). Meetings are held several times a semester depending on the quantity of curricular items to be reviewed. Terms of appointments are two (2) years (except for ex-officio members who may serve longer).

- **Miami University Council of Academic Deans** - The council consists of the Provost of Miami University, the deans of each of the five (5) academic divisions, the regional campus dean, dean of the graduate school and secretary of the university. Meetings are held twice a month (every-other-week). There are no terms of appointments as members serve during their administrative appointments.

- **Miami University Senate** - This body consists of elected and appointed faculty, staff and students who represent constituencies from the entire university. Term of appointment is typically two (2) years. Meetings are held twice a month (every other week). This body provides explicit final approval of new degrees and majors by vote.

- **Miami University Board of Trustees** - The members of this body are appointed by the Governor of the State of Ohio. They provide final Miami approval of new degree programs. There are nine (9) voting members, each of whom is nominated by the Governor of the State of Ohio with the advice and consent of the Senate. They serve
nine (9) year terms. In addition to the voting members, there are two (2) student representatives and national trustees.

### 4.2 Program development

*Describe how the proposed program aligns with the institution’s mission.*

**• Offering select bachelor degree programs.**

The BA/BS in Liberal Studies advances the mission Miami University Regionals: providing residents of Southwest Ohio with access to open and affordable higher education and the opportunity to complete select bachelor degrees. As a bachelor completion degree, Liberal Studies allows students who obtain associate degrees from Miami’s regional campuses and other institutions (Sinclair Community College, Cincinnati State Community and Technical College) to continue their education in the state of Ohio. The degree will also attract area residents with have college credits seeking to complete a bachelor degree.

**• Providing academic programs to meet needs of the region.**

Graduates of this program will have employment opportunities in a variety of regional business, nonprofit, and government agencies. Residents of the region will benefit from having individuals who are well prepared to enter professional workplace environments.

*Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an appendix item.*

The BA/BS in Liberal Studies degree will offer a pathway for transfer and existing Miami students and help to improve Ohio’s standing in educational attainment. As noted earlier, only 24.6% of Ohio’s citizens hold a bachelor degree. In addition, 7.8% of Ohio’s citizens hold an associate degree and 21.1% have some college credits but no degree. Yet according to a study by Complete College America, by the year 2020, 59% of jobs in Ohio will require a certificate or college degree. There is a clear need for programs that offer students in our region, many of whom are working adults, a flexible path toward bachelor degree completion.

Students pursuing a Liberal Studies degree will develop important applied skills that meet employer’s needs for a 21st-century workforce. There is ample evidence that Liberal Studies majors do find employment opportunities. A January 2014 report by the AAC&U indicates that unemployment among recent liberal arts graduates stands at just 5.2 percent, declining to 3.5 percent over time. These figures represent a difference of only .04 percent higher than workers with professional or pre-professional degrees. The report likewise indicates workers at peak earning ages (56-60 years) whose undergraduate majors were in the humanities or social sciences “earn annually on average about $2000 more than those who majored as undergraduates in professional or pre-professional fields.” Additionally, the College Board’s “Education Pays” report indicates that the 2011 median earnings for bachelor degree recipients were $56,500, more than $21,100 higher than high school graduates’ median earnings.

*Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.*

The Liberal Studies development team sought out meetings with external stakeholders. We met with the Miami University Hamilton Citizens Advisory Council and the Miami University Middletown Citizens Advisory Council. These Councils serve in an advisory capacity to the Dean of the College of Professional Studies and Applied Sciences and include representatives from regional business and industry, local government, public and private education, and...
medicine. The members of these Councils noted the Liberal Studies degree would be a way to ensure that students who do not go into more specialized programs are prepared for the workforce. They noted that the sort of well-rounded, comprehensive education that the Liberal Studies degree provides would be an asset to regional businesses and organizations. More than one member of the Councils noted that they have employees whose dreams of a bachelor degree had been interrupted by life’s circumstances, forcing them to leave after an associate degree or before they could earn enough credits to graduate with a bachelor. They believe there would be great interest in a program that creates a roadmap for people to complete their bachelor degrees, helping them fulfill both their personal and professional goals. Council members also noted that having a more highly educated workforce could help drive economic development in our region.

*Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.*

There is no accreditation or universally recognized curriculum standards for this degree.

### 4.3 Collaboration with other Ohio institutions

*Indicate whether any USO institution within a 30-mile radius of your institution offers the proposed program. If so, list the institutions that offer the proposed program, and provide a rationale for offering an additional program at this site.*

There are institutions in the region that offer similar degrees, including the University of Cincinnati and Xavier University. However, the proposed Liberal Studies degree will serve existing Miami Regionals students, allowing them to complete a Liberal Studies degree without transferring to another institution. Such a degree would also assist regional citizens with some college but no degree as well as community college students in our area. We currently have articulation agreements with Cincinnati State and Technical College and Sinclair Community College. In addition, the Miami University Liberal Studies degree can be completed largely online, while the programs at UC and Xavier do not currently have online options.

*Indicate whether the proposed program was developed in collaboration with another institution in Ohio. If so, briefly describe the involvement of each institution in the development of this request and the delivery of the program.*

The degree was not developed in collaboration with another institution.

### SECTION 5: STUDENT SERVICES

#### 5.1 Admissions policies and procedures

*Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.*

The proposed BA/BS in Liberal Arts will follow regional admissions requirements for students with the additional requirement that students have junior standing before declaring the major. Miami University's regional campuses have an open enrollment policy for first-time students who have never taken college courses at another accredited university and plan to seek a degree or
certification at Miami University. Detailed information about regional admissions can be found at the regional campuses website at [http://www.regionals.miamioh.edu/admission](http://www.regionals.miamioh.edu/admission).

Describe the transfer credit policies for the proposed program, including the use of credit transfer review committees and the maximum number of hours that can be transferred into the program. In your response, specifically address the credit that may be transferred according to the Board of Regents’ Transfer Assurance Guide (TAG) and Career Technical Credit Transfer (CT²) initiatives; and other types of transfer credit awarded toward major program requirements (e.g., AP, life experience, CLEP, portfolio, etc.).

Transfer students applying to the proposed program are required to have earned a high school diploma and have a minimum of 2.0 g.p.a. in college courses in order to be eligible for transfer admission. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as degree candidates. Students who attended another college after high school and registered for one or more courses must apply for admission to Miami as a transfer student. Credit earned at another college is subject to transfer regulations. (Adapted from [http://www.miamioh.edu/academics/bulletin/](http://www.miamioh.edu/academics/bulletin/)).

Students who have successfully completed the Transfer Module at an Ohio college or university will be considered to have fulfilled the Transfer Module at Miami. Additional Miami Plan requirements that are not included in the Transfer Module, however, may be required.

Articulation tables and program information that can be found on u.select (accessed via [http://www.transfer.org/uselect/](http://www.transfer.org/uselect/)) are maintained to assist students in reviewing / previewing transfer credit information. (Adapted from [http://www.units.muohio.edu/reg/transfercredits/apibclepscores/Index.php](http://www.units.muohio.edu/reg/transfercredits/apibclepscores/Index.php))

5.2 Student administrative services

*Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

Miami’s regional campuses are full-service, and the administrative resources are adequate to support the proposed program.

5.3 Student academic services

*Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.*

Miami’s regional campuses are full-service, and the administrative resources are adequate to support the proposed program.
SECTION 6: CURRICULUM

6.1 Introduction

Provide a brief description of the proposed program as it would appear in the institution’s catalog (General Bulletin). The description should be no more than 150 words.

The BA/BS in Liberal Studies program extends students’ breadth of learning across multiple disciplines and develops their competencies in critical thinking, written and oral communication, problem solving, and collaboration. Through the selection of two cognate areas and the completion of two advanced Liberal Studies courses, students marshal their breadth of learning and competencies to address real-world challenges.

6.2 Program goals and learning objectives

Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.

The Liberal Studies curriculum has been carefully developed to satisfy the following learning objectives:

1. Identify authentic problems and use creative and critical thinking skills to evaluate various possible solutions
2. Analyze information and ideas carefully and logically from multiple perspectives
3. Collaborate with others to solve problems
4. Communicate clearly for a diverse range of audiences and purposes
5. Apply knowledge and methods from different cognate areas

In their two chosen cognate areas, students acquire the knowledge of the content and methodology of multiple disciplines. In the course Principles of Liberal Studies, students explore the nature and purpose of a liberal studies education and, through experiential learning, examine how liberal studies skills function in the professional world. Finally the Liberal Studies Senior Capstone require student to apply their disciplinary knowledge and integrate their liberal studies skills to address real-world programs.

The degree will be fully assessed to determine how well it is fulfilling these objectives, as are all Miami degrees.

6.3 Course offerings/descriptions

Complete the following table to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, elective) and indicate if they are new or existing courses.
Core Curriculum:

Liberal Studies majors will choose two Cognate areas from the following:

- Fine arts
- Humanities
- Social sciences
- Natural sciences and mathematics
- Education
- Business
- Applied sciences

*For interdisciplinary or cross-listed courses, students will have the opportunity to petition courses to count for a different Cognate area than listed above.

The Cognates mirror the focus areas used in Miami University’s Associate of Arts General Studies degree, allowing for a seamless transition for those students. The Humanities, Social Science, and Natural Science/Mathematics cognates will adhere to the College of Arts and Science categories. Miami University Regionals offer a wide variety of courses in all of these Cognate areas.

The Cognate that the student chooses for Cognate 1, which has a greater number of hours than Cognate 2, will determine whether the student pursues a BA or BS degree. For example, a student with a Cognate 1 in Humanities will pursue a BA degree. A student with Cognate 1 in Applied Sciences will pursue a BS.

Cognate 1 (21 credit hours)
Take a minimum of 21 credit hours in at least two separate disciplines (with different subject codes) within the cognate.
At least 12 credit hours must be at the 300-level or above.
Courses cannot double count in Cognate 1 and 2.
Course cannot double count in Cognates and the Global Miami Plan.
Some service courses and physical education courses do not count toward Cognates.

Cognate 2 (15 credit hours)
Take a minimum of 15 credit hours in at least two separate disciplines (with different subject codes) within the cognate.
At least 6 credit hours must be at the 300-level or above.
Courses cannot double count in Cognate 1 and 2.
Course cannot double count in Cognates and the Global Miami Plan.
Some service courses and physical education courses do not count toward Cognates.

LST 3XX: Principles of Liberal Studies (3 credit hours, required)
LST 4XX: Capstone in Liberal Studies (3 credit hours, required)

Total Hours Required: 42 hours

Minimum GPA: 2.0 GPA in the major and 2.0 overall GPA

There are two required courses that are being developed for this degree. All other courses are existing courses that can be chosen from a variety of disciplines within the cognates.
MAJOR REQUIREMENTS

<table>
<thead>
<tr>
<th>Course (number/name)</th>
<th>Cr hrs</th>
<th>Major</th>
<th>General Education (Miami Plan)</th>
<th>Elective</th>
<th>OTM TAG</th>
<th>CTAG</th>
<th>New/Existing Course</th>
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</thead>
<tbody>
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<td>LST 3XX: Principles of Liberal Studies</td>
<td>3</td>
<td>Major</td>
<td>Miami Plan</td>
<td></td>
<td></td>
<td></td>
<td>New</td>
</tr>
<tr>
<td>LST 4XX: Capstone in Liberal Studies</td>
<td>3</td>
<td>Major</td>
<td>Miami Plan</td>
<td></td>
<td></td>
<td></td>
<td>New</td>
</tr>
</tbody>
</table>

Provide a brief description of each course in the proposed program as it would appear in the course catalog. In your response, include the name and number of the course. Course syllabi can be found Appendix D.

**LST 3XX: Principle of Liberal Studies (3):** Focuses on exploring the nature and purpose of a liberal studies education and gaining an in-depth understanding of key liberal studies skills and competencies. Through experiential learning, examine how liberal studies skills function in the professional world.

**LST 4XX: Capstone in Liberal Studies (3):** Focuses on the application of knowledge from students' cognate areas to develop solutions to real-world problems. As part of the Miami Plan, it emphasizes sharing of ideas, synthesis, and critical, informed action and reflection, and includes student initiative in defining and investigating problems. Culminates in an applied research project and oral presentation. **Prerequisite:** 96 hours registered or earned (senior standing).

6.4 Program sequence: Provide the intended/ideal sequence to complete the program in the table below. Add additional time period as needed.

<table>
<thead>
<tr>
<th>Time period</th>
<th>Curriculum component</th>
<th>Time period</th>
<th>Curriculum component</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fall 1</strong></td>
<td>ENG 111: College Composition (3)</td>
<td><strong>Spring 1</strong></td>
<td>ENG 112: College Composition (3)</td>
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<td></td>
<td>MPF Social Sciences (3)</td>
<td></td>
<td>MPF Fine Arts (3)</td>
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<td></td>
<td>MPF Humanities (3) (H)</td>
<td></td>
<td>MPF Global (3)</td>
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<tr>
<td></td>
<td>MPF Global (3) (C)</td>
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<td>MPF Science + Lab (4)</td>
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<td></td>
<td><strong>Total</strong></td>
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</tr>
<tr>
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<td><strong>Spring 2</strong></td>
<td>Cognate 2 (3)</td>
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<tr>
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<td>Cognate 1 (3)</td>
<td></td>
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</tr>
<tr>
<td></td>
<td>MPF Math and Formal Reasoning (4)</td>
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<tr>
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<td></td>
<td>16 Hours</td>
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<td>16 Hours</td>
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</tbody>
</table>
Note: MPF refers to Miami Plan Foundation courses; MPT refers to Miami Plan Thematic Sequence, a 3-course sequence required of all students seeking a bachelor degree at Miami University.

6.5 Alternative delivery options (please check all that apply):

- X More than 50% of the program will be offered using a fully online delivery model
- □ More than 50% of the program will be offered using a hybrid/blended delivery model
- □ More than 50% of the program will be offered using a flexible or accelerated delivery model

For the purposes of this document, the following definitions are used:

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution’s regular academic semester (fall or spring) as well as courses that meet during the regular academic term but are offered in a substantially different manner than a fixed number of meeting times per week for all the weeks of the term.

6.6 Off-site program components (please check all that apply):

- □ Co-op/Internship/Externship
- □ Field Placement
- □ Student Teaching
- □ Clinical Practicum
- □ Other

If one or more of the items is checked, please provide a brief description of the off-site component(s).
SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:

  - Name of the unit/position responsible for directing assessment efforts;
  - Description of any committees or groups that assist the unit;
  - Description of the measurements used;
  - Frequency of data collection;
  - Frequency of data sharing; and
  - How the results are used to inform the institution and the program.

Assessment efforts are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment. Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each undergraduate major, general education, free-standing certificates, and all graduate programs.

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to the outcomes and used for program improvement. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Once each year, the assessment data for the three or more learning outcomes are analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year as part of the online annual reporting system. Plans and reports are reviewed annually by the academic dean and Provost.

The following measurements will be used to assess learning outcomes at the course and program levels:

At the course level:

- Course syllabi will be evaluated by the Curriculum Committee
- Course syllabi and assignments will be evaluated by the Assessment Committee to ensure the explicit links between course activities and assignments and the learning outcomes.
- Student work will be evaluated according to rubrics developed to assess their meeting of the learning outcomes of the course, which are tied to the program outcomes
- Faculty will submit periodic reflections to the Assessment Committee about the ways the students are or are not meeting course goals.

At the program level:

- Final projects from the Capstone will be evaluated by the Assessment Committee according to rubrics designed to assess programmatic learning outcomes
- Students will complete a Final Reflection as the last assignment for the Capstone course in which they reflect on their learning, their skill development, and their own assessment of having met the degree program’s learning outcomes. These Reflections will be assessed by the Assessment Committee
7.2 Other means of measuring student success

Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:

- Name of the unit/position responsible for directing these efforts;
- Description of any committees or groups that assist the unit;
- Description of the measurements used;
- Frequency of data collection;
- Frequency of data sharing;
- How the results are used to inform the student as they progress through the program; and
- Initiatives used to track student success after program completion.

The Miami University Retention Committee with the support of The Office of the Provost and the Office of Institutional Research (OIR) guides and implements the university's student success evaluation and assessment. Student success is measured through national surveys and projects (e.g., the National Survey of Student Engagement, CIRP Freshman survey, Collegiate Learning Assessment, College Senior Survey, Your First College Year, HERI Faculty Survey, Faculty Survey of Student Engagement, and the Voluntary System of Accountability) as well as in-house graduate survey and alumni survey.

SECTION 8: FACULTY

8.1 Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty. In your response, define/describe the differences between the designations.

Assistant professor, associate professor and professor are tenure eligible ranks. Instructor, visiting instructor/assistant professor, lecturer, clinically licensed, and part-time temporary faculty are not tenure eligible ranks. Information from this section can be found at http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf. This document includes Miami University's version of a faculty handbook.

**Part-Time Temporary Faculty**

Individuals with considerable experience in the field will be employed to teach within their areas of competence. Part-time temporary faculty must hold at least a master’s degree.

**Lecturer**

A Lecturer must hold a master’s degree or higher from an accredited college or university or the equivalent thereof; and have documented superior teaching ability or extraordinary experience, talent, or abilities deemed critical to fulfilling the mission of the department or program; and be full time.

The rank of Lecturer carries with it the requirement of teaching and advising as well institutional and professional service.

Lecturers, by virtue of the prospect that they may be associated with departments/programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments/programs with which they are affiliated.

**Clinically Licensed**

A clinical/Professionally Licensed Faculty must hold a master’s degree or higher from an accredited college or university or the equivalent thereof; and have documented superior
teaching ability or extraordinary experience, appropriate educational background, and significant professional experience including a professional license or professional certificate/degree; and be full time.

The rank of Clinical/Professionally Licensed Faculty carries with it the requirement of teaching and institutional service as well as the requirement to remain active professionally for accreditation purpose.

Clinical/Professionally Licensed Faculty, by virtue of the prospect that they may be associated with departments or programs for extended periods of time, should be as fully enfranchised as possible in the day-to-day life of the departments or programs with which they are affiliated.

**Assistant Professor**

An Assistant Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study or experience that does not culminate in a doctorate.)

For appointment to this rank, a candidate must demonstrate:
1. ability to achieve effectiveness as a teacher and academic adviser;
2. ability to do research, scholarly and/or creative achievement;
3. ability to perform productive professional service; and
4. ability to meet standards of professional collegiality.

**Associate Professor**

An Associate Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate:
1. high-quality teaching and academic advising;
2. research, scholarly and/or creative achievement of high quality and its prospective continuation;
3. productive professional service; and
4. professional collegiality within the department, division, campuses, and University community.

**Professor**

Appointment or promotion to the rank of Professor at Miami University will ordinarily be recommended to the Board of Trustees only for those members of the instructional staff who will enhance the excellence of this group and the academic standard of the University.

A Professor must hold an earned doctorate or other terminal degree, or the equivalent of such a degree, from an accredited college or university. (It is recognized that the equivalent of a doctor’s degree may involve specialized training, study, or experience that does not culminate in a doctorate.)

For appointment or promotion to this rank, a candidate must demonstrate excellence in teaching and either the second or third criteria listed below, as selected by the candidate at the time of hiring. The candidate must then demonstrate strength in the last of the three criteria below.

1. a cumulative record of high-quality teaching and academic advising;
2. a cumulative record of research, scholarly and/or creative achievement which has resulted in an established reputation within the discipline;
3. performance of productive professional service.

Describe the credentialing requirements for faculty who will be teaching in the program (e.g., degree requirements, special certifications or licenses, experience, etc.).

Tenure-track faculty must hold a terminal degree. Part-time, visiting, and lecturers must hold a master’s degree.

Describe the institution's load/overload policy for faculty teaching in the proposed program.

Full-time faculty members on the regional campuses teach 24 hours during the academic year (12 hours each semester). Full-time faculty may teach one course overload for up to three consecutive semesters and then the faculty member may not teach an overload for one semester. Part-time faculty members are limited to teaching no more than three courses in a semester.

Indicate whether the institution will need to identify additional faculty to begin the proposed program. If additional faculty members are needed, describe the appointment process and provide a timeline for hiring such individuals.

The university has committed to additional faculty as the program grows.

The search process begins with a departmental search committee. The committee determines the qualifications for the position, advertises the position, receives and reviews resumes of applicants, subject to administrative approvals. Subsequently, a candidate pool is selected and forwarded to the Chair and the Regional Campus Dean for approval. The Provost approves the final pool of candidates eligible for interviews. Several candidates are interviewed. Typically at the regional campuses, two or three candidates are ranked by the committee and approved by the Chair, and the names are forwarded to the Dean for further review and action.

8.2 Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
   Full-time: 12
   Less than full-time: 0

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
   Full-time: 1
   Less than full-time: 2

8.3 Expectations for professional development/scholarship

Describe the institution’s general expectations for professional development/scholarship activities by the proposed program’s faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities. Include a faculty handbook outlining the expectations and documenting support as an appendix item.
All tenured and tenure track faculty are expected to continue teaching and scholarly development throughout their careers. Lecturers are expected to engage in teaching development. All faculty members are evaluated annually for their assigned responsibilities.

Miami has a rich array of professional development resources. Through the Oxford Campus’ Center for Enhancement of Teaching Learning and University Assessment, faculty members are offered considerable teaching and learning workshops, as well as small grants to support teaching improvement, every semester. The regional campuses each have a similar Centers for Teaching and Learning that bring these opportunities directly to the regional campuses. Most of these opportunities are open to part-time faculty.

Because the campuses are committed to serving Ohio and the communities in which they live, scholarly service and public scholarship are also supported. Each regional campus has a center focused on civic engagement and community service that offers support for faculty who are interested in this type of work by making connections between a faculty member’s area of expertise and needs in the community, assisting faculty in understanding the place for the work in Miami’s tenure, promotion, and evaluation system, and providing a venue for faculty led discussions and other work.

The University and campuses also provide support, through workshops, mentoring programs, start-up funds, and grants for traditional scholarship of discovery activities.

All tenured faculty have opportunities to periodically apply for and receive Assigned Research Appointments and Faculty Improvement Leaves, which provide opportunity for longer-term scholarship, service, and professional development projects. All faculty on the tenure track are guaranteed an improvement leave, often taken during the third year of the tenure track. The regional campuses also provide support for scholarly activities through departmental travel budgets.

The Miami University faculty handbook can be found here: http://www.miamioh.edu/_files/documents/secretary/MUPIM.pdf. Appendix E.

8.4 Faculty matrix
Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a required component of the curriculum. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each faculty member’s CV must be included as an appendix item. Faculty CVs can be found in Appendix F.

The faculty members listed below have been selected due to their expertise in teaching interdisciplinary and integrative courses and/or their extensive advising experience. Most of the people listed are core faculty in the Department of Integrative Studies or have participated in the development of the Liberal Studies degree. We imagine that many other faculty members will contribute to the degree through the cognate areas and/or the teaching of the core Liberal Studies courses.
<table>
<thead>
<tr>
<th>Name of Instructor</th>
<th>Rank or Title</th>
<th>Full-Time or Part-Time</th>
<th>Degree Titles, Institution, Year</th>
<th>Years of Teaching Experience in the Discipline/Field</th>
<th>Additional Expertise in the Discipline/Field (e.g., licenses, certification, if applicable)</th>
<th>Title of the Course(s) This Individual Will Teach in the Proposed Program</th>
<th>Number of Courses this Individual will Teach Per Year at All Campus Locations</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Louise Davis</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>Ph.D., American Studies, Michigan State University, 2008</td>
<td>18</td>
<td>LST 4XX: Capstone + courses for cognates</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Madhu Sinha</td>
<td>Lecturer</td>
<td>FT</td>
<td>Ph.D., English, University of Cincinnati, 2009</td>
<td>12</td>
<td>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Whitney Womack Smith</td>
<td>Associate Professor</td>
<td>FT</td>
<td>Ph.D., English, Purdue University, 1999</td>
<td>23</td>
<td>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>John Tassoni</td>
<td>Professor</td>
<td>FT</td>
<td>Ph.D. English, Indiana University of Pennsylvania, 1992</td>
<td>27</td>
<td>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Susan Spellman</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>Ph.D., History, Carnegie Mellon, 2009</td>
<td>14</td>
<td>LST 4XX: Capstone + courses for cognates</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Kelly Brown</td>
<td>Instructor and Academic Advisor</td>
<td>FT</td>
<td>MEd, Curriculum and Instruction, University of Cincinnati, 1997</td>
<td>11</td>
<td>Course for cognates</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Tom Mays</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>ABD, Educational Leadership, U of Dayton; MS Social &amp; Applied Economics, Wright State, 2004</td>
<td>7</td>
<td>Courses for cognates</td>
<td></td>
<td>7</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Employment Status</td>
<td>Degree, Field and Institution, Year</td>
<td>Courses for cognates</td>
<td>Credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------</td>
<td>--------------</td>
<td>-------------------</td>
<td>-------------------------------------</td>
<td>----------------------</td>
<td>---------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leland Spencer</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>Ph.D., Communication Studies, University of Georgia, 2013</td>
<td>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jeff Kuznekoff</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>Ph.D., Communication Studies, Ohio University, 2012</td>
<td>LST 3XX: Principles of Liberal Studies, LST 4XX: Capstone + courses for cognates</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caryn Neumann</td>
<td>Lecturer</td>
<td>FT</td>
<td>Ph.D., History, Ohio State University, 2006</td>
<td>Course for cognates</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>George Vascik</td>
<td>Associate Professor</td>
<td>FT</td>
<td>Ph.D., History, University of Michigan, 1988</td>
<td>Courses for cognates</td>
<td>8</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michelle Abraham</td>
<td>Assistant Professor</td>
<td>FT</td>
<td>Ph.D., Psychology, Kent State University, 2007</td>
<td>Courses for cognates</td>
<td>7</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**SECTION 9: LIBRARY RESOURCES**

9.1 Library resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program).

The Director of the Rentschler Library at Miami University Hamilton was consulted concerning the resources available for courses in the program.

Describe the library resources in place to support the proposed program (e.g., print, digital, collections, consortia, memberships, etc.).

The regional campuses have their own libraries. Additionally, students, faculty, and staff, have access to resources provided by Miami University Libraries at the Oxford campus. The regional campus libraries are also members of the Ohio LINK statewide consortium. These two affiliations and the local resources available to the regional libraries provide a broad array of resources. They include over 180 periodical databases, over 80,000 full-text periodicals, 11.5 million unique books, DVDs, and related items, and over 55,000 e-books on a wide variety of topics.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.
The current collection, OhioLink, and other online resources currently available will adequately support the proposed program.

9.2 Information literacy

*Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.*

The regional libraries are committed to supporting the classroom mission of instructors in the program by helping students become self-sufficient information seekers. The instruction offered is based on the [Information Literacy Competency Standards for Higher Education](http://www.ala.org/ala/mgrps/acrl/acrlstds/infolitstandardsje.cfm) as established by the [Association for College and Research Libraries](http://www.ala.org/acrl). The goal is to promote these professionally recognized standards as a foundation for all Miami University regional students.

Regional library staff members offer a range of instructional services to assist students and support courses: (1) classroom information literacy sessions that are specially tailored to fit the needs of students in the course, (2) the embedded librarian program, which involves placing a librarian (with links to databases, tutorials, and other course-specific resources) in the course management system to assist students at their point of need (both face-to-face and web-based courses can have embedded librarians); and (3) one-on-one research consultations in which students can confer with a librarian for assistance with search strategies and knowledge of useful resources.

Regional library staff members will also stay in touch with department chairs to see if faculty instruction sessions or workshops are needed.

**SECTION 10: BUDGET, RESOURCES, AND FACILITIES**

10.1 Resources and facilities

*List the facilities/equipment currently available for the program. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.*

The only additional physical resources that will be needed to support the proposed program will be classrooms, and the regional campuses have adequate classroom space available.

10.2 Budget/financial planning:

*Complete the table on the following page to describe the financial plan/budget for the first three years of program operation.*

**Fiscal Impact Statement for New Degree Program**

<table>
<thead>
<tr>
<th>Projected Enrollment</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcount full time</td>
<td>20</td>
<td>40</td>
<td>60</td>
<td>80</td>
</tr>
<tr>
<td>Headcount part time</td>
<td>15</td>
<td>20</td>
<td>25</td>
<td>30</td>
</tr>
<tr>
<td>Full-time equivalent (FTE) enrollment</td>
<td>28</td>
<td>50</td>
<td>72</td>
<td>95</td>
</tr>
</tbody>
</table>
### Projected Program Income

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition (paid by student or sponsor)</td>
<td>133,560</td>
<td>238,500</td>
<td>343,440</td>
<td>453,150</td>
</tr>
<tr>
<td>Expected state subsidy</td>
<td>70,000</td>
<td>125,000</td>
<td>190,000</td>
<td>237,500</td>
</tr>
<tr>
<td>Externally funded stipends, as applicable</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
<tr>
<td>Other income (if applicable, describe in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**Total Projected Program Income**: 203,560 363,500 523,440 690,650

### Program Expenses (New Faculty)

**New Personnel**

<table>
<thead>
<tr>
<th></th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction (technical, professional, general education)</td>
<td>0 FT 0 PT</td>
<td>1 FT 2 PT</td>
<td>1 FT 2 PT</td>
<td>2 FT 5 PT</td>
</tr>
<tr>
<td>Non-instruction (indicate roles in narrative section below)</td>
<td>None</td>
<td>None</td>
<td>None</td>
<td>None</td>
</tr>
</tbody>
</table>

**New facilities/building/space renovation (if applicable, describe in narrative section below)** | None    | None    | None    | None    |

**Scholarship/stipend support (if applicable, describe in narrative section below)** | None    | None    | None    | None    |

**Additional library resources (if applicable, describe in narrative section below)** | None    | None    | None    | None    |

**Additional technology or equipment needs (if applicable, describe in narrative section below)** | None    | None    | None    | None    |

**Other expenses (if applicable, describe in narrative section below)** | None    | None    | None    | None    |

**Total Projected Expense**: 0 140,000 140,000 305,000

### Budget Narrative:

*Use narrative to provide additional information as needed based on responses above.*

The BS/BA in Liberal Studies will draw on existing faculty resources and courses, significantly reducing expenses. No new faculty will be required to launch the program. The recruitment of a new full-time faculty member will be required in the second year and again in the fourth, assuming enrollment projections are met. The proposed program does not incur additional expenses or demands for new equipment, laboratories, or classroom space beyond what is currently available.
APPENDICES

Please note that the institution is required, at a minimum, to submit the following the items as part of the review:

<table>
<thead>
<tr>
<th>Appendix</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Accreditation Documents</td>
</tr>
<tr>
<td>B</td>
<td>Organizational Chart</td>
</tr>
<tr>
<td>C</td>
<td>Dr. H. Louise Davis' CV</td>
</tr>
<tr>
<td>D</td>
<td>Course Syllabi</td>
</tr>
<tr>
<td>E</td>
<td>Link to Faculty Handbook:</td>
</tr>
<tr>
<td>F</td>
<td>Faculty CVs</td>
</tr>
<tr>
<td>G</td>
<td>Link to Course Bulletin:</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.miamioh.edu/academics/bulletin/">http://www.miamioh.edu/academics/bulletin/</a></td>
</tr>
</tbody>
</table>

Miami University is committed to continual support of the delivery of the BA/BS in Liberal Studies. If Miami University decides in the future to close the program, the university will provide the necessary resources and means for matriculated students in the program to complete their degree.

Miami University verifies that the information in the application is truthful and accurate.

Respectfully,

Ray Gorman
Interim Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:
Name: H. Louise Davis    Email: davishl3@miamioh.edu    Phone: 513-785-1914

Date:

Department Chair/Program Director approval indicates that the major and its student learning outcomes will be assessed in accordance with the department's/program's overall assessment plan.

Divisional Dean Approval and Forwarding:
Name: G. Michael Pratt    Email: prattgm@miamioh.edu    Phone: 513-785-3200

Date:
Divisional Dean approval indicates that the new program fits into the mission of the division, and that any overlap between the courses and other extant courses in the divisional curriculum has been identified and any related concerns resolved. By approving, the Dean (A) takes oversight responsibility for ensuring that the new program meets divisional standards for rigor, (B) indicates a recognition and acceptance of the staffing model and implications, and (C) forwarding of other related resource issues, when approved.

When approved by the Dean, following the divisional curriculum approval, forward for Registrar action within the curriculum approval process.

Please submit completed approved forms (in Microsoft Word) via e-mail to:

courseapproval@MiamiOH.edu

NOTE: New Degrees: This form requires approval by the department/program, division, CUC or Graduate Council, COAD, a vote by University Senate plus ten (10) class days for review, the President, the Miami University Board of Trustees and the Ohio Board of Regents (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.

************************************************************************************

NOTE: New Majors: This form requires approval by the department/program, division, CUC or Graduate Council, COAD and a vote by University Senate plus ten (10) class days for review (see MUPIM, Section 11). Upon submission of this form, the Office of the Registrar will verify the information and forward this request to the appropriate contact.
RESOLUTION R2015-xx

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new academic Department, Global and Intercultural Studies (GIC), within the College of Arts and Science.

BE IT FURTHER RESOLVED: that the department of Global and Intercultural Studies (GIC) include existing programs in American Studies (AMS), Asian/Asian American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women’s, Gender and Sexuality Studies (WGS). Additionally, GIC will include East Asian Studies, European Area Studies, Jewish Studies, and Middle Eastern and Islamic Studies.
GLOBAL and INTERCULTURAL STUDIES IMPLEMENTATION

Relevant Documents

Academic and Student Affairs Committee

February 19, 2015

Submitted by Phyllis Callahan, Provost

**Document 1:** Original charge to Implementation Committee from Provost Gempesaw (June 16, 2014)

*NB: Professor Gretchen Ziolkowski, Chair, GRAMELC, was a member of this committee; her name was mistakenly omitted from this memo.*

**Document 2:** Elaboration and clarification of the charge to Implementation Committee from Interim Provost Gorman (August 19, 2014)

**Document 3:** Report of the 2014 GLOBAL STUDIES IMPLEMENTATION COMMITTEE (December 5, 2014)
Date: June 16, 2014

To: Ricardo Averbach, MUS, CCA
Todd Bailey, FIN, FSB & Process Coordinator
Tom Crist, IES, CAS & Committee Co-Chair
Richard Campbell, Chair, MIF, CAS
Sheila Croucher, AMS, CAS
Rebecca Luzadis, MGT, FSB & Committee Co-Chair
Tom Misco, EDT, EHS
Steve Norris, HST, Havighurst Center, CAS
Rob Schorman, HST, CPSAS
Allan Winkler, CAS (ex-officio)

From: Bobby Gempesaw
Provost and Executive Vice President for Academic Affairs

Re: Global Studies Implementation Committee

On behalf of President David Hodge and with the recommendation of Dean Phyllis Callahan, I am writing to invite you to serve on the Global Studies Implementation Committee. In this memo, I briefly outline the recent steps taken to create a global studies unit and articulate the charge of your committee.

During the 2012-13 academic year, Dean Callahan formed a committee to consult with College of Arts and Science faculty to identify curricula focusing on global, area, and world studies from a broad perspective. Committee members-- Len Mark (PSY); Sheila Croucher (AMS and University Distinguished Professor); Carl Dahlman (ITS); Anita Mannur (ENG/AAA/WGS); Eva Rodriguez-Gonzalez (SPN/POR); and Claudia Scott-Pavloff (CAS)--produced and submitted the “Preliminary Report of the Committee on Global Studies in the College of Arts and Science” to Dean Callahan on April 22, 2013. Dean Callahan then submitted this report to me.

The committee surveyed academic units within the College of Arts and Science, and the responses indicated that at least 23 majors, 23 minors and 34 thematic sequences have significant global content. Additionally, the committee report emphasized the importance of communicating the nature of global studies and the opportunities for pursuing it to prospective students and students who are undecided about their major.

Following the findings of the report and pursuant to Senate Resolution 14-01, Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs, Dean Callahan presented a proposal to University Senate to develop a unit of global and cultural studies that would provide coherent, clear and integrated curricula for students and to develop an organizational structure that would house the unit. A committee was then appointed to initiate the process to consider
forming a global studies unit at Miami University. The committee composition was Todd Bailey (chair and process coordinator, FSB); Len Mark (PSY); Ann Frymier (Associate Dean, Graduate School); and Allan Winkler (Associate Dean CAS, University Distinguished Professor). This committee initiated open discussions with department chairs, program directors, faculty students, alumni, and other interested parties to determine the value and viability of a global studies program and to generate suggestions for possible next steps. After collecting and analyzing the feedback, the committee reported, “The prospect of creating a new Global Studies program is both worthwhile and viable, and also identified issues to be considered by an implementation committee.” On April 28, 2014, process coordinator, Todd Bailey, presented a summary of the committee’s work to University Senate.

Upon the recommendation of the Council of Academic Deans and University Senate and since all academic divisions have globally-focused programs and course offerings, a Global Studies Implementation Committee that includes representatives from all divisions will be formed to oversee the process of creating a new global studies unit in the College of Arts and Science. Tom Crist and Rebecca Luzadis have kindly agreed to serve as co-chairs, and Todd Bailey will continue to serve as the process coordinator. He will ensure that the Senate guidelines and procedures are followed in consultation with Interim Provost-Designate Gorman, Dean Callahan, the University Senate Executive Committee, and the Implementation Committee. Allan Winkler, Associate Dean of the College of Arts & Science, will serve in an ex-officio role. The committee will begin work in early fall semester 2014.

The implementation committee is asked to address the following five interrelated tasks:

1. Using the input gained from key stakeholders, findings from previous committee reports, professional literature as well as best practice, develop the general goals for the proposed global studies unit. The general goals should guide consideration of the next four tasks.
2. Relying on the ideas generated in task #1, make a recommendation on the organizational structure of a global studies unit. While the unit will be housed within the College of Arts & Science, it should also foster inter-divisional collaboration.
3. Propose a process for faculty to be appointed in the global studies unit that allows for collaborative and cooperative interaction among faculty that advances an effective, coherent, and innovative academic program (rather than just a random selection of globally oriented courses).
4. Recommend a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Science.
5. Propose a six-month timeline for the implementation of the committee’s recommendations and other factors to be considered.

I ask that you meet with Interim Provost-Designate Ray Gorman and Dean Phyllis Callahan as soon as feasible to discuss these tasks and how it can be addressed by forming sub-committees to facilitate your work in a timely manner. Dean Callahan’s office will schedule the first meeting of the committee. You will be informed of your sub-committee assignment by Dean Callahan. A final and integrated report that addresses the five tasks listed above should be submitted to the Interim Provost and the CAS Dean by January 15, 2015. If you have any questions, please let Dean Callahan know.

I want to thank you in advance for your willingness to serve in this important role.

cc: Ray Gorman, Interim Provost-Designate
    Phyllis Callahan, Dean, CAS
Date: August 19, 2014

To: Ricardo Averbach, MUS, CCA
    Todd Bailey, FSB, Process Coordinator
    Richard Campbell, Chair, MIF, CAS
    Tom Crist, Director, IES, CAS, Co-Chair
    Sheila Croucher, AMS, CAS, University Distinguished Professor
    Rebecca Luzadis, MGT, FSB, Co-Chair
    Steve Norris, HST and Havighurst Center, CAS
    Rob Schornan, HST, CPSAS
    Tom Misic, EHT, EHS
    Allan Winkler, Associate Dean, CAS, University Distinguished Professor, Ex-Officio
    Gretchen Ziolkowski, Chair, GREAL, CAS

From: Raymond Gorman, Interim Provost and Executive Vice President for Academic Affairs

Re: Charge to the Global Studies Implementation Committee

I am writing to elaborate on the charge given to you by Provost Gempesaw in his memo of June 16, 2014. The basic charge and timeline remain the same. However, while the original charge calls for a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Science, this should not be construed as a mandate for the reduction or elimination of any of our existing programs. Rather, the hoped for outcome is the identification of unnecessary duplication in our program offerings along with a plan to consolidate or combine programs so that the same learning outcomes can be achieved more efficiently and sustainably.

Essentially, your perspective should be one of program development that provides a vision and a pathway that leads to a global studies program that establishes Miami University as a center of excellence in this area.

CC: Phyllis Callahan, Dean, CAS
Report of the 2014 GLOBAL STUDIES IMPLEMENTATION COMMITTEE

5 December 2014

Introduction: Background, Process, and Charge

During the 2012-2013 year, Dean Phyllis Callahan formed a committee to identify Miami curricula related to global, area, and world studies. In consultation with College of Arts and Sciences faculty, the committee identified a large number of such programs and concluded that “Miami University and especially the College of Arts and Science offers a rich variety of curriculum with global content” (Preliminary Report, April 22, 2013, p. 14). The 2012-13 committee also considered global studies programs at peer and aspirational institutions and concluded that “a major in Global Studies is a standard offering at other institutions” (Preliminary Report, p. 3). Finally, the preliminary report noted “it is difficult to identify global content and curricula at Miami” (p. 7), indicating a clear need for better integration and visibility of our program offerings.

Following the preliminary findings of the 2012-2013 committee, Dean Callahan presented to University Senate a proposal to “develop a unit of global and cultural studies that will better integrate and coordinate the vast curricular offerings related to global and cultural studies” (University Senate Minutes, November 4, 2013). In fall 2013, the formal process began with a committee appointed by Provost Gempesaw and Dean Callahan with a charge to determine whether a single academic unit would enhance the visibility and viability of global and cultural studies programs at Miami. Consistent with Senate Resolution 14-01, this committee undertook extensive consultation with numerous stakeholders. The committee concluded “with no reservation that a Global Studies program at Miami University would be worthwhile and of value to students, their future employers, and their communities” (2013-2014 Global Studies Committee Report, p. 1).

Based on the findings of both committees, the Council of Academic Deans and University Senate recommended forming an implementation committee including broad representation across academic divisions. In the summer of 2014, Provost Gempesaw charged this latest committee to develop a detailed plan to implement a new Global Studies unit, asking that a final report detailing the committee’s work be submitted by January, 2015. After an initial meeting of the committee with Interim Provost Gorman and Dean Callahan in August 2014, the committee requested a clarification of charge #4, which was to provide recommendations for a streamlined, integrated, and coherent studies program. Interim Provost Gorman provided clarification that the charge was not a mandate to eliminate existing programs but to develop a plan to consolidate programs so that the same learning outcomes can be achieved more efficiently and sustainably. Before further deliberation, the committee voted to make available the minutes of all meeting to department chairs and program directors in the College of Arts and Sciences for distribution to faculty and staff.

Findings and Recommendations

We organize our report findings and recommendations according to the five charges given to the Global Studies Implementation Committee by Provost Gempesaw and as later clarified by Provost Gorman.

Charge #1 [General Goals] – The committee was asked to “develop the general goals for the proposed global studies unit.”
Our work began by digesting the reports of previous committees, including transcripts of open forums and written submissions from many interested parties, as well as appendices documenting results of efforts to gather information on Miami’s curriculum and that of many other institutions. We supplemented the work of previous committees with our own investigation of other programs at over 20 universities and a review of academic literature on the topic. After this preparation, we focused on our first two tasks – to develop goals for a global studies unit and gather a working set of options for how a global studies unit might best be structured at Miami. We realized, as noted by the Preliminary Report of the 2012-2013 committee, that “consideration should be given to the use of the term global” (p. 3).

The term global and programs called Global Studies often employ a definition consistent with that offered by Professor Mark Juergensmeyer1, director of the Orfalea Center for Global and International Studies at the University of California at Santa Barbara. UCSB and many universities around the globe have joined together to form the Global Studies Consortium, working to coordinate the development of programs in Global Studies. As these and other efforts ensue, scholars are coalescing around a common understanding of Global Studies. Central to the characterization of this emerging field is an emphasis on its transnational, transdisciplinary, and socially-responsible character. Global Studies focuses on processes that transcend national and cultural boundaries, and in doing so illuminates how ‘the global’ and ‘the local,’ are not oppositional, but interdependent. From this perspective, local and regional studies provide particularly valuable insight into global trends and transnational themes. Moreover, fully understanding socio-cultural, economic, and political trends and themes that transcend boundaries requires knowledge that transcends traditional academic boundaries. Work in global and intercultural studies combines many disciplinary points of view to examine complex transnational issues and, at its best, is not only multidisciplinary, but transdisciplinary – making space for new theoretical approaches, conceptual tools, and cognitions. Finally, scholars and academic programs focused on global studies typically advance both an intellectual commitment to critically examining how power shapes the production of knowledge, culture, and identity, and a normative commitment to fostering among students a strong intercultural awareness that will inform their citizenship practices, locally and globally, and contribute to solving global problems.

As summarized by Jurgensmeyer1, five characteristics of global studies were identified by the Global Studies Consortium: (1) transnational; (2) interdisciplinary, transdisciplinary, and problem-oriented; (3) contemporary and historical; (4) critical and multicultural; and (5) globally responsible.

1. We recommend that the mission and goals of Miami’s new global studies unit be based on a broad definition that includes elements of global and intercultural studies identified by Juergensmeyer and the Global Studies Consortium.

The emphasis on transnational processes is often used to distinguish the emerging field of Global Studies from International Studies, which has traditionally examined cross-border interactions and relationships between nation states. As the field of International Studies has evolved over time,

1 Juergensmeyer characterizes Global Studies as follows: “This emerging new field is deliberately multidisciplinary, but this does not mean that it is simply a collection of different kinds of studies and that people who are identified with it just go off on their own. In the best of global studies faculties, scholars share insights and often work together on common problems that are by their nature larger than one discipline’s ability to tackle” (p. 765). Juergensmeyer, M. 2013. What is global studies? Globalizations 10: 765-769.
however, themes of globalization, language competence, and intercultural understanding have become shared areas of emphasis of both Global and International Studies. While overlapping with global studies, international studies alone would not represent the intellectual breadth of global studies as we believe it is best constituted at Miami. In particular, intercultural studies emphasize the awareness, communication, and exchange among globally diverse cultures – the components of global studies that are well represented by our multicultural programs. Thus, the terms Global and Intercultural Studies reflect the strengths, interdisciplinary breadth, and academic traditions of our existing international and multicultural programs at Miami University. Recent events on campus, across the United States and the world demonstrate a continuing need for more intercultural respect and appreciation of diversity. The size and scope of the new GIC will better showcase the importance of diverse cultures as part of our campus community and the broader world, and will preserve and enhance the important role these programs play in building intercultural awareness and respect.

Based on this broad, interdisciplinary framework, several specific goals should be achievable:

- Enhance the visibility of Miami global and cultural courses and programs to students across the university
- Improve student navigation of global and cultural programs
- Foster cooperation and collaboration among faculty and student scholars
- Retain identity of several smaller programs currently offered at Miami
- Reduce overlap in the curriculum so as to increase the effective use of resources
- Create a structure to support coordination and innovation of interdisciplinary curricula and research

Charge #2 [Organizational Structure] – The committee was asked to “make a recommendation on the organizational structure of a global studies unit. While the unit will be housed within the College of Arts and Sciences, it should also foster inter-divisional collaboration.”

The committee strongly believes that a single academic unit is needed to integrate and coordinate Miami’s teaching and scholarship activities in global and intercultural studies. A single academic unit has many benefits, including:

- Increased sustainability and visibility of smaller programs
- Elevation of intercultural studies to more prominent position
- Enhanced collaboration through stronger curricular connections among programs and the hiring of faculty who bridge traditional programmatic and disciplinary boundaries

Considerable deliberation occurred over whether the committee preferred to recommend creation of a department or a school. A school would suggest a broader mission and scope, appropriate for the breadth of the field of study. In addition, a school will facilitate more effectively the collaboration among faculty, particularly across academic divisions. In the long run, the committee thinks a school of global studies is the best structure for coordination of academic programs and scholarship across a range of departments and divisions that currently work in areas closely related to Global and Intercultural Studies (examples include but are certainly not limited to the Department of

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Geography, the Institute for the Environment and Sustainability, the Havighurst Center, and the Center for American and World Cultures). Our research indicates that other universities and colleges with prominent global studies programs often have chosen to establish more significant administrative units than a single department (schools, institutes, centers), adding stature to the initiative and facilitating external funding. The challenges with a school, however, are that a new school would be housed within the College of Arts and Science (CAS), creating confusion as to the position of colleges and schools as the largest administrative divisions of the university, especially since one academic division still currently carries the designation of school. Changes in university governance would likely be required to accommodate this new structure, which would significantly prolong the implementation of a new global studies unit. We therefore expect that creation of a school, with the breadth of mission we have suggested, would take significantly longer than the six-month implementation timeline specified in the charge to the committee.

In the short term, therefore, the committee supports the immediate creation of an academic department, housed within CAS. While it may not reflect the interdisciplinary breadth of a school, immediate creation of a department has several benefits, not the least of which is having a well-defined and understood place in the larger organizational structure. This is relevant both in terms of access to resources as well as visibility to students. Therefore, we propose two efforts in parallel – one with near-term objectives and one focused on the longer-term.

- **2. We recommend** the immediate creation of a new department called Global and Intercultural Studies (GIC) that will function as an interactive whole with a single department chair.

- **3. We recommend** that the new department of Global and Intercultural Studies includes existing programs in American Studies (AMS), Asian/Asian American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women’s, Gender and Sexuality Studies (WGS). Additionally, the new department would include East Asian Studies, European Area Studies, Jewish Studies, and Middle Eastern and Islamic Studies.

- **4. Long-term, we recommend** creation of a School of Global and Intercultural Studies.

The faculty and curriculum in the programs identified above already play a primary role in advancing the goals of global and intercultural studies. It is clear from their websites and submissions to the open forums held previously that these units have as their core mission understanding diverse cultures and global issues, and that their collective approach to achieving these goals is broadly interdisciplinary. The incorporation of these global and intercultural programs into one vibrant unit is likely to enhance the visibility and viability of these programs. The immediate creation of a department will foster the integration and connections among programs, and would streamline the workloads of the program directors.

As the transition to a new department is completed, the subsequent development of an Institute working in conjunction with the department would help facilitate cross-departmental and cross-

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3 Global Studies centers and institutes funded by the US Department of Education Title VI programs include those at Columbia University, Duke University, Michigan State University, Penn State University, University of Illinois, University of Indiana, University of Minnesota, University of North Carolina, University of Washington, and the University of Wisconsin
divisional collaboration among faculty, particularly in areas other than curriculum, such as scholarship, external funding, and visiting scholars. For example, two centers that are not curricular units – the Havighurst Center and the Center for American and World Cultures – should not necessarily be subsumed within the new department but an institute would create a global studies umbrella for collaborative interactions among departments and centers both inside and outside of CAS.

➤ 5. We recommend the establishment of an Institute that serves as a university-wide umbrella for global and intercultural studies to promote innovative interdisciplinary scholarship and develop new opportunities for external funding, public-private partnerships, and community engagement.

Charge #3 [Faculty Appointments] – The committee was asked to “propose a process for faculty to be appointed in the global studies unit that allows for innovative academic programs.”

The committee believes that the new department will encompass a wealth of talent brought by the many women and men who currently hold faculty positions in the programs that have been recommended for inclusion in the new unit. There was also a strong consensus of the committee that the overall initiative would benefit from the addition of new faculty lines, used to hire global studies and intercultural scholars who will enhance the global and intercultural studies curriculum and bridge existing areas of expertise within the new department. These new faculty would not only teach new “core” global studies classes but also interdisciplinary courses that could be included in more than one major in the department.

Strong leadership is crucial to the success of this entire endeavor. The department chair of this new unit will face significant challenges in integrating several longstanding programs into one coherent department. The committee considers its work to directly address several of the challenges and create some infrastructure to support the work of the new leader. And, of course, the new unit will contain the passion, energy, and experience of its existing talented faculty members. A national search for a department chair will ensure that the best possible candidate is selected to develop and implement a shared vision for global and intercultural studies that is integrative and innovative. The candidate selected to lead the new Global and Intercultural Studies department would, over time, also lead an effort to explore the long-term plan to transform the department into a school, and she or he would have the credentials and experience needed to lead that process. Before that, however, the new leader would be focused on integrating the faculty and curricula into a vibrant and coherent whole.

➤ 6. We recommend that a national search for a Chair of the new Department of Global and Intercultural Studies be commenced as soon as possible.

➤ 7. We recommend the allocation of two additional new tenure-track faculty lines in the new Department of Global and Intercultural Studies, dedicated to the hiring of faculty who will bridge existing interdisciplinary programs and build expertise in emerging transdisciplinary themes.

➤ 8. We recommend that faculty be designated as having one of three types of relationships with the new unit: core, affiliate, or collaborating.
Borrowing from the language used to explain different types of involvement with the Comparative Media Studies program (a component of the department of Media, Journalism and Film, MJF), the three types of relationships faculty could have with the new unit include Core, Affiliate, and Collaborating.

- **9. We recommend** that core faculty include all faculty members who currently have full or joint appointments within American Studies (AMS), Asian/Asian-American Studies (AAS), Black World Studies (BWS), International Studies (ITS), Latin American Studies (LAS), and Women’s, Gender and Sexuality Studies (WGS).

Faculty would carry the existing terms of their appointments between one of the existing interdisciplinary programs and another department or unit into the new Department of Global and Intercultural Studies. For example, a faculty member with a 100% appointment in one of the programs would have a 100% appointment in the new Department of Global and Intercultural Studies; a faculty member with a joint 50/50% appointment in that program and an existing department would have a 50/50% joint appointment with the Department of Global and Intercultural Studies and the existing department. Core faculty with full or joint appointments would have primary responsibility for developing the Global and Intercultural Studies curriculum, as described in the section below (related to Committee Charge #4). Affiliated faculty members are those with appointments in other units who request and are approved for official affiliate status per CAS policy and procedure. Faculty affiliates would be expected to collaborate in significant ways that could include helping shape the vision and development of programs in the new unit, as well as participating on curriculum committees, advising, and promotion and tenure. In addition, we envision faculty affiliates having voting rights on the curriculum committee and others as appropriate. Faculty who wish to be involved with the new department without seeking official affiliate status could request to be connected with the new department in a collaborating role. Collaborating faculty would be those who are involved with the new unit in less central or sustained ways, such as offering of courses that might be of interest to students enrolled in Global and Intercultural Studies programs, attending and organizing events, or engaging in scholarly collaboration. Both affiliated and collaborating faculty roles would be entirely appropriate for faculty from other divisions, helping to build and maintain connections between the new unit and other academic divisions. Such relationships should be strongly encouraged so as to enhance the inter- and trans-disciplinary nature of our Global and Intercultural Studies initiatives.

After the approval of a new department of Global and Intercultural Studies, faculty representatives from each of the existing programs will be needed to facilitate a transition from the existing programs to a well-integrated whole. Crucial elements of achieving the desired integration will include some shared curriculum and departmental governance. The chair of the new unit would be responsible for reporting to the Dean, and representing the department on the CAS Council of Chairs. At the same time, we envision that each of the new department’s degree programs, majors, and minors would operate with some autonomy within the Department’s shared mission, headed by an area director charged with overseeing curriculum, scheduling, advising, and other GIC needs worked out among the chair and areas directors. However, we emphasize that this new initiative is unlikely to be successful without concerted attention being given to creating a shared, well-integrated whole.

- **10. We recommend** that, following senate approval of the new department, the CAS Dean appoint a faculty committee to draft a preliminary governance document to address the shared work of the
programs and various stakeholders, including but not limited to the formation of department-wide committees to address curriculum, tenure and promotion, awards and scholarships, etc.

**Charge #4 (Curriculum)** – The committee was asked to “recommend a procedure for faculty to develop a streamlined, integrated and coherent global studies program in the College of Arts and Sciences.”

The long-term goal of the new unit is for curricular offerings related to Global and Intercultural Studies to be integrated and coherent, while retaining the unique and historical identities of the many programs. To begin, we envision the new unit continuing to offer existing majors and minors taught primarily by the program faculty who will be colleagues in the new department. Over time, faculty discussions on the existing curricula would provide the opportunity to identify those core or elective courses - or even concentrations - that have significant overlap in content, thereby streamlining the existing program curricula.

To complement existing programs, the committee believes a new co-major in Global and Intercultural Studies should be created as soon as possible. A co-major would serve many purposes, including the recruitment of students into the existing majors within the new Global and Cultural Studies department, and increased enrollments in existing courses by students from other majors outside of the department.

11. **We recommend** that faculty in the new Department of Global and Intercultural Studies work together, beginning in Spring 2015, to develop a formal proposal for a co-major in Global and Intercultural Studies.

As with other co-majors on campus, a small set of core courses for the co-major could be developed using existing or newly developed courses, such as an Introduction to Global and Intercultural Studies, which would provide a foundation course to the co-major as well as entry points to the existing majors. Tracks within the co-major could consist of thematic and regional emphases that complement the existing majors in the various programs. Examples of themes might include global poverty and inequality, global health, sustainability, diaspora and migration, among others.

Additional benefits of the co-major include providing interdisciplinary breadth to existing majors and fostering cross-fertilization among majors. We would anticipate that many students choosing to major, say in Latin American Studies or Black World Studies, might also choose to pursue the Global and Intercultural Studies co-major. A double major or two-minor option could even be required, if department faculty were so inclined, especially given the known benefits of double majoring, including adding value to a Miami degree. The double major drives students to seek out other areas of interest that either complement the new co-major or take them in new directions. A co-major would also attract students from majors in other CAS departments (history, geography, MJF, for example) or divisions (creative arts, business, etc). Yet another expected benefit lies in attracting students to major or minor in existing areas, as they are more likely to discover the offerings of smaller programs in the new department as they are investigating the Global and Intercultural Studies co-major. These programs will all be organized and advertised in one place, and will share a curriculum committee.

In some ways, more challenging are current programs offered in existing departments that, with our recommendations, will become part of a new Department of Global and Intercultural Studies. Perhaps as a reflection of our programs at Miami becoming more globally focused, there has been a
proliferation of majors and minors having substantial global content or at least signaling as much by the use of the word Global in the title. This creates two challenges: the difficulty of students navigating an increasingly varied and complex set of global offerings, and the potential for unintended duplication of courses and programs, resulting in inefficient use of scarce resources. To address both concerns, the committee carefully considered various ways of connecting those majors and minors into the new unit. For a prospective or current student, all majors and minors having significant global content should be housed and administered under one roof to provide clearer navigation of our curricula with global content. This would enable maximum coordination, beneficial both in terms of intellectual synergies and innovation, as well as stewardship of resources.

The committee examined the university curriculum for majors and minors that fall into this category based on program mission statements and requirements. The major and minors in question are currently administered within departments outside the scope of the new unit being recommended. We have identified these as the Diplomacy and Global Politics major in Political Science, the Global Health minor in Anthropology, and the Global Perspectives in Sustainability minor in IES.

12. We recommend that majors and minors currently falling outside the new Department of Global and Intercultural Studies as it has been defined herein formally be incorporated into the new unit.

The committee believes the benefits of integrating these programs into one coherent whole make the potential challenges worth undertaking. To facilitate the process, we envision establishment of a curriculum committee comprised of faculty from the new Global and Intercultural Studies Department and relevant faculty from other departments, such as a Chief Departmental Advisors or other program advisors, for any major or minor with substantial global studies content. This membership seems essential as these are the individuals who have the best sense of the central curricular issues. Should a major or minor not be deemed to have “substantial” global studies content, then it would make sense that such a program need not be housed in or administered by the Global and Intercultural Studies department. In such cases, we think it appropriate that such programs NOT use the word global in their titles, so as to reduce confusion for students. Following this logic, students will find all programs with substantial global studies content being housed in and coordinated by a single department.

13. We recommend the creation of a curriculum committee to have primary responsibility for administering majors and minors that include significant global content from outside the new Department of Global and Intercultural Studies.

Due to the inter- and multi-disciplinary nature of many of the Global and Intercultural Studies programs, collaboration with faculty from many departments will be required. One of the first things we would envision this new curriculum committee doing is to review the overlap between the DGP major and the Conflict, Peace, and Diplomacy concentration within the International Studies major.

In addition to overseeing the complex curricula for Global and Intercultural Studies majors and minors and the appropriate integration of these “outside” programs, the curriculum committee will have at least one additional sizable responsibility – namely, coordinating Global and Intercultural Studies programs with related language departments. We envision this coordination to be significant, as many students will undoubtedly be combining language study with global and intercultural programs.
Therefore, we think it will be necessary for the curriculum committee to identify a sub-committee specifically charged to focus on collaboration and coordination with language courses and departments.

14. We recommend the creation of an interdepartmental sub-committee with broad faculty representation from the language departments and the new Global and Intercultural Studies department to coordinate language electives and requirements for the new and existing programs.

Charge 5 [Timeline] – The committee was asked to “propose a six-month timeline for the implementation of the committee’s recommendations and other factors to be considered.”

A project of this magnitude is extremely challenging to implement in a six month time frame and consequently the timeline proposed below is ambitious. A primary driver of the timeline is the goal of having a new chair in place by Fall of 2015. The committee feels strongly that success in attracting the best candidate to accept the position hinges on beginning the transition immediately so that some infrastructure will be in place for the new leader when s/he assumes the position.

Significant progress can be made in the Spring of 2015 with the appointment of four committees. While this may seem excessive for a department that does not yet exist, three of these committees would be doing exactly the kind of work done by similar committees in existing departments (curriculum, governance, and search). The proposed transition committee can oversee and coordinate the work of the three temporary committees, allowing significant progress to be made toward launching the new unit before a new chair can be in place. This then would set the stage for the new department and chair to be off to a strong start by Fall of 2015.

December 2014

1. The Provost and CAS Dean accept, reject, or revise the 14 recommendations of the Global Studies Implementation Committee.
2. The Provost and CAS Dean recommend to the Senate, according to Senate rules and procedures, that a new department of Global and Intercultural Studies be created, effective July 1, 2015.

January 2015

3. The CAS Dean appoints a transition team to facilitate the establishment of the new department.
   a. Responsibilities of the transition team will include:
      i. Overseeing the plan for a new department of Global and Intercultural Studies.
      ii. Writing a job ad for the position of chair of the new department, with input from faculty in the current programs.
      iii. Soliciting nominations of possible applicants for the position of chair of the new department, with the help of faculty in the current programs.
      iv. Developing a plan to conduct an external search for a new department chair.
      v. Coordinating work of the search committee to recommend a candidate for chair of the new department.
      vi. Coordinating work of the curriculum committee recommended to begin work on creating a GIC co-major immediately.
      vii. Coordinating work of the committee working on developing a preliminary governance document for the new GIC department.
viii. While these committees provide significant opportunities for faculty to be involved in implementing the transition, we envision there being significant overlap in membership between all these committees, including the transition committee so that all the work will be effectively coordinated.

4. The CAS Dean appoints a search committee to identify a candidate to recommend for department chair.
5. The CAS Dean appoints the curriculum committee to develop a proposal for a new co-major in Global and Intercultural Studies.
6. The CAS Dean appoints an ad hoc committee to develop a preliminary governance document for the new department.

**February 2015**

7. Search committee develops a strong pool of applicants for position of department chair.

**March 2015**

8. Curriculum committee submits a proposal for a new co-major in Global and Intercultural Studies.
9. Ad hoc governance committee submits to the Dean and the transition committee a draft of a preliminary governance document.

**April 2015**

10. Candidates are invited to campus to interview for the position of department chair.

**May 2015**

11. A recommendation is made to the Dean and Provost to hire an external chair for the new department.

**Committee Members**

- Ricardo Averbach
- Todd Bailey, Process Coordinator
- Richard Campbell
- Tom Crist, Co-Chair
- Sheila Croucher
- Rebecca Luzadis, Co-Chair
- Tom Misco
- Steve Norris
- Rob Schorman
- Allan Winkler
- Gretchen Ziolkowski
RESOLUTION 2015-xx

WHEREAS, Miami University has entered into a ground lease with the Evans Scholars Foundation of Ohio to permit the construction of a student residential facility for Evans Scholars on property owned by the University known as 11 North Bishop Street, Oxford, Ohio 45056;

WHEREAS, the construction of the facility involves the relocation of electrical lines to allow for the transmission and distribution of electrical power to the facility, which requires that the University grant a new utility easement to Duke Energy of Ohio to construct and maintain these lines, a copy of which is attached to this Resolution and incorporated herein (“Utility Easement”); and

WHEREAS, the Evans Scholars Foundation of Ohio has consented to the granting of the Utility Easement across its leasehold;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees approves the Utility Easement, subject to the terms and conditions set forth therein.

BE IT FURTHER RESOLVED that the Senior Vice President for Finance and Business Services be authorized to sign the Utility Easement, and perform those acts necessary to carry out and perform the terms thereof.
GRANT OF EASEMENT

Pt. Parcel #s H4000002000035, H4000002000036, and H4000002000038

In consideration of the sum of One Dollar ($1.00) and other good and valuable consideration, the receipt of which is hereby acknowledged, MIAMI UNIVERSITY, an Ohio nonprofit corporation, with a mailing address of Office of the Vice President for Finance and Business Services, Roudebush Hall, 218, Oxford, OH 45056 (hereinafter referred to as “Grantor”), hereby grant(s) unto DUKE ENERGY OHIO, INC., an Ohio corporation, with a mailing address of 139 East Fourth Street, Cincinnati, OH 45202, and its successors and assigns (hereinafter referred to as “Grantee”), a perpetual, non-exclusive easement to construct, reconstruct, operate, patrol, maintain, repair, replace, relocate, add to, modify and remove, electric, and/or telecommunication line or lines including but not limited to, all necessary and convenient supporting structures, conduits, wires, cables, manholes, pullboxes, grounding systems, counterpoises, surface equipment (including, but not limited to, transformers and switchgears), and all other appurtenances, fixtures and equipment (hereinafter referred to as the “Facilities”), for the underground transmission and distribution of electrical energy, and for technological purposes (including but not limited to telecommunications), in, upon, over, along, under, through and across the following described real estate:

Sitatue in the City of Oxford, Butler County, Ohio, being a part of: 1) Lot Numbers Two Hundred Eighty-Nine and Two Hundred Ninety (289 and 290) as the same are known and designated upon the List of Lots in the Village (now City) of Oxford, and being that property conveyed from RUTH ADAMS BISHOP ANGELL to THE PRESIDENT AND TRUSTEES OF THE MIAMI UNIVERSITY by deed dated September 30, 1954 and recorded in Deed Book 590, Page 113; and 2) the North One Hundred Twenty-five (125) feet of In Lots Two Hundred Ninety-one (291) and Two Hundred Ninety-two (292) and the East one-half of the north One Hundred Twenty-five (125) feet of a vacated alley adjacent to said In Lot Two Hundred Ninety-one (291) on the west as the same are known and designated on the recorded plat of the City of Oxford, Butler County, Ohio, and being that property conveyed from MARY ARMINTA MORRIS to THE STATE OF OHIO; FOR THE USE OF THE PRESIDENT AND TRUSTEES OF THE MIAMI UNIVERSITY OF OXFORD, OHIO by deed dated June 4, 1971 and recorded in Deed Book 969, Page 502, both documents in the Office of the Recorder of Butler County, Ohio (hereinafter referred to as “Grantor’s Property”).

Said easement being at or near the centerline of the fifteen (15) foot wide underground easement being described and shown on the said Exhibit “A”, attached hereto and made a part hereof, and shall be further evidenced by the Facilities where constructed on Grantor’s Property (hereinafter referred to as the “Easement Area”).
This easement grant shall include, but not be limited to, the following respective rights and duties of Grantor and Grantee:

1. Grantee shall have the right of ingress and egress over the Easement Area, and over the adjoining land of Grantor’s Property immediately adjacent to the Easement Area (using lanes, driveways, and adjoining public roads where practical as determined by Grantee).

2. Grantee shall have the right to cut down, clear, trim, remove, and otherwise control any trees, shrubs, overhanging branches, and/or other vegetation upon or over the Easement Area. Grantee shall also have the right to cut down, clear, trim, remove, and otherwise control any trees, shrubs, overhanging branches, and/or other vegetation which are adjacent to the Easement Area but only to the extent such vegetation may endanger, as reasonably determined by Grantee, the safe or reliable operation of the Facilities, or where such vegetation is trimmed consistent with generally accepted arboricultural practices.

3. Grantee shall have the right to allow third parties to trench with Grantee’s Facilities, and any such equipment shall include but not be limited to, wires, cables, and other fixtures; provided, that Grantor shall pursue any claim with the third party and/or Grantee, if any such claim arises out of any third party’s facility location.

4. To the best of Grantor’s knowledge, the Easement Area and the adjoining land of Grantor’s Property, have never been used to release, discharge, generate or store any toxic, hazardous, corrosive, radioactive or otherwise harmful substance or material.

5. Grantor shall not place, or permit the placement of, any obstructions, which may interfere with the exercise of the rights granted herein to Grantee. Grantee shall have the right to remove any such obstruction.

6. Grantee shall have the right to pile dirt and other material and to operate equipment upon the surface of the Easement Area and the adjoining land of Grantor’s Property, but only during those times when Grantee is constructing, reconstructing, maintaining, repairing, replacing, relocating, adding to, modifying, or removing the Facilities.

7. Excluding the removal of vegetation as provided herein, any physical damage to the surface area of the Easement Area and the adjoining land of Grantor’s Property, including but not limited to any damage to the paved road, paved parking surfaces, curbs, sidewalks, poured in-place mulch and retaining walls, resulting from the exercise of the rights granted herein to Grantee, shall be promptly paid by Grantee, or repaired or restored by Grantee to a condition which is reasonably close to the condition it was in prior to the damage, all to the extent such damage is caused by Grantee or its contractors or employees. In the event that Grantee does not, in the opinion of Grantor, satisfactorily repair any damage, Grantor must, within ninety (90) days after such damage occurs, file a claim for such damage with Grantee at (a) 139 East Fourth Street, Cincinnati, OH 45202, Attn: Right of Way Services, or (b) by contacting an authorized Right of Way Services representative of Grantee.

8. Grantor shall have the right to use the Easement Area and the adjoining land of Grantor’s Property immediately adjacent to the Easement Area in any manner which is consistent with the rights granted herein to Grantee, and shall comply with all applicable codes when making use of the land near the Facilities.

9. Notwithstanding anything to the contrary contained herein, Grantor shall not without the prior written consent of Grantee (a) construct or install, or permit the construction or installation of any building, house, or other above-ground structure, or portion thereof, upon the Easement Area; or (b) excavate or place, or permit the excavation or placement of any dirt or other material upon or below the Easement Area; or (c) cause, by excavation or placement of material, either on or off the Easement Area, a pond, lake, or similar containment vehicle that would result in the retention of water in any manner within the Easement Area. This Grant does not prohibit Grantor from constructing a paved road, curbs, sidewalks, poured in-place mulch, retaining walls and paved parking surface upon the Easement Area.
10. Grantor warrants that it has the necessary authority and title to Grantor’s Property to grant this easement to Grantee.

11. The respective rights and duties herein of Grantor and Grantee shall inure to the benefit of, and shall be binding upon the respective successors, assigns, heirs, personal representatives, lessees,licensees, and/or tenants of Grantor and Grantee. Easement, Grantor and Grantee, as used herein, shall be deemed to be plural, when required to be so. The exercise of any or all of the rights and privileges of Grantee set forth herein, shall be at the sole discretion of Grantee.
IN WITNESS WHEREOF, Grantor has caused this Grant of Easement to be signed by its duly authorized representative(s), effective the _____ day of ____________, 2015.

MIAMI UNIVERSITY, an Ohio nonprofit corporation, Grantor

By: ____________________________  By: ____________________________

Printed Name: ____________________________  Printed Name: ____________________________

Title: ____________________________  Title: ____________________________

STATE OF OHIO  
)

COUNTY OF ____________________________

)

SS:

Personally appeared before me this day ____________________________, and ____________________________, (a) duly authorized representative(s) of Grantor and acknowledged the signing of this Grant of Easement by _______ to be a voluntary act and deed for and on behalf of Grantor, and having been duly sworn/affirmed, state(s) that any representations contained therein are true to the best of _______ personal knowledge.

WITNESS my hand and notarial seal, this _____ day of ____________, 2015.

My Commission Expires: ____________  Signed Name: ____________________________

My County of Residence: ____________  Printed Name: ____________________________

This Instrument Prepared by Janice L. Walker, Attorney-at-Law, 139 E. Fourth St., Cincinnati, OH 45202.

For Grantor’s Internal Use:
Entry #: E6291503
Lot #: 1674066
Prep/Chk: TLM/ CEP Excel/Rec:
Pad #: BTO-14668
Prepared Date: 2/12/2015
RESOLUTION 2015 - xx

BE IT RESOLVED: that the Board of Trustees, upon the recommendation of the President, hereby elects David K. Creamer to a three-year term commencing July 1, 2014 and ending June 30, 2017 as Treasurer of Miami University, in accordance with the provisions of the Act of February 17, 1809 establishing the University.
RESOLUTION 2015 - xx

WHEREAS, the Board of Trustees has established the position of Associate Treasurer to have full authority in the absence of the Treasurer;

THEREFORE BE IT RESOLVED: that the Board of Trustees hereby elects Bruce A. Guiot to a three-year term as Associate Treasurer of Miami University commencing July 1, 2014 and ending June 30, 2017.
RESOLUTION 2015 - xx

Resolution of Appreciation to
Graham B. Bowling

WHEREAS, Graham B. Bowling’s term as a student member of the Miami University Board of Trustees ends on February 28, 2015;

NOW, THEREFORE BE IT RESOLVED: that the members of the Board of Trustees do hereby express to Graham Bowling their appreciation for his service to this Board and to the Miami student body, and offer their best wishes for good health and good fortune in all future endeavors.

Done, by the Miami University Board of Trustees, this Twentieth Day of February, Two Thousand Fifteen at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Sixth year of the University’s Charter.
RESOLUTION R2015-xx

Resolution of Appreciation for
Donald L. Crain

WHEREAS, Donald L. Crain was appointed a Miami University Trustee on
March 3rd, 2006; and

Additional text to be provided
University Advancement Report

Tom Herbert, J.D.
Vice President, University Advancement
Executive Director, Miami University
Foundation
Topics

- 2020 Plan Fundraising Update
- FY’14 Performance and FY’15 to date
- Fundraising focus in FY’15
- Update on Advancement Initiatives
2020 Plan Fundraising Update
Post-Campaign Development Targets

Based on Miami’s 2020 Plan
2020 Plan Fundraising Update

FY2015 – July 1-Dec 31

• Goal: $40,900,000
• Raised to date: $37,875,000 (93% of goal)

FY14 to date: $33,500,000 (90% of FY14 goal)
FY’15 - Fundraising Update

FY15 goal
Amount booked

$- $5,000,000 $10,000,000 $15,000,000 $20,000,000 $25,000,000 $30,000,000 $35,000,000 $40,000,000 $45,000,000

Fiscal Year Performance
<table>
<thead>
<tr>
<th></th>
<th>FY15 to date</th>
<th>FY14 to date</th>
<th>FY14 total</th>
<th>3-year avg</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$26.9M</td>
<td>$25.4M</td>
<td>$34.3M</td>
<td>$34.5M</td>
</tr>
</tbody>
</table>

FY Cash Received

Attachment E

February 20, 2015

Division of University Advancement
# FY Cash to Annual Fund

<table>
<thead>
<tr>
<th>FY15 to date</th>
<th>FY14 to date</th>
<th>FY14 total</th>
<th>3-year avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2.62M</td>
<td>$2.58M</td>
<td>$4.16M</td>
<td>$3.77M</td>
</tr>
</tbody>
</table>

February 20, 2015

Attachment E
## FY Alumni Participation

<table>
<thead>
<tr>
<th>FY12 total</th>
<th>FY13 total</th>
<th>FY14 total</th>
<th>3-year avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.0%</td>
<td>20.0%</td>
<td>20.6%</td>
<td>19.5%</td>
</tr>
</tbody>
</table>
FY Planned Giving Commitments

<table>
<thead>
<tr>
<th>FY15 to date</th>
<th>FY14 to date</th>
<th>FY14 total</th>
</tr>
</thead>
<tbody>
<tr>
<td>85 for $19.9M</td>
<td>93 for $18.6M</td>
<td>125 for $21.9M</td>
</tr>
</tbody>
</table>
Fundraising Focus FY’15
Miami Promise Scholarship Campaign

- Publicly Launched this Fall
- $100 million goal over 5 years – double what we raised over the last 4 years
- Matching programs developed
- Scholarship stewardship upgraded
Campaign for Intercollegiate Athletics

• $80 million campaign to be publicly announced in Spring 2015

• Silent phase to date: raised approx. $35 million

• Advancement now developing campaign branding and materials
Armstrong Student Center East Wing

- Fundraising Target is $8 million for East Wing
- $2.8 million raised
- Approaching identified prospects
  - Hosting small events to promote giving opportunities
Faculty Support

- In transition during the provost search
Update on Advancement Initiatives
Update on Advancement Initiatives

- Enhanced Stewardship
  - completed
- Enhanced Alumni Programming
  - ongoing
- Foundation Board Development
  - ongoing
Update on Advancement Initiatives

- Enhanced Parent Programming
  - completed
- Advance M.I.A.M.I. Women Initiative
  - completed
- Annual Fund Matching Program
  - completed
- Advancement LEAN projects
  - ongoing
Advancement Initiatives

Enhanced Alumni Programming

• Exploring partnership to create “Alumni AP”

• Expanding alumni education by creating and distributing podcasts with popular faculty

• Eliminate the dues program to expand “association programming” to all alumni donors
Advancement Initiatives

Foundation Board Development

- Welcomed four new members this Fall
- Direct involvement continually enhanced
  - Orientation process revamped and improved
  - Prospect reviews
  - Lifetime Giving Societies development
  - M.I.A.M.I. Women Initiative development
Advancement Initiatives

Lean Projects – five completed

- Data Integrity upgrades
- Direct Mail coordination streamlined
- Corporate and Foundation collaborations enhanced
- MUAA Membership Program reviewed
- Matching Gifts system upgraded
Advancement Awards

CASE Circle of Excellence (national)
• 18 of the Last 9
  – Best Alumni Programming (Silver)

Pride of CASE V (regional)
• Day Without Donors
  – Best Collaborative Program (Gold)
  – Best Recognition/Stewardship (Hon. Mention)
• MIAMI Women Inaugural Symposium
  – Excellence in Special Events (Bronze)
• End of Campaign Giving Tribute
  – Best Publication/Cultivation (Hon. Mention)
Thank you!

[Image of a group of people posing in front of a building with a banner that says "ALL-IN"]