



BOARD OF TRUSTEES
 ROUEBUSH HALL ROOM 212
 OXFORD, OHIO 45056
 (513) 529-6225 MAIN
 (513) 529-3911 FAX
 WWW.MIAMIOH.EDU

**BOARD OF TRUSTEES
 MIAMI UNIVERSITY
 Minutes of the Academic and Student Affairs Committee Meeting
 April 30, 2015
 200 Alumni Hall**

The Academic and Student Affairs Committee of the Miami University Board of Trustees met on April 30, 2015 in 200 Alumni Hall on the Oxford Campus. The meeting was called to order at 8:00 a.m. by Committee Chair Bob Shroder. Also attending were Committee members; Trustees David Budig and Dennis Lieberman, National Trustees Terry Hershey and Diane Perlmutter, and Student Trustee Mary Adeline Lewis, along with Trustees Jagdish Bhati, Sharon Mitchell, Mark Ridenour, and Steve Wilson, and National Trustees Bob Coletti and Michael Gooden.

In addition to the Trustees, Phyllis Callahan, Provost and Executive Vice President for Academic Affairs; Jayne Brownell, Vice President for Student Affairs; and Michael Kabbaz, Vice President for Enrollment Management and Student Success, were in attendance. Also present to address agenda items or to provide support, were: Deedie Dowdle, Associate Vice President for Communications and Marketing; Ronald Scott, Associate Vice President for Institutional Diversity; Mike Curme, Dean of Students; Scott Walter, Associate Vice President, Student Affairs; Bryan Marshall, Chair of the University Senate Executive Committee; Mike Goldman, Director, Career Services; Susan Schaurer, interim Director of Admissions and Enrollment Communication; Scott Sportsman, Director of Research and Analysis; Kirsten Fowler and Alexander Cary, Associated Student Government; Clair Wagner, Director of University News and Communications; and Ted Pickerill, Secretary to the Board of Trustees; as well as others attending to observe or assist.

Amendment to the Agenda

The meeting began with an amendment to the agenda to incorporate several changes which had occurred following the original distribution.

Trustee Hershey moved, Trustee Perlmutter seconded, and by unanimous voice vote, the agenda was amended to include:

A resolution regarding a Bachelor of Science in Applied Communications,
 A resolution regarding a Master of Science in Criminal Justice,
 A resolution affirming the appointment of Michael Dantley as Dean of the
 College of Education, Health and Society,
 The removal of a resolution awarding tenure,

Executive Session

Following a motion, second and unanimous roll call vote, the Committee adjourned to executive session to consider personnel matters, the hiring of public employees.

Public Business Session

Chair Robert Shroder opened the public session and welcomed everyone to the meeting.

Approval of the Prior Meeting's Minutes

Trustee Budig moved, Trustee Hershey seconded, and by unanimous voice vote the minutes of the previous meeting were approved.

Student Trustees

Student Trustee Mary Adeline Lewis was in attendance. Student Trustee Graham Bowling's term expired, with a replacement yet to be named.

Associated Student Government

ASG Secretary for Academic Affairs, Kirsten Fowler, reported to the Committee and introduced the Academic Secretary for next year, Alexander Cary.

Ms. Fowler's written report is included as Attachment A.

University Senate

Professor Bryan Marshall, Chair of the University Senate Executive Committee, updated the Committee on recent Senate actions. Actions for Board consideration included two new degrees, a Bachelor of Science in Applied Communication, Health Communication, and a Master of Science in Criminal Justice.

Professor Marshall's written report is included as Attachment B.

Student Affairs Reports

Vice President's Report and Resolutions

Vice President Jayne Brownell updated the Committee, relaying the following:

Springtime feels like the busiest time of year in Student Affairs, and this year is no exception. We are in the season of end of year banquets, awards ceremonies, and celebrations. It's also a very stressful time for many as students are trying to manage their academic work with their co-curricular lives, where anxiety tends to peak, and where many seniors are feeling anxious about their next steps.

Since we met last, fraternities and sororities welcomed about 1600 new members this term. We changed the process this year so applications were due by January 1 instead of December 1, and we were a little concerned when we saw that about 200 fewer men and 200 fewer women registered for recruitment. However, what we found was that giving them an extra month meant that those who applied were more sure about their decision and we saw far fewer people drop out of the process at a later date. Of those who began the recruitment process this year, 80% of eligible men joined fraternities and 86.8% of women participating in recruitment joined sororities. That is a 5% higher rate of retention for women and a 9% increase for men. So, even with fewer students beginning the process, we ended up with more new members at the end of the process.

Our Greek chapters have done some amazing work this year. For example, they worked with the office of Community Engagement and Service, and 287 fraternity and sorority members participated in a Greek Service Saturday in Oxford 2 weeks ago. They've also embraced the idea of bystander intervention, and every new Greek member participated in the new Greek Step Up bystander intervention training this spring.

I wish I had nothing but great things to tell you about our Greek members—however, they did keep us busy in other ways this season as well. We received more reports of potential hazing, illegal parties, and other problematic behavior this year than in other years, and more than one chapter is currently facing closure by both Miami and their nationals. In reality, we believe that what has changed is not behavior, but rather reporting. Just as more sexual assault reports do not necessarily mean more sexual assaults but rather a greater willingness to come forward, we believe that the increase in reports demonstrates better relationships with chapters and with parents who are more willing to tell us about the problematic behavior they're observing. Those reports, along with members' own carelessness with posts on social media, have allowed us to take action and send a clear message that these reckless and dangerous behaviors are not acceptable in our community.

Sexual assault also continues to be an issue taking much of our attention. I am so proud of our students for taking the lead and working with Becca Getson to launch the "It's On Us" campaign, which you saw a preview of at our last meeting. A group has also been working hard on updating and clarifying our definition of consent to be an affirmative (or yes means yes) definition, rather than a definition focused on whether a victim said no. We also ran our first sexual assault climate survey this spring, in line with recommendations from the federal government, who is considering making this an annual requirement for all schools. The survey closed at the end of last week, so we'll be doing the analysis in the coming weeks, but we had over 1700 students complete the

survey about prevalence and attitudes toward sexual assault. We are hoping that the responses will not only help us get a picture of the scope of the problem at Miami, but help us find areas where we need to target education efforts.

My last highlight is to give you an update on the work of the Alcohol Task Force, whose report was made public at the end of March. You'll get a more thorough update on this topic at our June meeting, but to summarize briefly, the report recommended the formation of a permanent Alcohol Coordinating Committee, which will set priorities for change around attitudes, behaviors, and consequences related to high risk alcohol use. It will form and oversee topical workgroups, and collect and analyze data on student alcohol use. That group has already met a few times this term, and they have launched the first two workgroups mentioned in the report, which are policy and enforcement, and education and prevention. The last three groups—off-campus partnerships, treatment and intervention, and academic partnerships will be formed over the summer and will start meeting early in the fall term. While we have much to do in this area, I feel that we are on the right track to take a purposeful, long-term, sustained approach to these challenges, ultimately working toward a culture change at Miami.

In addition to these more serious updates, you have several pages outlining the good work of our Division from the past 2 months. Beyond that, to give you a sense of some of our spring recognition events, in just the past 2 weeks, we have celebrated:

- Seniors who have contributed to the Miami community through the President's Distinguished Service Awards
- Individuals and student organizations who have displayed excellence at the Student Engagement & Leadership Celebration
- Recognition of our scholar leader community at their end of year dinner
- Members of the National Residence Hall Honorary, the Residence Hall Association, and Community Leadership Teams, all of whom volunteer to produce programs for their communities in the residence halls
- Sophomores who have shown leadership potential through early involvement in research, service, and leadership at the Second Year Achievement Awards
- And the hundreds of students who help Miami run as employees at the Student Employee Service Awards.

That doesn't even begin to touch department and school specific recognition, so in all, you can see there are many reasons to be proud of our students and to be grateful for the ways they positively contribute to Miami. Now onward to graduation!

Career Services and Placement

Mike Goldman, Director, Career Services presented an update to the Committee. He reported that placement is going well, with employers reporting that Miami is graduating students with the required skill sets. Worldwide, employers see a talent gap, but Miami students are well prepared. He outlined the Career Services Strategy which includes Student Development, Data and Accountability, Integrated Career Development, and Institution-Wide Engagement, all working to enhance the success of our graduates.

He then reviewed the post-graduation survey for academic year 2014 graduates, which revealed results that were rather consistent across all divisions, with every division above 90%. A large number, 44% had accepted offers from a previous or internship employer. Regarding internships and co-ops, he reported that the Ohio Means Internships and Co-ops grant has yielded 118 new co-op and internship placements in Ohio. He also reported that a recent donor gift to promote partnerships had already yielded 18 partners to date.

He relayed that when the Armstrong Student Center Phase II is complete, the Career Services Center will move to Armstrong, which will greatly enhance access for the students. There will be some challenges accommodating employers with dedicated interview rooms and adequate parking, but he believes they are manageable

He also discussed efforts to expand employment opportunities to areas such as Denver, the San Francisco Bay area, LA, and the New York Corridor. He stated efforts are already strong in cities such as Chicago, Washington D.C, all major Ohio cities.

Mr. Goldman's report and presentation are included as Attachment C.

Student Affairs Written Reports

In addition to the presentations, the following written reports were provided:

- Student Affairs "Good News" – VP Student Affairs, Attachment D
- Integrity (Joint with Academic Affairs), Brenda Quaye, Coordinator for Academic Integrity Initiatives, and Susan Vaughn, Director of Student Ethics and Conflict Resolution, Attachment E
- Leadership Initiatives, Attachment F

Enrollment Management and Student Success Reports

Admissions Update

Vice President Michael Kabbaz introduced the topic, first discussing the Student Success Committee, which is a collaborative of Academic Affairs, Student Affairs and EMSS. He stated they are making good progress, have examined the data, and are now defining the steps to ensure student success.

Interim Director of Admission and Enrollment Communications Susan Schaurer then provided an admissions update, accurate, stating admission numbers for the Fall 2015 class were looking very strong, with the final deadline being the next day, May 1, 2015.

Ms. Schaurer reviewed the applicant pool, which showed an increase in applications, including those of domestic, racially diverse applicants. She highlighted the Bridges program, which included four sessions and hosted 607 students, and said it was a

collaborative effort, with all division participating. Applications by 30+ ACT applicants increased as well - so the applicant pool is not just increasing in total number, but increasing with highly qualified students.

Such highly qualified applicants will have opportunities at many universities, so the expectation was for a reduced yield, but thus far, Miami is running more than 300 commitments ahead of last year, and do not expect to draw from the wait list. The total now expected to arrive in the fall exceeds 3,700 students. Transfer student applications are below goal, but the larger fall class will more than level the overall class size.

Merit aid versus need-based aid was discussed. Merit scholarships have allowed an enhancement to the profile, and need-based aid is focused on Ohio residents. EMSS is continuing to work with Development to increase scholarships. Also noted was that many merit awards also meet need requirements. Academic divisions are also assisting, providing funding for need-based scholarships in targeted majors. Overall, just under 70% receive scholarships and aid, with a gradual movement from set/guaranteed merit aid awards to increased need-based aid.

Regarding high school curriculum strength, it was asked if some schools are disadvantaged. Admissions uses a relative read score to help compare students within the school, to account for lack of curriculum offerings.

Confirmations from Honors students are also running ahead of goal, and the Academic Scholars program, now in its third year, is helping to expand the opportunities for the most highly qualified students. Academic Scholars students are selected by faculty review of applications.

Ms. Schaurer also described the newly created Spring Admit program. Students not accepted for Fall admission, but with demonstrated ability and affinity to Miami, are offered admission in the spring. 158 such offers were extended, with 21 confirmations to date. This is separate from The Oxford Pathway (TOP) program, and these students do not live within the local commute range of the Regionals. TOP currently has 37 confirmations, and those students could also be in Oxford by Spring 2016. The ACE program currently has 319 confirmations, a 45% increase

To make non-admitted applicants aware of the Regional campuses and pathways to Oxford, those living within reasonable commuting distance of the Regional Campuses are informed of the opportunity to attend the Regionals, either for a Regional Campus degree, or to transition to Oxford after only 16 credit hours.

Ms. Schaurer's presentation is included as Attachment G.

Enrollment Management and Student Success Written Reports

In addition to the presentations, the following written report was provided:

- Enrollment Management and Student Success “Good News” – VP Michael Kabbaz, Attachment H

Academic Affairs Reports and Resolutions

Provost Update

Provost Callahan discussed the three proposed resolutions:

Bachelor of Science in Applied Communication, Health Communication
Master of Science in Criminal Justice
Affirmation of appointment of Dr. Michael Dantley as Dean, College of Education, Health and Society.

She explained that the two degrees will be offered through the Regional Campuses. She told the Committee that the existing Criminal Justice bachelor degree is doing quite well, and that the Masters degree is aimed towards working professionals, and will be available online. She added that for both degrees, existing resources can support the launch.

Trustee Lieberamn moved, Trustee Perlmutter seconded, and by unanimous voice vote, the Committee recommended approval of the Bachelor of Science in Applied Communication, Health Communication.

Trustee Lieberman moved, Trustee Hershey seconded and by unanimous voice vote, the Committee recommended approval of the Master of Science in Criminal Justice degree.

Provost Callahan told the Committee that Dean Dantley was selected following a national search. Dean Dantley had previously been at Miami for many years before retiring and becoming Dean at Loyola University, Chicago.

Trustee Perlmutter moved, Trustee Lieberman seconded, and by unanimous voice vote, the Committee recommended affirmation of the appointment of Dean Dantley.

The resolutions are included as Attachment I.

FY2016 Planning Update

Provost Callahan stated there are a number of initiatives for FY2016, including:

- Increased Interdisciplinary programs, with a Provost matching fund to help support their launch, totaling nearly \$1 million over 3 three years.
- Increasing study abroad and study away, which has increased approximately 20%, with Winter term being a major factor in allowing these opportunities.

- UNV101, which will have approximately 80 sections in fall, up from 20, accommodating nearly half of the incoming freshmen.
- A shifting Academic Advising model, moving into Academic Affairs, and a great deal of training is planned to prepare for this shift. Advising will be coupled with the UNV course, where possible, and the freshmen convocation session will be with their UNV instructor.

She also stated that the Deans have submitted their FY2016 hiring plans, replacing departing faculty and adding new positions, including new tenure track and lecturer/clinical faculty positions.

College of Creative Arts

Dean Mullenix updated the Committee on the College of Creative Arts. She explained that it includes four departments, and additional programs. She then described the associated majors, tracks, and minors.

Dean Mullenix next discussed the divisional goals. Graduation and retention rates are exceeding goals, with recruitment being the area to focus upon. Applications are growing, but at a slower rate than the university overall, the goal is to recruit to capacity. She stated with the studio time and one-on-one instruction required for many CCA courses, RCM is a challenge.

She highlighted efforts associated with recruitment, which include Arts Day, which yielded 44 students last year, along with participation in Summer Scholars and the Bridges program. She explained that Miami offers a rather unique experience for Creative Arts majors, with its liberal arts foundation, where many other universities offer only the conservatory model.

She explained that sustained excellence is a goal, and that programs which have historically run at a deficit are being closely examined and revised. The Art Center and Craft Summer being an example which has now become a profitable place, with winter weekend and craft oriented sprint courses now offered.

There is also an outreach to get non-majors involved in the Arts. They can be involved without the need to major, and non-major hours are increasing. The increase is due in large part to some new, popular minors, such as fashion design, which has over 100 students enrolled to date, exceeding the goal of 40. She stated that her division is also working with the Farmer School of Business in entrepreneurial and marketing partnerships.

Another new initiative is the creation of an Advisory Board. The ground work was laid years ago, and has now been restarted and put in place, the first meeting is to occur soon. Also explored were opportunities for networks, alumni relations, internships, etc. Dean Mullenix also discussed facilities, study abroad, study away and the winter term.

Dean Mullenix's report and presentation are included as Attachment J.

Academic Affairs Written Reports

In addition to the presentations, the following written report was provided:

- Academic Affairs "Good News" – Provost Callahan, Attachment K
- Integrity (Joint with Academic Affairs), Brenda Quaye, Coordinator for Academic Integrity Initiatives, and Susan Vaughn, Director of Student Ethics and Conflict Resolution, Attachment E

Other Business

None

Adjournment

With no other business to come before the Committee, the meeting was adjourned at 11:00 a.m. to tour the Architectural Studios.



Theodore O. Pickerill II
Secretary to the Board of Trustees



Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

TO: Board of Trustees Academic/Student Affairs Committee
FROM: Kirsten Fowler
DATE SUBMITTED: April 14, 2015

Ladies and Gentlemen of the Board,

It has been my honor to report to the Board of Trustees this year. As my term comes to a close, I would like to thank you for welcoming me into your meetings. For my last report, I am pleased to discuss some of the outstanding work that has been done by ASG this year.

Student Employment

Student Body President Cole Tyman, along with myself and several members of the Student Senate have been continuing the efforts to lobby the federal government to exempt student employees from the 30-hour work week rule of the Affordable Care Act. After two trips to Washington, D.C. to meet with legislative staff on the issue, we believe progress is being made. We have discovered that we actually do not need Congress to pass a law to exempt students. While we are still pursuing support for the bill that has been introduced, we are also encouraging members of Congress to support a letter to the IRS urging them to change the rule for students. Earlier this year, the IRS made an exemption for first-responders, and we would like them to do the same for college students. We also have an open letter signed by numerous student governments from around the country, showing support for this issue nationwide.

Academics

ASG has continued its support for the First-Year Experience (FYE) course this semester. We are excited to say that next year's courses will include Undergraduate Assistants for each section, who will serve as Peer Advisors for incoming students. We aim to continue our work on Academic Advising next year, using the progress made this year as a foundation. We have found that administrators generally agree with ASG's ideas on advising, but we simply do not have enough financial resources.

President of the Student Senate Dan Stewart, myself, and several members of the Senate wrote a bill urging Miami University to explore and implement Open Educational Resources (OERs) as an alternative/supplement to traditional textbooks. Student Senate passed this bill, and we believe this is a crucial issue for Miami going forward. Textbook costs have exploded and this cost becomes a barrier to learning to some students. I currently serve on a Faculty Learning Community to explore OERs, and ASG is excited by the progress that has been made. With support from both students and faculty, we hope the university will explore this issue further.



Kirsten Fowler
Secretary for Academic Affairs
Associated Student Government
fowlerkk@miamioh.edu

Ohio Student Governments

ASG is currently working with student governments from all Ohio public institutions to create an inter-governmental organization with the purpose of fostering collaboration on lobbying issues at the state and national level. Cole Tyman and I attended a preliminary meeting of this yet-to-be-named organization, which focused on creating the structure for the group. Many Ohio student governments already collaborate on many issues, so this group will allow us to expand those efforts and increase our impact in lobbying.

Student Senate Legislation

The Student Senate has passed a great deal of legislation this semester, so I have outlined some of the most important pieces. Several bills have focused on issues of transportation. Legislation was passed regarding BCRTA's busing system, encouraging them to create an app with real-time tracking to show where buses are located and their schedules. This idea was actually presented to Student Senate last academic year, and we have not seen progress yet. Senate has also passed a resolution supporting the efforts to bring a passenger rail station to Oxford.

Senate has also encouraged Miami to change sexual assault policy to one of affirmative consent, or "yes means yes." Like many states and institutions, consent policy is currently a grey area at Miami, and as affirmative consent laws like the one in California are passed and gain traction, ASG believes that this is important for Miami to get behind. In a bill on a similar topic, Senate promoted greater distribution of condoms on campus in order to promote student health.

Finally, a resolution was passed supporting the Collegiate Housing and Infrastructure Act. This bill, currently being discussed in Congress, would eliminate a distinction in existing tax law that would result in allowing tax-exempt charitable and educational organizations to make grants to non-University owned not-for-profit student housing entities that provide collegiate student housing. The goal is to make college more affordable at no cost to taxpayers by offering a housing alternative less expensive than University housing.

Now that elections have been completed for next year's Student Body President and Vice President, as well as the Executive Cabinet, ASG is looking forward to next year's administration taking the reins. We hope that our progress from this year is continued and that many more new ideas are pursued. It has been an honor for this year's ASG to serve the student body, and we thank the Board of Trustees for their continued support.

Love & Honor,
Kirsten Fowler



April 14, 2015

The following summarizes items of University Senate business conducted since the Executive Committee submitted a report to the Board of Trustees on February 3, 2015 for the February 20, 2015 meeting.

- Minor Revisions to guidelines and University Documents received on the University Senate consent calendars:
 - **March 2, 2015:** MUPIM Proposed Addition 7.2: Waiver for Course Evaluation
 - **March 2, 2015:** MUPIM Revisions to 11.1.E, 11.1.F, 11.1.G, 11.1.H: Curriculum
 - **March 2, 2015:** Handbook Revision 1.1.C.2-3: Transfer Credit Appeal
 - **March 2, 2015:** Activity Reporting Template and Promotion and Tenure Guidelines Revisions
 - **March 2, 2015:** Activity Reporting Template Dossier and Evaluation Guidelines for Lecturers, Clinical, and Professionally Licensed Staff Revisions
- Special Reports delivered at University Senate:
 - **March 2, 2015:** Global Studies Implementation Recommendations, Chris Makaroff, Interim Dean, College of Arts and Science
 - **March 2, 2015:** Revised Global Miami Intercultural Perspectives Requirements, Rich Taylor, Director Liberal Education
 - **March 2, 2015:** University Activity Reporting Templates and Dossier Guidelines. Ann Frymier, Office for Advancement of Research and Scholarship
 - **March 2, 2015:** Center for Enhancement of Learning, Teaching and University Assessment (CELTUA) Rebranding. Rose Marie Ward, Director, CELTUA
- Senate Resolutions:
 - **March 2, 2015, SR 15-10:** Sense-of-the-Senate, Global Studies Implementation Committee Final Report.
 - **March 2, 2015, SR 15-11:** Revision to the Senate Resolution 14-2, "Revised Global Miami Plan."
 - **March 2, 2015, SR 15-12:** Proposed revisions to the *Promotion and Tenure Dossier Guidelines for Tenured/Tenure-track Faculty*.
 - **March 2, 2015, SR 15-13:** proposed revisions to the *Promotion and Tenure Dossier Guidelines for Lecturers, Clinical, and Professionally Licensed (LCPL) Faculty*.

SR 15-10
Sense-of-the-Senate Resolution
March 2, 2015

BE IT HEREBY RESOLVED Be it hereby resolved that University Senate supports the report and the recommendations set forth by the Global Studies Implementation Committee in their Final Report dated December 5, 2014.

Show of hand vote: Yes: 47; No: 0; Abstain: 4

SR 15-11
March 2, 2015

BE IT HEREBY RESOLVED that University Senate adopts the following revision to the Senate Resolution 14-2, "Revised Global Miami Plan" as stated below:

INTERCULTURAL PERSPECTIVES (MINIMUM 3 CREDITS)

Intercultural Perspectives courses prepare students for effective citizenship in a diverse multicultural society in the US or beyond.

Criteria for Intercultural Perspectives Courses

In these courses, students will recognize new perspectives about their own cultural rules and biases by:

- Demonstrating an understanding of the ways marginalized and dominant groups define and express themselves, and the contexts in which these definitions are constructed; and/or
- Demonstrating an understanding of how such global forces as imperialism, colonialism, religion, globalization, capitalism, and socialism have shaped ideas, groups, institutions, and/or the natural environment; and/or
- Demonstrating an understanding of theories addressing notions of race, gender, sexuality, class, disability, ethnicity, nationalism, and/or other socially constructed categories.

Foundation courses, with the exception of those meeting the Foundation IIIA requirement (Global Perspectives, Study Abroad) cannot be used to satisfy both the Intercultural Perspectives requirement and the Foundation requirement. Study abroad courses approved as meeting the Intercultural Perspectives requirement may fulfill the Foundation IIIA (Global Perspectives, Study Abroad option) and the Intercultural Perspectives requirement.

Show of hand vote: Yes: 31; No: 16; Abstain: 3

SR 15-12
March 2, 2015

BE IT HEREBY RESOLVED that University Senate supports the report and the recommendations set forth by the Global Studies Implementation Committee in their Final Report dated December 5, 2014.

Show of hand vote: Yes: 14; No: 26; Abstain: 5

SR 15-13
March 2, 2015

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the *Promotion and Tenure Dossier Guidelines for Tenured/Tenure-track Faculty*, as set forth below:

- In the promotion and tenure dossier guidelines for tenured/tenure-track faculty, under 3.3, Detailed Format for Dossier Core, item I.A.2. Evaluation of Teaching, the third sentence in the second paragraph should read: "The summary for each course evaluation should specify the course number, title, **date, and rate of return on the course evaluations.**"

SR 15-13 carried by voice vote

SR 15-14
March 2, 2015

BE IT HEREBY RESOLVED that University Senate endorse proposed revisions to the *Promotion and Tenure Dossier Guidelines for Lecturers, Clinical, and Professionally Licensed (LCPL) Faculty* as set forth below:

- In the promotion dossier guidelines for LCPL faculty, in the "Detailed Format for Dossier Core" section, under II.A.2. Evaluation of Teaching, the third sentence in the second paragraph should read: "The summary for each course evaluation should specify the course number, title, **date, and rate of return on the course evaluations.**"

SR 15-14 carried by voice vote

Additional information on University Senate business will be available following the April 20, 2015 meeting.

cc: Provost Phyllis Callahan, University Senate
Associate Provost, Carolyn Haynes, Secretary, University Senate
Bryan Marshall, Chair, Executive Committee of University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

**EXECUTIVE COMMITTEE of UNIVERSITY SENATE**

Bryan Marshall, Chair

Terri Barr, Chair-elect

University Senate Website: www.MiamiOH.edu/senate/

April 20, 2015

The following are additional items of University Senate business conducted since the Executive Committee submitted a report to the Board of Trustees on February 3, 2015 for the February 20, 2015 meeting.

- Curriculum:
 - **April 20, 2015, SR 15-15:** Proposed Bachelor of Science in Applied Communication: Health Communication, College of Professional Studies and Applied Sciences
 - **April 20, 2015, SR 15-16:** Proposed Master of Science in Criminal Justice, College of Professional Studies and Applied Sciences
- Minor Revisions to guidelines and University Documents received on the University Senate consent calendars:
 - **April 20, 2015:** *Student Handbook* Proposed Revision 1.1.C.2: Credit/No Credit Policy
 - **April 20, 2015:** *Graduate Handbook* Revisions to Part 5: Graduate Faculty Information
- Special Reports delivered at University Senate:
 - **April 20, 2015:** Update on *Miamideas*, Glenn Platt and Peg Faimon, co-chairs, *Miamideas*
 - **April 20, 2015:** Final Report, Regional Campuses Process Committee, Jim Oris and Judy Rogers, Committee Chair and Process Coordinator.
- Senate Resolutions (not including items of curriculum):
 - **April 20, 2015, SR 15-14:** Proposed revisions to *MUPIM 7.4.E.*, Criteria for Promotion to Full Professor
 - **April 20, 2015, SR 15-17:** Sense-of-the-Senate, Final Report, Regional Campuses Process Committee

SR 15-14

BE IT HEREBY RESOLVED that University Senate endorse revisions to *MUPIM 7.4.E.*, Criteria for Promotion to Full Professor.

7.4.E Professor (tenure-eligible rank)

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 the first and second criteria listed below and must demonstrate strength in the third:

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.

Regional campus faculty may elect to demonstrate excellence in the first and third criteria and demonstrate strength in the second.

SR 15-14 carried by voice vote.

SR 15-15

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Bachelor of Science in Applied Communication: Health Communication, College of Professional Studies and Applied Sciences;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration;

SR 15-15 carried by voice vote.

SR 15-16

BE IT HEREBY RESOLVED that University Senate adopt the proposed new degree, Master of Science in Criminal Justice, College of Professional Studies and Applied Sciences, Daniel Hall, Chair and Professor;

AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration;

SR 15-16 carried by voice vote.

SR 15-17**April 20, 2015****Sense-of-the-Senate Resolution**

BE IT HEREBY RESOLVED that by a Sense-of-the-Senate vote, University Senate supports the report and recommendations set forth by the Regional Campuses Process Committee in their final report dated April 13, 2015 with the following concerns:

- Nature of new and current faculty appointment and their relationship to new and existing departments and programs
- Notation of campus location on transcripts and diplomas
- Adequacy of single division to encompass degree programs

SR 15-17 carried by voice vote.

cc: Provost Phyllis Callahan, University Senate
Associate Provost, Carolyn Haynes, Secretary, University Senate
Bryan Marshall, Chair, Executive Committee of University Senate

Prepared by: Stacy Kawamura, Recording Secretary, University Senate

Career Services Update - Board of Trustees

April, 2015

- Career Services continues to implement its “career community” strategy, through which university stakeholders—faculty, staff, administration, alumni, parents and employers—are actively engaged in an integrated student and career development process that 1) maximizes advising and employment opportunities for students, particularly students in underserved majors and populations; 2) creates career networks that multiply experiential and employment opportunities for students; 3) relies on data to improve decision-making, metrics to improve performance, and process changes to improve productivity; and 4) positively influences matriculation, retention and completion rates and alumni engagement levels.

-The labor market continues to be strong, with undergraduate hiring expected to increase between 8% and 16% in 2014-2015. The spring career fair was held on February 11, attracting 211 employers, a record number. The Teacher Career Fair will be held on April 16 and to date 60 school districts are registered, compared to 44 last year. The Architecture and Design Career Fair was held on April 6, with 20 firms in attendance, compared to 14 last year. On-campus recruiting activity remains strong and is tracking to last year’s results of 5,500 on-campus interviews and 5,900 internship and job postings on Miami Careerlink.

-The results of Miami’s second annual post-graduation survey were published, showing that 97.6% of respondents were either employed or in graduate or professional school within six months of their graduation in 2013-2014. Divisional results were as follows: 97.6% for CAS, 91.5% for CCA, 97.0% for EHS, 99.4% for FSB and 100% for CEC. 17.9% of graduates were enrolled in graduate or professional school. Of the graduates who were employed, 44.1% had previously worked for their current employer, most commonly as an intern or co-op student (30.2 percent). Sixty-eight percent of graduates earned between \$40,000 and \$69,000 per year, with one-third earning between \$50,000 and \$59,000. In total, 58.7% of those employed were working full time in their field of study, while 16.8% were working outside of their field of study. 53.4% of graduates were living in Ohio while 44.4% were living in other states. 12.1% were living in Illinois.

-The disbursement of the original \$749,000 Ohio Means Internship Grant is proceeding according to schedule. The remaining \$199,000 budgeted for internship stipends have been committed to specific employers. Funds allocated to the new Humanities and Creative Arts employer development committees, new career service apps, new alumnus-in-residence programs and the new Cincinnati Digital Innovation Center (modeled on the San Francisco Digital Innovation Center) are also being drawn down according to plan. The Humanities and Creative Arts employer development committees mentioned above are fully functioning. Known as Humanities Works and Creative Arts Works, respectively, the committees are a crucial component of career community strategy to fully integrate career development in underserved majors and to create enhanced career exploration and employment opportunities for humanities and creative arts students through faculty, alumni and employer

engagement. A supplemental grant request for \$49,500 for internship stipends has also been submitted to the state; if approved, the funds will be available in the summer of 2016.

-The Career Partners Program, which is managed jointly by Career Services and University Development, has grown in its second year. To date, 18 partners have been secured, yielding \$86,000 in annual revenue. Partnership levels were revised in 2015, with \$5,000, \$10,000 and \$15,000 sponsorship levels being established. The previous \$2,500 level was eliminated. Alliance Data and JPMorgan Chase are currently considering sponsorships.

-Gary Killian, an alumnus and former Lehman Brothers partner, donated \$360,000 to Career Services. The gift agreement is being finalized. Spending priorities are a Winter Term career exploration program and new employer outreach activities. The former would include a three day workshop for up to 100 first and second-year students from the College of Creative Arts and College of Arts and Science. This program would follow the model being used for summer programs (skill-based training, career exploration and employer site visits) and provide an opportunity for students to experience an immersive Winter Term program in Cincinnati. The gift would fund the program (i.e., cost to move-in early over break, meals and programming) while students would have to pay a nominal placeholder fee to register.

-An ad hoc committee was recently formed by President Hodge to further integrate career development into curriculum. One of the committee's current priorities is to establish career development milestones in the Global Miami Plan. Proposed milestones include UNV 100, EDL 100, experiential learning requirements, specific career services workshops and experiences, interactive professional portfolio and Interactive versions of Career Services' Mapping Your Miami Journey and Telling Your Story booklets.

- A preliminary floor plan for the new Career Services office in ASC Phase II has been completed. The office and interview suite will be located on the first floor of Culler Hall. The office would have a vertical rather than the horizontal focus of current location, with additional interview and meeting rooms on the second and third floors. The new location will significantly enhance student access to the career center. A critical goal is to maintain continuity of customer service to employers, in particular dedicated interview suites and parking. Office relocation is expected to begin in the summer of 2017.

-A new "Career Advantage" brochure was created by University Communications, Admission, and Career Services for prospective parents and students highlighting Miami's integrated career development process and the positive outcomes our students experience upon graduation.

-Through February, the Career Services staff conducted 260 programs and the Career Services Website experienced nearly 268,000 page views.

-Early career exploration programs continue to be a major point of emphasis; career panels or events have been held this spring in many areas, including Psychology; Latin American Studies; Engineering; Social Work and the Helping Professions; Federal, State and Local Government; Non-Profit and Social

Justice; English; and Urban Teaching. In addition, 12 sections of the career development course, EDL 100, are being taught this semester.

-A Miami-focused workshop was presented at the annual NASPA conference in March. Entitled “Hiring Pipelines: Getting a Better Grasp on Employer-University Relationships,” the workshop was conducted by Professor Rhett Brymer from the Farmer School of Business, Mike Goldman from Career Services and Sheila Curran, a leading career services consultant. Hiring pipelines are a competitive advantage and an integral part of the Career Services’ overall “career community” strategy.

Board of Trustees Career Services Update

April, 2015

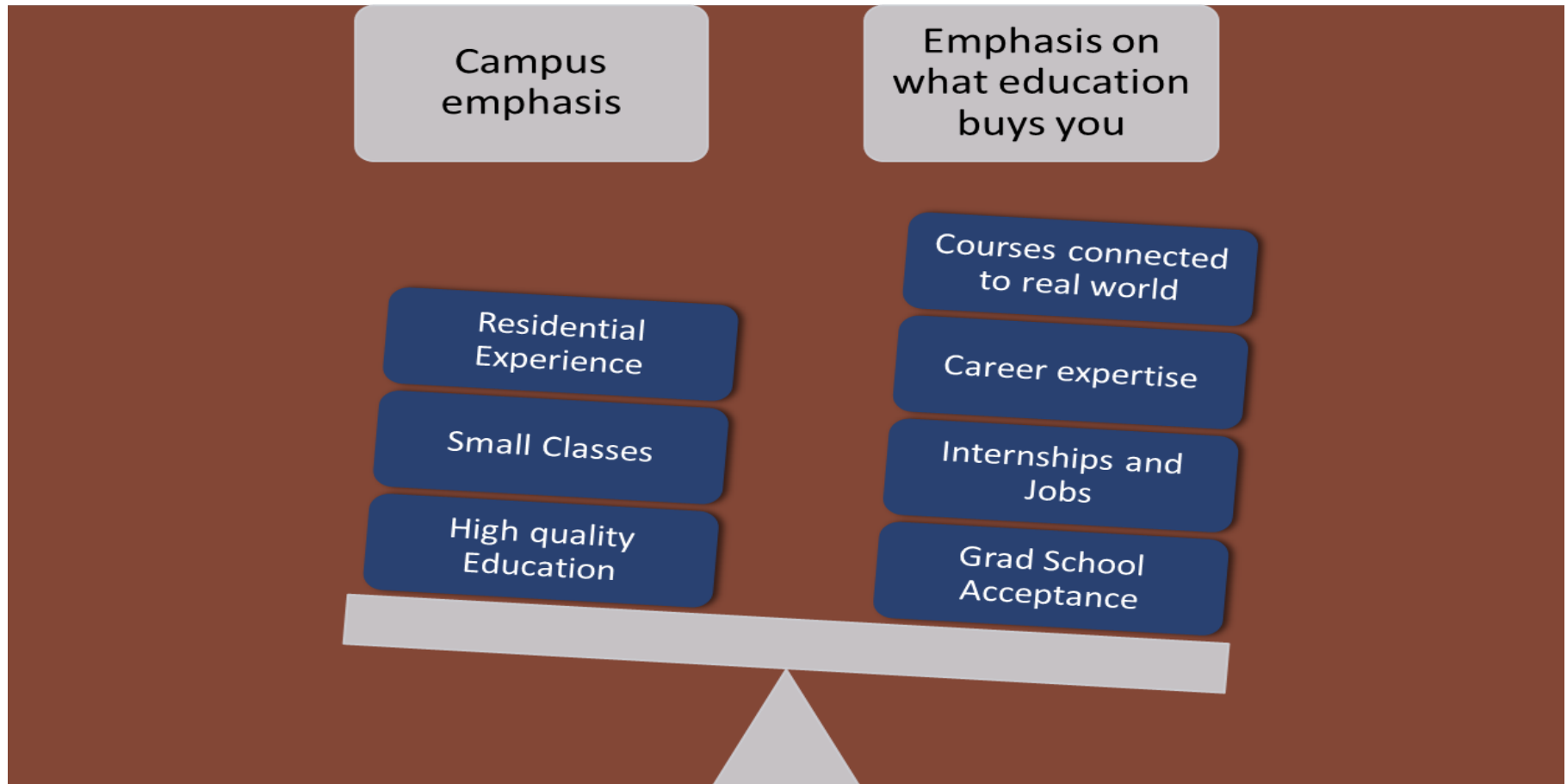


MIAMI UNIVERSITY

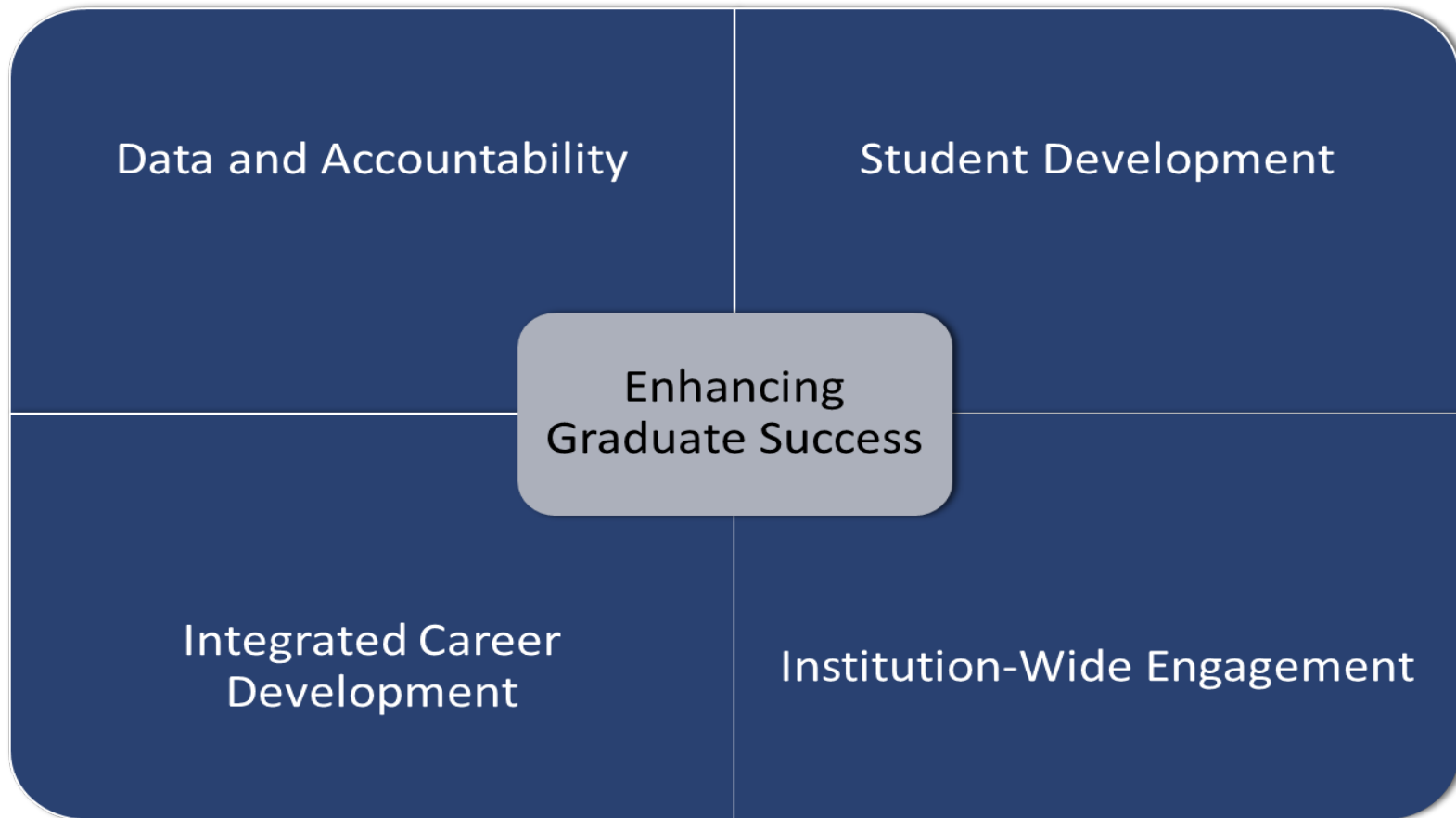
Employers are Facing a Serious Talent Gap



Liberal Arts Matriculation Factors:



The Career Community Strategy



2013-2014 Post-Graduation Survey

- Second annual post-graduation survey. Conducted in collaboration with Institutional Research.
- All 2013-2014 graduates were contacted
- In total, 97.6% of responding students were either employed or in graduate or professional school vs. 97.6% for CAS, 91.5% for CCA, 97.0% for EHS, 99.4% for FSB and 100% for CEC.
- 53.4% of graduates were living in Ohio while 44.4% were living in other states. 12.1% were living in Illinois.

2012-2013 Post-Graduation Survey

- In total, 58.7% of those employed were working full time in their field of study, while 16.8% were working outside of their field of study
- 17.9% of graduates were enrolled in graduate or professional school
- 44.1% had been employed by their current employer previously, most commonly as an intern
- 21.9% earn from \$40,000 - \$49,999 per year
- 33.1% earn from \$50,000 - \$59,999 per year
- 13.9% earn from \$60,000 - \$69,999 per year

OMIC Grant

\$748,566 Ohio Means Internship Grant developed 118 new co-op and internship placements in Ohio.

- **Scholarships/wage subsidies in the range of \$261,000 for 83 new Ohio internships sponsored by multiple companies and start-ups**
- **A new Cincinnati Digital Innovation Center modeled on the AIMS center in San Francisco, with a similar focus on cross-disciplinary internships at local and regional technology companies**
- **Employer development committees consisting of faculty and staff focused on developing internships for students in underserved majors, particularly in the humanities, social sciences and creative arts. Faculty members receive stipends and specialized workshop training.**

OMIC Grant

- Digital workbooks designed to assist faculty and students in career planning discussions, including internship search strategies. The workbooks will complement current career services content
- Development of a Miami-specific internship mobile app
- Adoption of variable credit options for students completing internships
- Two coordinator roles, one to support the internship program and another to support the Cincinnati Digital Innovation Center
- Supplemental \$49,500 OMIC grant available summer, 2016

Career Partners Program and Gary Killian Gift



Career Partners Program and Gary Killian Gift

- Program managed jointly by Career Services and University Development
- To date, 18 partners have been secured, yielding \$86,000 in revenue per year
- Partnership levels were revised in 2015
- Gary Killian, an alumnus and former Lehman Brothers partner, donated \$360,000 to Career Services. The gift agreement is being finalized. Spending priorities are Winter Term career exploration projects and new employer outreach activities.

Ad Hoc Career Development Committee

- Ad Hoc committee formed by President Hodge to further integrate career development into curriculum
- Career development milestones in Global Miami Plan have been proposed, tentatively called Miami Pathways
- Milestones include UNV 100, EDL 100, experiential learning requirements, specific career services workshops and experiences, an interactive professional portfolio and interactive versions of Mapping Your Miami Journey and Telling Your Story booklets

Career Services Move to ASC Phase II

- **Planned move during Summer, 2017**
- **First floor of Culler Hall, with vertical rather than horizontal focus of current location**
- **New location will significantly enhance student access to career center**
- **Critical goal is to maintain continuity of customer service to employers—interview suites and parking**

Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Bay Area
- Los Angeles
- Seattle/Portland
- Denver
- Boston/New York Corridor
- Atlanta





Questions



Supplemental Materials



Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Focus on early career exploration with first and second year students to reinforce Miami degree premium
- Follow PIE strategy, with expanded focus on non-business and engineering majors
 - reinforce employer [value proposition](#)
 - differentiated internship and job search strategies and career events
 - Leverage career community
- Expand major-specific [internship and job search resources](#)
- Provide industry and market specific resources
- Sponsor Alumni-in-Residence, Executive-in-Residence and related employer events



Institution-Wide Engagement: Expanding Development and Employment Opportunities

- Design specialized resources such as the *Telling Your Story* workbook for underserved majors
- Deploy CareerSpots and Vault and utilize Web Ex and social media to deliver integrated career development content
- Hold career services boot camps with CAS, CCA and CEHS faculty [Faculty Page](#)
- Create alumni/parent mentorship and employment community, utilizing [LinkedIn](#)
- Increase employer sponsored projects and revenue through the new [Career Partners Program](#)

Student Affairs Good News May 2015

Spring Highlights (through April 8)

Armstrong Student Center

- The Armstrong Student Center Board has invited 5 new at-large student members to serve two year terms beginning in April. Two are first year students, three are second year students and one is an international student. We are excited to begin training the students and incorporating them into the board.
- The first day of student organization room reservations for 2015-2016 was April 1st. By 12 noon that day we had over 200 requests.

Career Services

- The results of second annual post-graduation survey were published, showing that 97.6% of respondents were either employed or in graduate or professional school within six months of their graduation in 2013-2014. Per the survey, 13.3% of graduates had enrolled in graduate or professional schools and 2.9 percent were taking additional baccalaureate classes. Of the graduates who were employed, 44.1% had previously worked for their current employer, most commonly as an intern or co-op student (30.2 percent). Sixty-eight percent of graduates earned between \$40,000 and \$69,000 per year, with one-third earning between \$50,000 and \$59,000.
- The Spring Career Fair was held on February 11, attracting 211 employers, a record number. The Teacher Career Fair will be held on April 16 and to date 60 school districts are registered, compared to 44 last year. The Architecture and Design Career Fair was held on April 6, with 20 firms in attendance. On-campus recruiting activity remains strong and is tracking to last year's results of 5,500 on-campus interview and 5,900 internship and job postings.
- The disbursement of the original Ohio Means Internship Grant is proceeding according to schedule. The \$199,000 budgeted for internship stipends have been committed to specific employers. Funds allocated to the new Humanities and Creative Arts employer development committees, new alumnus-in-residence programs and the new Cincinnati Digital Innovation Center (modeled on the San Francisco Digital Innovation Center) are also being drawn down according to plan. A supplemental grant request for \$49,500 for internship stipends has also been submitted to the state; if approved, the funds will be available in the summer of 2016.
- A new "Career Advantage" brochure was created by University Communications, Admission and Career Services for prospective parents and students highlighting Miami's integrated career development process and the positive outcomes our students experience upon graduation.
- Through February, the Career Services staff conducted 260 programs and the Career Services Website experienced nearly 268,000 page views.
- Early career exploration programs continue to be a major point of emphasis; career panels or events have been held this spring in many areas, including Psychology; Latin American Studies; Engineering; Social Work and the Helping Professions; Federal, State and Local Government; Non-Profit and Social Justice; and Urban Teaching. In addition, 12 sections of the career development course, EDL 100, are being taught this semester.

Community Engagement and Service

- 19 Miami University students will be receiving the President's Volunteer Service Award this year. Students who have registered through NobleHour and have over 100 hours of verified service in a 12 month period qualify for the award.
- The Office of Community Engagement & Service has started a new program called "Service Saturdays". So far this semester, there have been 3 events with over 220 students volunteering in the Oxford Area. Service opportunities have included stuffing eggs for Oxford's Parks and Recreation's Children's Easter Egg Scramble, walking dogs with the Animal Adoption Foundation's Walk a Hound program, and planting a community garden with the Family Resource Center.
- The Miami University Service-Learning Designation Committee met in March and approved or renewed a record-setting 17 courses for Service-Learning designation. The following departments had courses approved at the March meeting: Anthropology, Black World Studies, Computer Science and Software Engineering, Family Studies and Social Work, Geography, Honors, Kinesiology, Psychology, Spanish and Portuguese, Speech Pathology and Audiology, Social Justice Studies, Sociology, and Teacher Education.
- The Office of Community Engagement & Service and the Office of Off Campus Outreach and Communications presented to 125 students about "Living in Oxford." Students were informed on their rights and responsibilities of being a citizen in Oxford.

Diversity Affairs

- The Unity Day March was a great success and brought together 50 students, staff and faculty. Spectrum partnered with Diversity Affairs Council to have the Unity Day March incorporate their annual Pride March which concluded the end of their Awareness Week.
- Forty guests attended the Lavatus Powell Diversity Awards Banquet. Dr. Stephen Quaye, Assistant Professor in Student Affairs and Higher Education, was awarded the Outstanding Staff & Faculty Diversity Award; Courtney Taylor, a junior in the College of Arts and Science, was awarded the Outstanding Student Diversity Award; and there was tie for the Outstanding Student Organization Diversity Award: The International Student Organization and Sigma Lambda Gamma National Sorority Inc. both received this award.

Harry T. Wilks Leadership Institute

- The 2015 [LeaderShape Institute](#) was held March 22-27, 2015 at Higher Ground in West Harrison, Indiana. Twenty-two Miami University students participated in this annual 6-day, intensive, transformational leadership experienced focused on leading with integrity and vision.
- The Wilks Leadership Workshop Series is made up of four different workshops that provide a broad perspective of leadership (Growth and Authenticity; Character and Responsibility; Innovation and Vision; Empowerment and Engagement). This series has been developed over the past three semesters. The Institute recently offered the fourth workshop and is now revising each to offer the entire series in one academic year as a requirement for the upcoming Fellows Program. Student feedback on the workshops is consistently high and we use that to improve the series.

Myaamia Tribe Relations

- Four Myaamia students were among the 48 people who made the annual trip from Oxford to Miami, Oklahoma to participate in the Miami Tribe Winter Gathering and Stomp Dance weekend of activities.

- Five Myaamia students presented their Independent Study projects for the benefit of the entire cohort of Myaamia students. It is hoped that a student's major can somehow be incorporated into the project choice.

From Requirements of the Heritage Award: "Each student will participate in and successfully complete 8 semesters of one-credit courses: EDL 115/215; 216/316; 317/416 (monitored by the Heritage Program Coordinator & class instructors). The final year will be an independent study project, EDL 477."

These are descriptions of three of the projects as written by each student.

Madeline Hrybyk, Painting and Printmaking double major

My proposal for my giving back project is to create a children's book where the Myaamia language can appear in the story. I would like my main character to be a simple cat, genderless and ambiguous so to blend easier for any kid to appreciate. The images would most likely be in watercolor, resulting in one or two sentences of story per page. The main story is about the cat wanting to find friends and he takes off on a journey, finding different animals that then follow behind the cat. Throughout the pages, the cat continues to repeat the animal words in the order they appeared to him, helping the child to better remember the Myaamia terms for the various animals. Each animal will be a different color and the printed word representing each animal (dog, turtle, goat, etc.) will be the same color to correspond with the color of the animal. This should help readers not to get confused when the lines get longer. Other ideas include the cat wanting to cook a meal and collecting different foods, the cat losing something and searching through things in the house to find it, etc. All provide good opportunities to insert Myaamia language.

Ryan Pyle, Sports Leadership and Management major

In my project, I hope to be able to produce a rule book/pamphlet of the traditional rules and history of the game of lacrosse. I will do this by researching documents at the Myaamia Center and from any other sources deemed relevant. This project, I believe, will give the Myaamia community another way to connect to our past and learn more the beginnings of a game that is immensely popular today. Currently, no rule book like this exists, so in doing this I hope to create a simple, easy to understand informative product that will be useful to all in the Myaamia community.

Tony Strack, Mechanical Engineering major

I plan to research the Myaamia lacrosse stick and its construction. I want to research this process and come up with a plan on how to build these authentic sticks. This will involve researching the abilities of the wood used, the design of the stick and completing a detailed engineering drawing of the stick, as well as an engineering drawing of a possible jig and its dimensions to be used for production. I think this project will adequately use some of my knowledge from engineering and apply it to our Heritage Course.

New Student Programs

- Registration for summer orientation launched on March 25, 2015, and is in full swing. To date, 1,191 students have registered for one of 16 summer orientation sessions (57% of students who have confirmed admission). We expect nearly 3,400 new students and about 5,000 family members/guests to attend our summer program.

- We have hired a diverse team of 24 Student Orientation Undergraduate Leaders (SOULs) who have an immeasurable impact on our orientation program. This year's staff represents all academic colleges, and a broad set of perspectives and involvement experiences, including a varsity student athlete, a Miami Tribe student, an international student, and a transfer student.
- Orientation & Welcome Week Mobile App: For the last eight weeks, New Student Programs staff has worked with students in Professor Doug Troy's Agile Development class, who created the initial structure and loaded content for the orientation and Welcome Week mobile app. We expect thousands of new students and families to download the app, which will help facilitate their experiences at orientation and Welcome Week by providing schedules, maps, and other resources.
- New Miami Bound Equestrian Program: Just before new students move-in each year, several departments host Miami Bound programs, which help new students engage with particular Miami experiences and resources, acclimate to campus, and connect with one another. Existing programs include a leadership program hosted by the Wilks Leadership Institute, and an outdoor adventure program hosted by the Outdoor Pursuit Center. This fall, the MU Equestrian Center will host a new Miami Bound program, open to any new student interested in learning about equestrian recreation at Miami. This new addition will increase our capacity to provide these valuable, "high-impact" experiences to new students and support their transitions to the university.
- SOUL Alumni Program: In order to better engage alumni who have served as Student Orientation Undergraduate Leaders (SOULs), New Student Programs is developing programs and structures to stay connected with these important student leaders, and help them stay connected to one another. We will hold our first ever SOUL senior dinner this spring, and our inaugural SOUL Homecoming Reunion this fall. We have also created a list-serv and facebook page specifically for SOUL alumni to stay connected to the office, and to one another. Our hope is that these initiatives will help strengthen the SOUL program and even generate some alumni giving.

Office of Off-Campus Outreach & Communication

- The newly created Office of Off-Campus Outreach and Communication was formed to support and engage off-campus students and commuters, build on relationships in the Oxford community, and create content for and manage central student affairs social media and web sites. Jen O'Brien was hired in January as the director. She comes to us from the Hamilton Campus where she served for 6 years as the Director of Student Activities and Orientation.
- Student Affairs now has a Twitter and Facebook account, managed by the Office of Off-Campus Outreach and Communication.
- After being inactive since fall 2013, the Commuter Council is meeting again. 14 commuter students attended the first meeting in April.

Parent and Family Programs

- Miami University Parents Council held their Spring Meeting in early March. The Council has set three focus areas, to which they will dedicate their efforts:
 - Career Development - Partnering with Career Services to increase the number of employers in targeted geographic areas that recruit Miami students (Boston to DC, Denver, Atlanta, etc) and increase the number of employers who recruit from across majors at Miami, specifically targeting Humanities and Creative Arts graduates.

- Health & Wellness - Addressing high risk alcohol consumption of Miami students through a partnership with the Office of Student Wellness to engage all Miami parents in this effort and to encourage engagement with Oxford establishments.
- Parents Council as Ambassadors of Miami - Connect current parents and students with each other and alumni in their home areas, address the unique needs of out-of-state students and parents, and continue to spread the word about the value of a Miami education.

Residence Life

- 10 students from the French Living Learning Community, along with a graduate student from the French Department and the Resident Director of Thomson Hall, went on a Spring break trip to Montreal, where they immersed themselves in French culture and participated in service projects in the city. One of the experiences was having dinner in a French restaurant where the atmosphere was completely dark and the wait staff were visually impaired.

Rinella Learning Center (through April 8)

- Served 302 students through tutoring with a total of 459 appointments
- Served 125 students through our supplemental instruction program
- Served 51 students through our academic coaching program.
- Proctored 469 exams through the RLC Testing Center
- 48 students attended one of our study strategies workshops

Student Activities and Cliff Alexander Fraternity and Sorority Life and Leadership

- Retention through the fraternity and sorority recruitment process showed a great increase. Of those who began the recruitment process, 80% of eligible men joined fraternities and 86.8% of women participating in recruitment joined sororities.
- The Cliff Alexander Office facilitated the National Presidents Institute at the Association of Fraternal Leadership and Values conference in February in Indianapolis. 120 students from 120 different universities were in attendance at this day long institute.
- The Panhellenic council opened for expansion, meaning a new National Panhellenic Sorority will be invited to bring a chapter to campus in fall of 2016.
- 2,500 Students bought tickets to and attended Charter Day Ball. Overall the event was a huge success.
- 550 Students attended the program "Spread the word to end the Word" program, sponsored by Miami Best Buddies and MAP.

Student Counseling Service

- SCS introduced a new program called "Mental Health Allies" (MHA). MHA is a program in which any faculty, staff, or student who completes a designated level of gatekeeper training by SCS staff in identifying, responding to, and referring students who appear to be struggling with emotional concerns will receive a button and sign designating them as an MHA which they can display as a message to students about their openness and training to be a first contact to help them if they are struggling emotionally. This early identification and intervention program has been shown to be effective in reducing suicide and is expected to aid in retention. As part of the MHA program, three SCS staff provided two different 8-hr courses of Mental Health First Aid over spring break to 40 faculty and staff.

Student Wellness and Education

- About 1/3 of the Intercollegiate Athletic teams completed the mandated Sexual and Interpersonal Violence (SIV) program from January to March 2015. This is a newly revised program delivered by HAWKS Peer Health Educators and incorporates the new federal mandates. Students participate in activities designed to help them apply the knowledge they are learning and discuss attitudes and beliefs around SIV in a peer to peer environment.

Women's Center

- The Women's Center hosted a gathering on February 10 to mourn/remember Becca Eldemire, the student who was tragically killed at Level 27 apartments. 20 attended the gathering facilitated by Student Counseling Service staff.
- The Women's Center hosted two discussions of body image and its relationship to intimacy, facilitated by Student Counseling Service staff. 10 attended the first discussion on February 25, the second discussion is scheduled for April 15.
- The Women's Center is hosting a weekly discussion group this spring for Asian-identified women students, facilitated by Hoa Bui, a SAHE practicum student.
- The Women's Center hosted its annual Celebrating Global Sisterhood reception on March 10. 80 attended this event, which featured student testimonials and performances and presentation of Jennie Elder Suel Distinguished Woman of Color Awards to Dr. Juanita Tate (Diversity Affairs) and Dr. Mahauganee Shaw (Educational Leadership).
- The Women's Center co-sponsored the annual Women's Read-In with University Libraries. Approximately 25 attended.

Collaborative Efforts

- The Cliff Alexander Office of Fraternity and Sorority Life partnered with Student Wellness to launch a new program called "Greeks Step Up". 1,435 new Greek members participated in the program. The goal was to help students recognize problem situations, including alcohol, hazing, and sexual assault, feel it is their responsibility to intervene, and feel confident in their skills and ability to intervene. Knowing that peers often learn better from other peers, 45 HAWKS Peer Health Educators and Greek leaders co-facilitated 25 sessions of the two-hour program in small group sessions over a 2 week period. In this unique collaboration, new Greek members learned and practiced bystander intervention skills so that they can safely, effectively help others in a potentially problematic situation.

Data from the program indicate that most students have witnessed a situation, at least once, where someone's health and safety were in danger including drinking too much, hazing, being taken advantage of sexually, discrimination (racial, sexual orientation, etc.) and/or physical endangerment. One significant point of the program is that students reported a significant increase in the recognizing hazing situations after having experienced Greek Step Up. They also reported significant increases in believing it is their responsibility to intervene when they notice a problem situation and that they know how to intervene.

- April 6 through 10 was Miami University's first "Stress Less, Relax and Find Peace" Week. This week was filled with daily activities to help students build resiliency and learn stress management and coping skills. Two highlights of the week were over 200 students attending Frank Warren's Post-Secret program, sponsored by the student group To Write Love on Her Arms (TWLOHA) and wonderful

attendance at the first ever "Relaxathon" in the Armstrong Student Center. This week of activities was developed and implemented through a collaborative effort of the Student Counseling Service, Office of Student Wellness, and three student organizations focused on mental health.

- The Women's Center co-sponsored with Career Services an informational table at Armstrong Student Center on Equal Pay Day and the gender wage gap on April 14.
- Student Activities partnered with the Dean of Students Office and Becca Getson to develop better resources and provide training for student organization advisors on Clery and reporting.

Staff Achievements and Accomplishments

- Two directors in Student Affairs successfully defended their doctoral dissertations this term and will graduate with the Ph.D. in May, both in Educational Leadership- Student Affairs in Higher Education.
 - Christina Carrubba-Whetstine, Director of the Rinella Learning Center, completed her dissertation titled "Integrating Local and Academic Knowledge: The Experiences of Low-income and Working-class College Students." This research will benefit Miami University's efforts to support and serve Access Fellows as well as other low-income students.
 - Buffy Stoll Turton, Director of New Student Programs, completed her dissertation titled "Crossing Boundaries, Shifting Tensions: The Storied Experiences of First-Generation College Seniors Navigating Home and School at a Four-Year Residential Institution." She hopes her research will benefit Miami's efforts to support first-generation students.
- Dr. Juanita Tate was awarded the Jennie Elder Suel Distinguished Women of Color Award at the Celebrating Global Sisterhood Reception
- Courtney Wallace, the Wilks Leadership Programs Coordinator, had a chapter accepted for publication in the NASPA Multi-Racial Knowledge Community iBook entitled "What are you? A Multi-racial KC Stories Project."
- The Miami Chapter of Sigma Alpha Pi, The National Society of Leadership and Success, was formally recognized with the Founder's List Award for its impressive efforts in the area of chapter best practices, as demonstrated by completing no fewer than 8 Pillars of Success. Meghan Morris, the Wilks GA, serves as the faculty advisor to the Miami Sigma Alpha Pi Executive Board.
- A Miami-focused workshop was presented at the annual NASPA conference in March. Entitled "Hiring Pipelines: Getting a Better Grasp on Employer-University Relationships," the workshop was conducted by Professor Rhett Brymer from the Farmer School of Business, Mike Goldman from Career Services and Sheila Curran, a leading career services consultant.
- Ben Williams, Graduate Assistant for Commuter Resources was awarded the President's Distinguished Service Award at that annual meeting of the Association of College Unions International (ACUI). This award is presented by each outgoing President to one person who has demonstrated outstanding service to ACUI and the college union profession. Ben is the first student to ever receive this award.



Update on Academic Integrity Initiatives

For the Board of Trustees Subcommittee on Academic and Student Affairs

Submitted by: Brenda Quaye, Coordinator for Academic Integrity Initiatives, and
Susan Vaughn, Director of Student Ethics and Conflict Resolution

Submitted on: March 27, 2015

Background

Miami University's integrity initiative was begun in the 2005-2006 academic year with the goal of increasing student integrity both in and out of the classroom. An initial effort of the integrity initiative included participation in the Association of American College and Universities (AAC&U) Core Commitments Project: *Educating Students for Personal and Social Responsibility*. Out of this project, emphasis was placed on honesty and integrity during summer orientation, and the *Miami Real World* sessions were implemented during First Year Institute (now called Welcome Week) to engage students in conversations about ethical issues. These projects have evolved, expanded, and continued.

During the 2009-2010 academic year, the academic integrity policy and procedures were revised in order to make faculty reporting and adjudication of cases easier and more consistent. Additionally, the Office of Ethics and Student Conflict Resolution and the Office of the Provost collaborated to merge in-class and out-of-class dishonesty offenses, share a database, and implement an online integrity seminar as a sanction for dishonesty offenses. The academic integrity policy continues to be reviewed on a regular basis.

Since 2005, several task forces and work groups have assessed the campus culture and needs with regard to academic integrity. One of the primary recommendations of these groups was that more campus-wide emphasis and coordinated efforts were needed in this area. In August 2012, a Coordinator for Academic Integrity position was created to lead campus-wide efforts regarding academic integrity. The Coordinator provides faculty development and student education about academic integrity, support with regard to policies and procedures, and maintains academic dishonesty records. The Coordinator also regularly collaborates with the Office of Ethics and Student Conflict Resolution on projects regarding integrity in general.

Current Activities and Caseload

A comprehensive set of actions intended to encourage student integrity and ethical decision-making has been implemented and includes:

- Emphasis on integrity at summer orientation, including staff training (2006-present)

- Continued collaboration between the Office of the Provost and the Office of Ethics and Student Conflict Resolution regarding dishonesty in and out of the classroom
- Revision of the Academic Integrity Policy to highlight institutional values, student responsibility, and education and to clarify criteria for academic dishonesty (Revisions took effect Fall 2014)
- Use of an online integrity seminar as a sanction for dishonesty offenses
- Creation of personalized academic integrity seminar for students found Responsible for committing academic dishonesty or found Not Responsible but in need of education (2014-present)
- Participation in the AAC&U Personal and Social Responsibility Inventory
- Faculty development workshop series about academic integrity and university policies (2013-present)
- Inclusion of academic integrity information at New Faculty Orientation (2013-present)
- Facilitation of a Faculty/Staff Learning Community (FLC) on Academic Integrity (2014-2015 academic year)
- Academic Integrity sessions presented for International students at International student orientation (2011-present)
- Inclusion of academic integrity module in the EDL 151 course for International students (formerly EDL 110) (2012-present)
- Academic integrity presentations given to a variety of department, classes, and organizations by request

Since the implementation of the new academic integrity policy and procedures, which includes centralized maintenance of records, an increase in the number of academic integrity cases has been recorded. This can be attributed to an increase in reporting, due to making reporting easier and placing adjudication in the hands of department chairs as well as to the overall message that reporting is expected and one means of reducing dishonesty. Below is a brief synopsis of the academic dishonesty caseload for the past six academic years.

Academic Dishonesty	Number Reported	Suspensions
2009-2010	180	3
2010-2011	175	8
2011-2012	237	6
2012-2013	201	9
2013-2014	258	10
2014-2015*	172	1
* 2014-2015 Details (as of 3/27/15- Additional cases resulting from the end of the semester or from summer classes are likely to be reported.) Responsible - 116 (67.4%) Not Responsible – 41 (23.8%) Pending – 15 (8.7%) 1 Suspension due to two acts of dishonesty		

Future Plans

Several new initiatives are in progress or are planned to begin in the next academic year. Many of these initiatives will include collaborations among several offices within academic affairs and student affairs.

These include:

- Creation of a Winter Term Academic Integrity Certificate Workshop for faculty
- Creation of a web-based academic integrity tutorial for students – created out of FLC on Academic Integrity
- Creation of educational video resources for students and faculty
- Continued revision of the current academic integrity website to include more information and resources for faculty and students
- Continued review of the Academic Integrity Policy

Continued collaboration will occur to provide a comprehensive set of integrity initiatives and assessment of the initiatives will be on-going.

Miami Leadership Initiatives Report for the Board of Trustees

Miami University considers the development of leaders to be a critical and organic part of its mission. Therefore, leadership development is an integral part of most academic programs and co-curricular programming. This report attempts to summarize current leadership initiatives on campus and will focus on the most intentional ones as well as the organizations that exist with a specific leadership development mission.

Harry T. Wilks Leadership Institute

The mission of the Harry T. Wilks Leadership Institute is to develop ethical and transformational leadership in Miami University students to ensure graduates are prepared and inspired to serve and lead beyond the university.

The Institute is a fully-endowed center in the Division of Student Affairs. It employs a broad perspective of leadership and does not subscribe to any particular leadership theory. This allows the Institute to support the leadership development of any student interested in developing leadership competencies in any environment. The Institute provides opportunities for students to learn about and practice leadership through the following:

- Development and delivery of leadership coursework (HON 1900; HON 190Q; EDL 290)
- Programmatic support to Living Learning Communities (Scholar Leader LLC; Wilks Leadership LLC; Emerging Leaders LLC)
- LeaderShape
- U-Lead
- Perlmutter Leadership Conference
- Lessons in Leadership
- Wilks Leadership Workshop Series
- Leadership Honor Societies (Sigma Alpha Pi; Omicron Delta Kappa)
- Wilks Leadership Fellows
- High School Leadership Conference
- StrengthsQuest Workshops

The Lockheed Martin Leadership Institute

Working together with seasoned leaders from business and government, the Lockheed Martin Leadership Institute, embedded within the College of Engineering and Computing, engages engineering and computer science students in a unique and transformative learning experience that embraces interpersonal and communication skills, teamwork, self-knowledge, innovation, change management, emotional intelligence, cultural diversity and business acumen.

15-20 students are selected from applicants by their sophomore year to participate in the intensive three-year leadership development program. The purpose is to cultivate leaders who will flourish in their professions and lives by the following:

- Thinking strategically

- Working collaboratively with others
- Effectively communicating their ideas
- Finding innovative solutions to society's most complex problems

The Institute accomplishes its mission through the following:

- Leadership Programs (Personal; People; Strategic)
- Cohort Certificate Program
- Leadership Awareness Program with workshops, speakers and increased exposure to seasoned leaders in their fields
- Leadership opportunities for faculty

Buck Rodgers Business Leadership Program

The Buck Rodgers Business Leadership Program is a competitive 21st Century leadership development initiative within the Farmer School of Business. The Buck Rodgers program is guided by the current vision, "Transforming the business students of today. Building the passionate leaders of tomorrow."

The program currently has 47 members ranging from 1st year and above. They must engage in five Buck Rodgers leadership development events or programs each semester.

The current programming consists of the following:

- Monthly leadership development meetings
- Academic leader coursework (MGT 415: Leadership & Learning)
- Guest Speakers
- Leadership Workshops (includes Strengthsfinder 2.0, Everest 2.0 Teambuilding Simulation, Lean In: Gender in 21st Century Leadership, and Mind the Gap: Managing Multiple Generations in the Workforce)
- Executive Lunches
- Business Breakfasts
- Service Leadership
- Cross-Collaborative Leadership Opportunities (this year members have participated in Wilks Leadership Workshops, Perlmutter Leadership Conference and the MIAMI Women in Leadership Conference)
- Field trips & other opportunities

Community-Based Leadership Minor

In 2012-13, the Department of Educational Leadership launched the Community-Based Leadership (CBL) minor. Core coursework is organized around explorations of leadership as a critical activity for contemporary public life in a democratic society. CBL students can tailor a curriculum that meets their specific interests by drawing from our extensive list of electives that includes offerings from 20 departments across campus. The curriculum is based on the Harvard Kennedy School of Government's capacities for public leadership: reflection on personal growth; creating interpersonal relationships across difference; understanding dynamic social systems; critically interpreting leadership theory; working

across diverse organizations; understanding political, social and cultural contexts; and the ability to catalyze action to address problems.

Students explore leadership as it is practiced in communities, organizations, and public institutions. Highlights to date include guest speakers and field trips with local and national organizations like the Hamilton YWCA, Cincinnati Chamber of Commerce, Kaboom!, Oxford Farmer's Market, the Enright Urban Eco-Village, STRIVE, the Anthony Munoz Foundation, and Flora Stationery.

In 2013-14 the CBL program graduated its first 6 alumni and enrollment in the minor for 2014-15 is currently at 27. The minor continues to grow and hopes to have 45 to 50 students enrolled by the end of 2015-16. In addition, CBL is working to solidify more formalized partnerships with organizations on campus and in the region that will provide future internship and experiential learning opportunities.

Additional Leadership Development Partners

The four programs/offices listed above are the most intentional leadership development programs on campus with specific leadership development missions. However, there are a number of other offices that work daily in the development of leaders/leadership and provide specific programs to that end. Some of these include departments in the Division of Students Affairs (Cliff Alexander Office of Fraternity and Sorority Life; Student Activities Office; Office of Diversity Affairs; Office of Community Engagement and Service; Office of Residence Life; New and Second Year Programs; Women's Center; Career Services; Student Wellness) as well as several academic, recreational and sports programs.

Miami Leadership Collaborative

The responsibility for leadership development is widespread and opportunities abound for students. However, there is a need to collaborate more and share valuable resources. It is recommended that the university create the Miami Leadership Collaborative, a university-level committee that will annually examine and review the leadership development mission. There was strong endorsement of this initiative two years ago but it was tabled in lieu of the Miami 2020 Strategic Planning effort. With a revised university strategic plan, the Collaborative is now better suited to begin its work towards ensuring the leadership development missions of all programs are appropriately aligned with the university strategic objectives.

Admission Update

Board of Trustees
April 30, 2015

Susan K. Schaurer
Interim Director of Admission and Enrollment Communication



MIAMI UNIVERSITY

2015 University Enrollment Goals

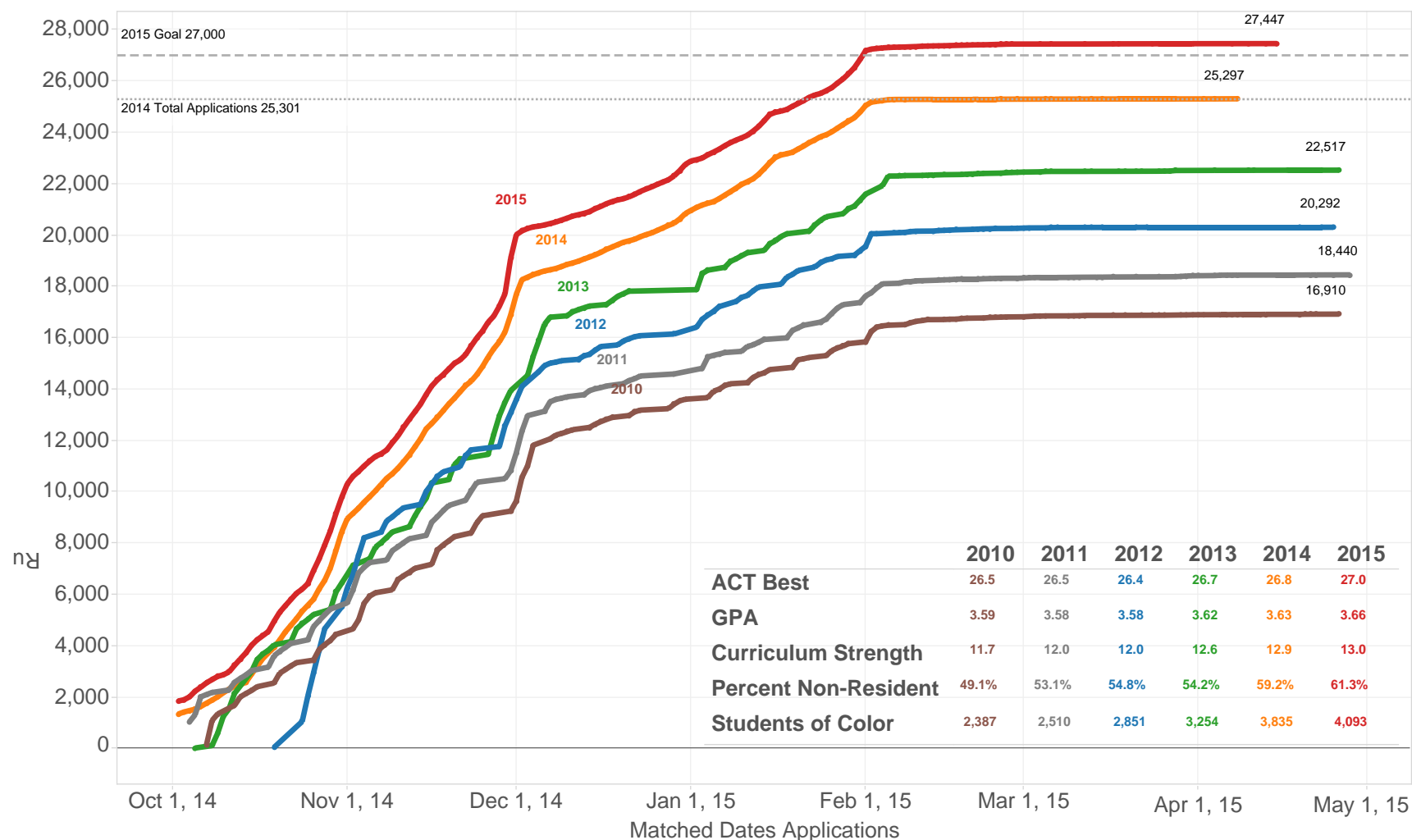
First-year Objectives:

- 3,550 first-year target
- Manage divisional enrollment targets
- Maintain quality
- Increase selectivity
- Increase non-resident enrollment (42%)
 - Non-resident domestic
 - International
- Increase ethnic/racial diversity

Other Enrollment Objectives:

- Increase ACE Program enrollment (250)
- Increase transfer enrollment (300)
- Expand TOP Program (40)
- Meet Net Tuition Revenue targets

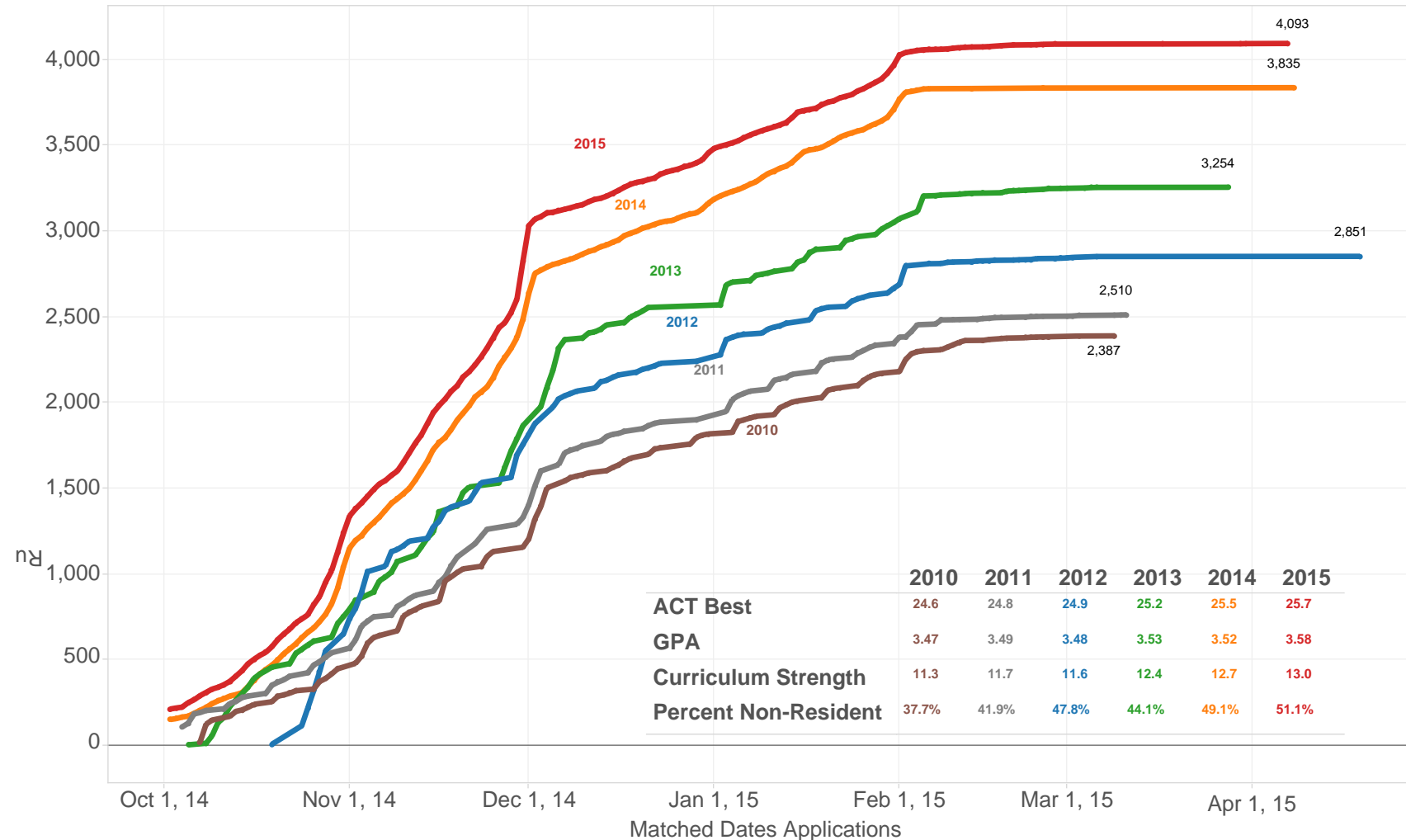
Application and Profile History



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

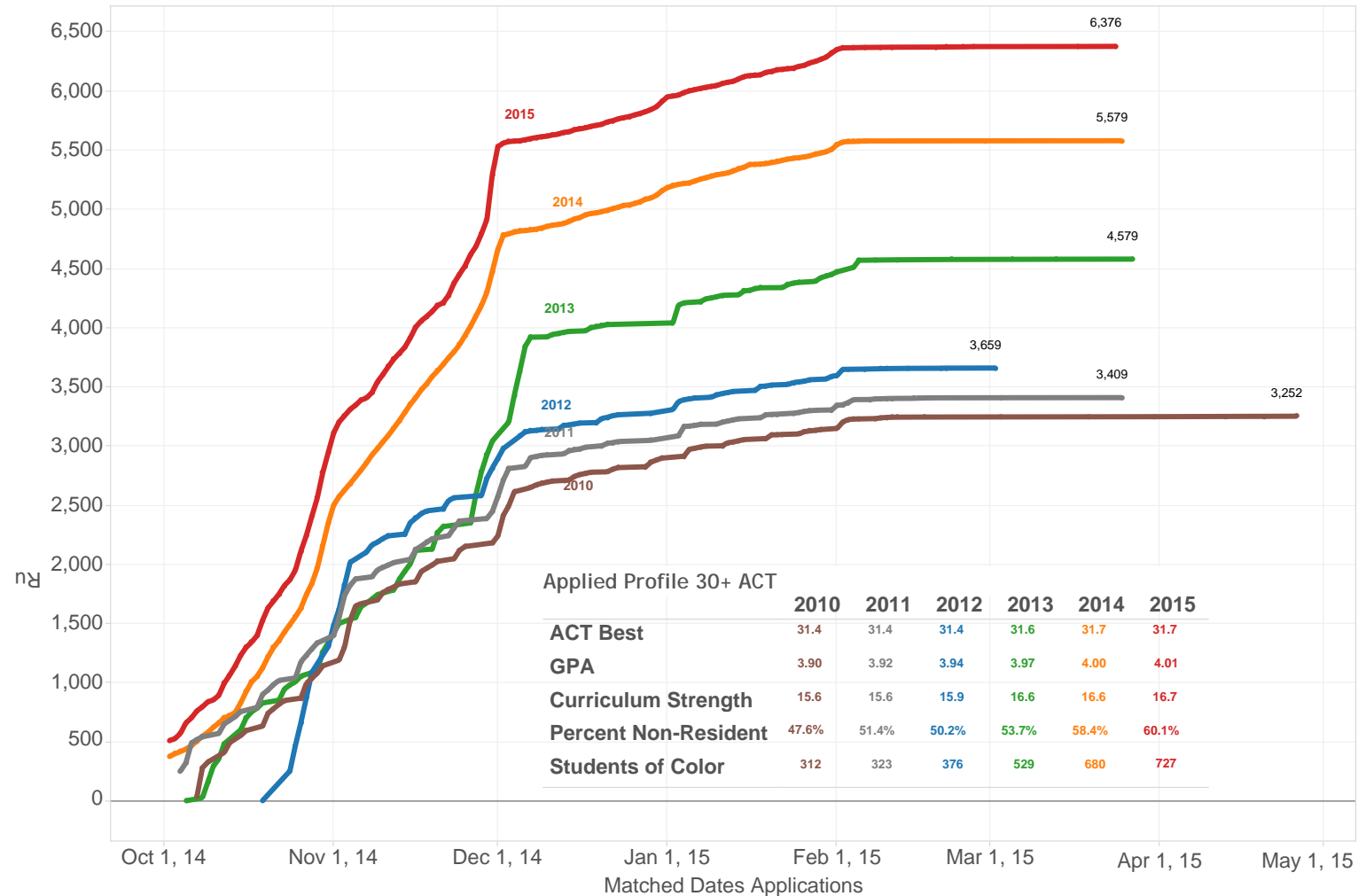
Applications - Students of Color



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

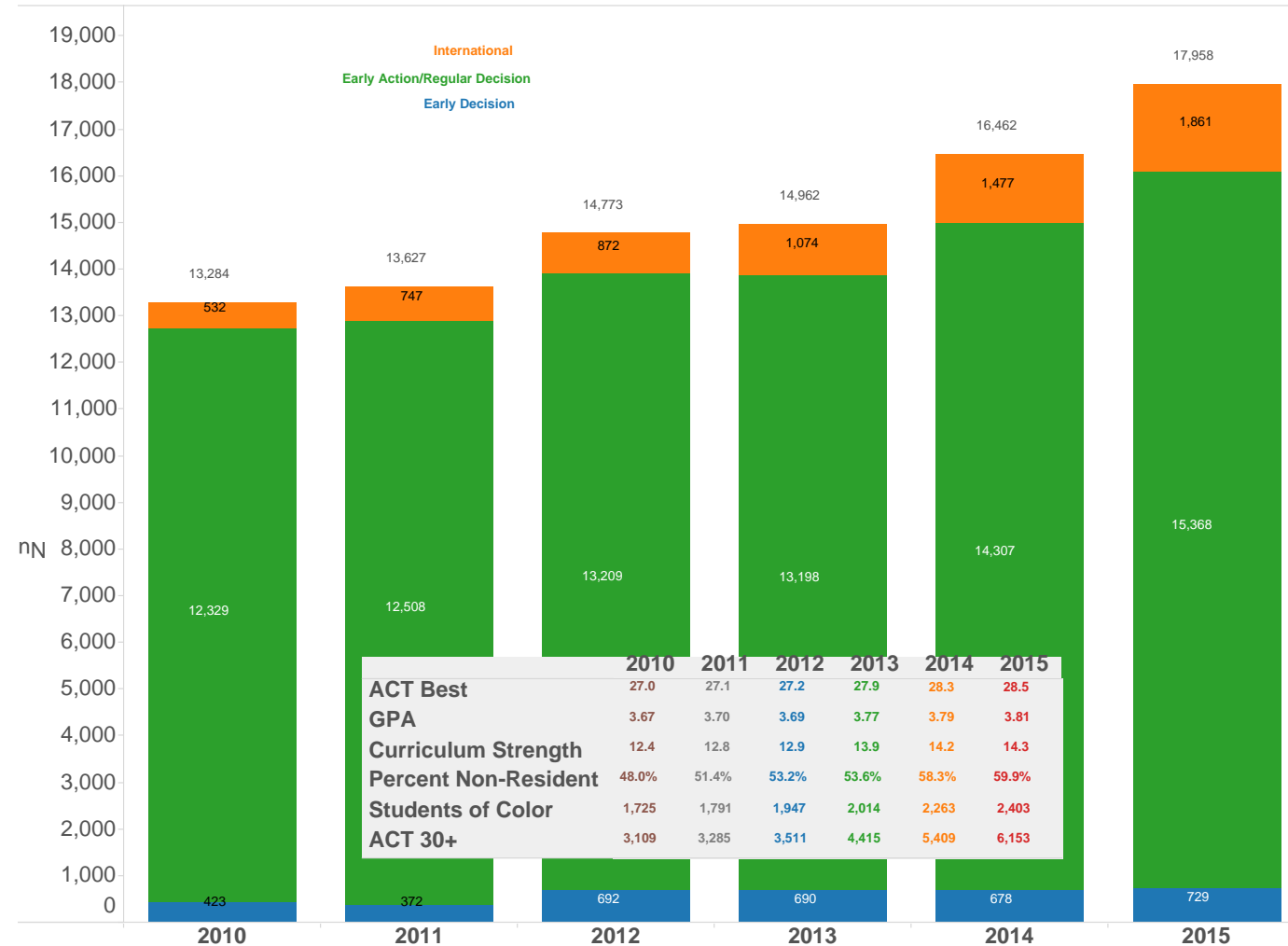
Applications - ACT 30 and Above



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

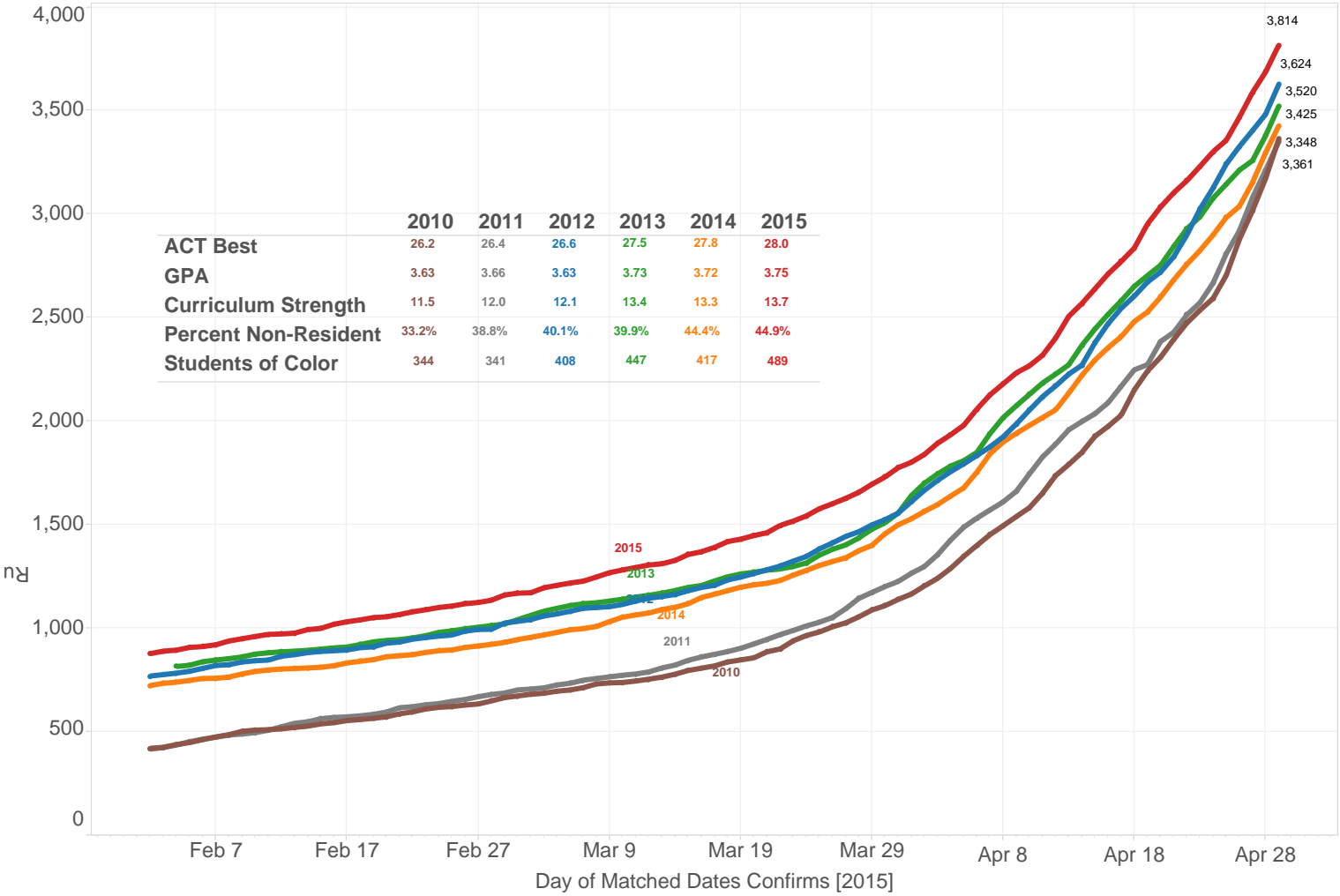
Admits by Application Type



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

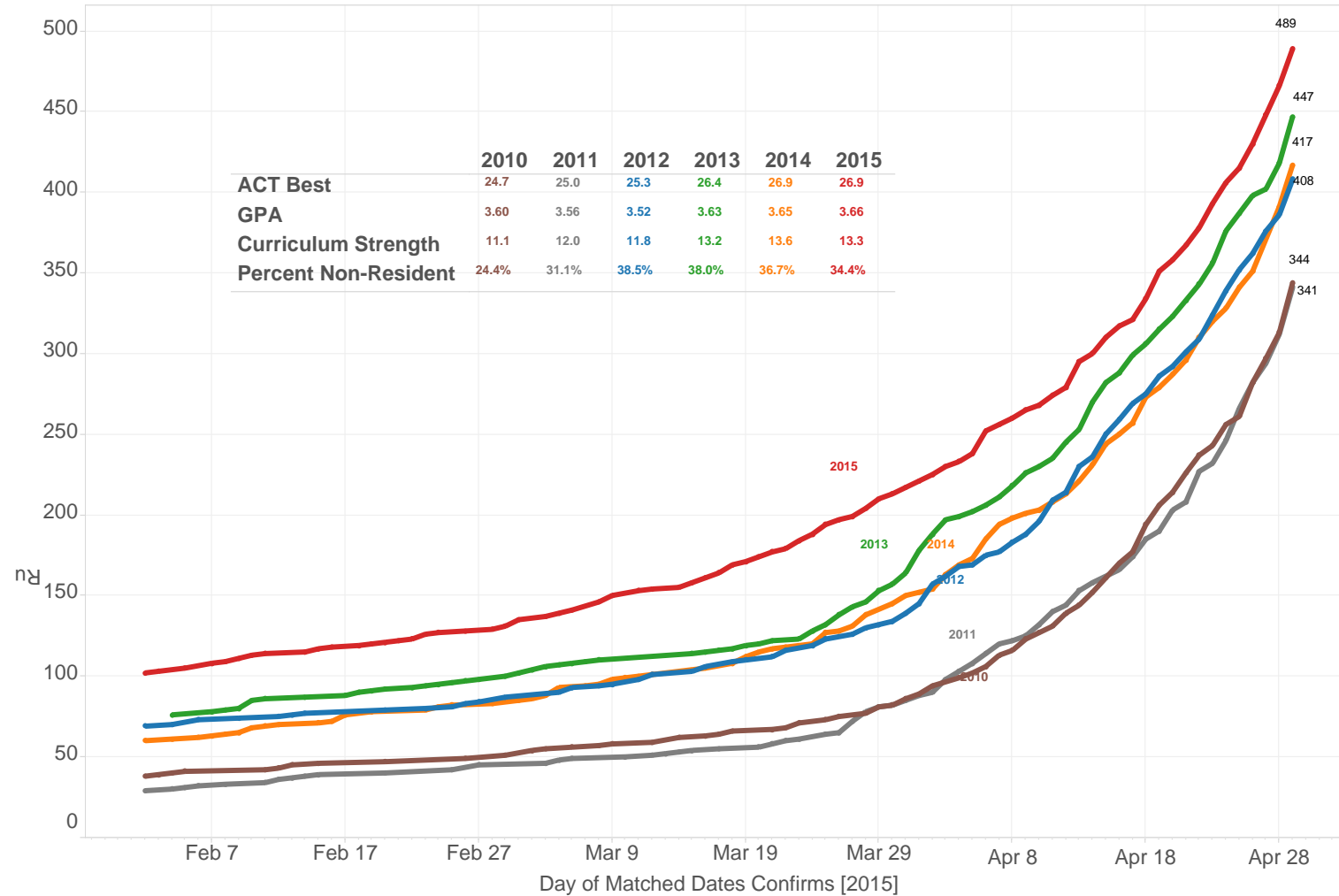
Confirmations



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

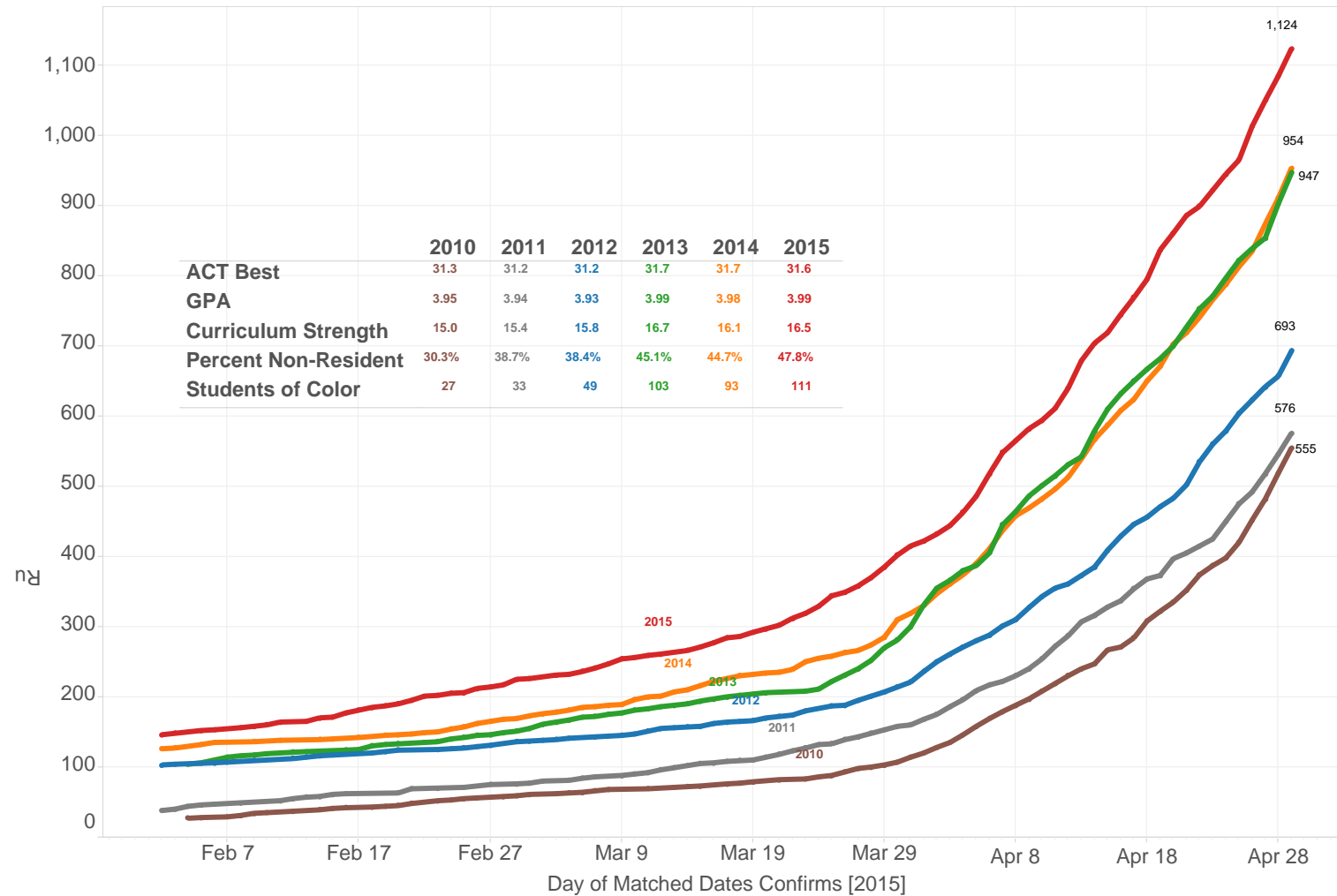
Confirmations - Students of Color



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

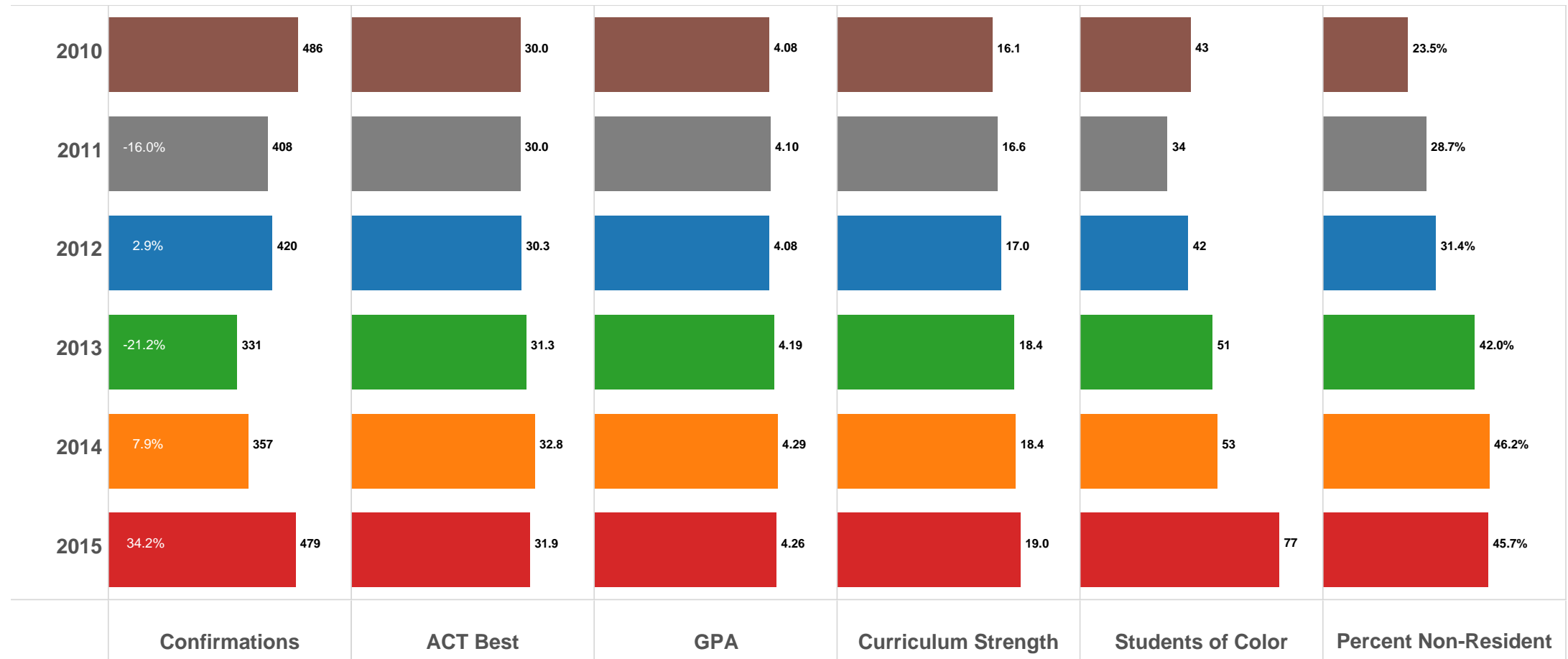
Confirmations - ACT 30 and Above



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

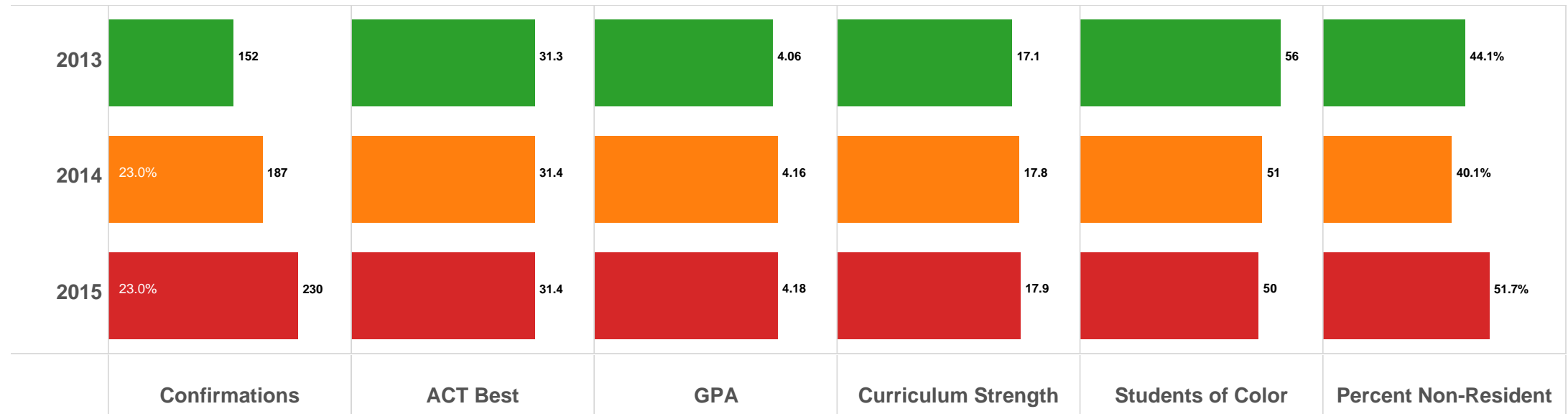
Key Indicators – Honors Confirmations



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

Key Indicators – Academic Scholars Confirmations

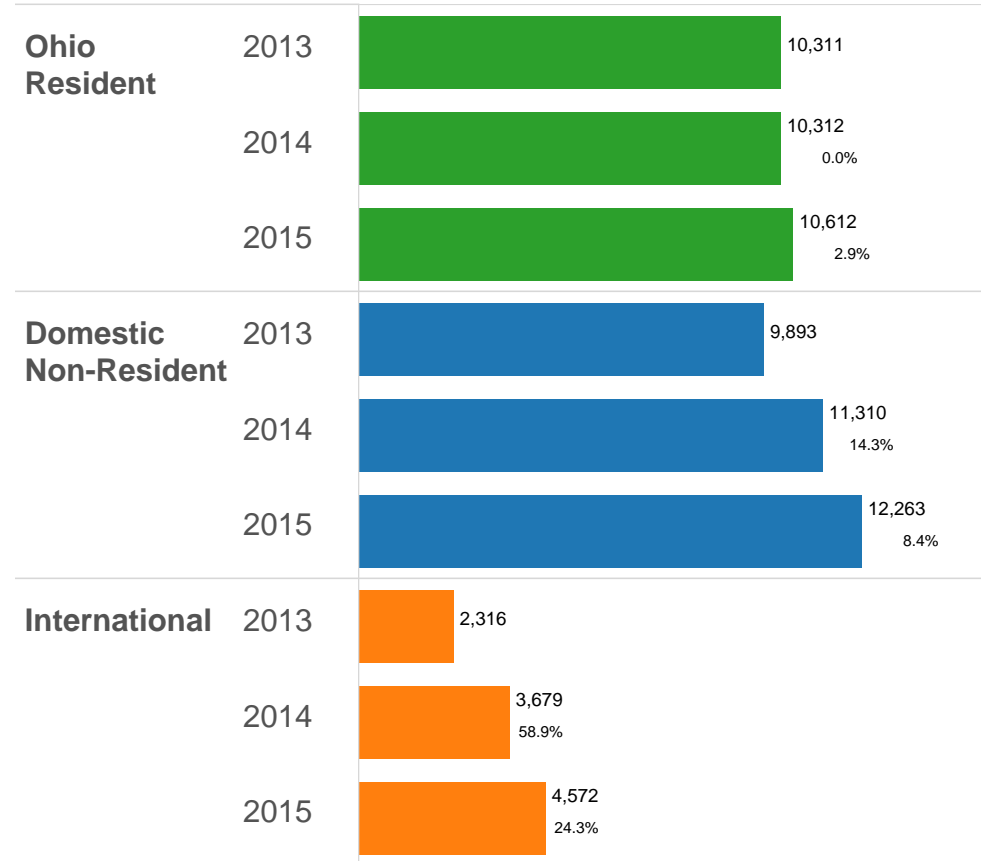


Division of Enrollment Management and Student Success

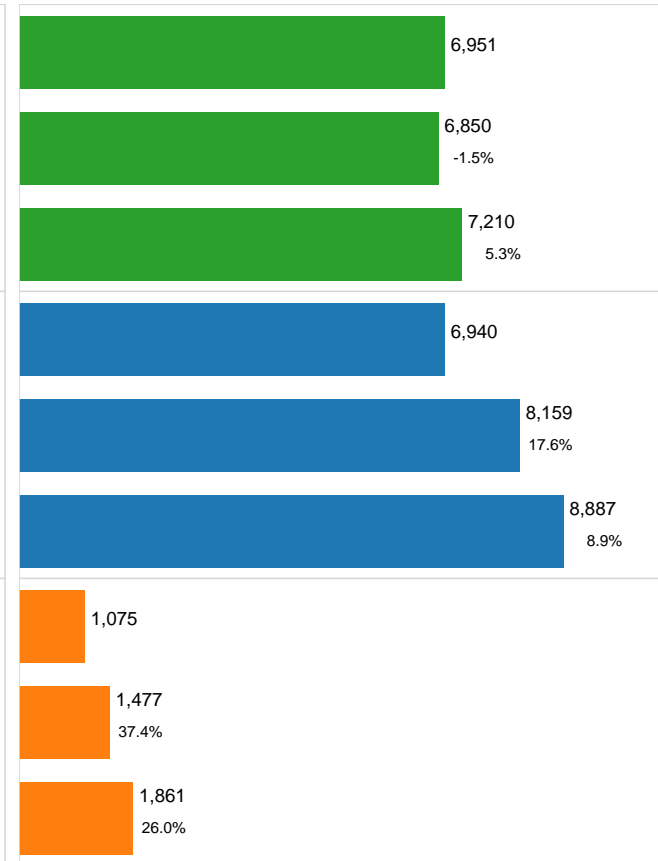
Note: Year to date data as 4/30/2015

Status by Residency

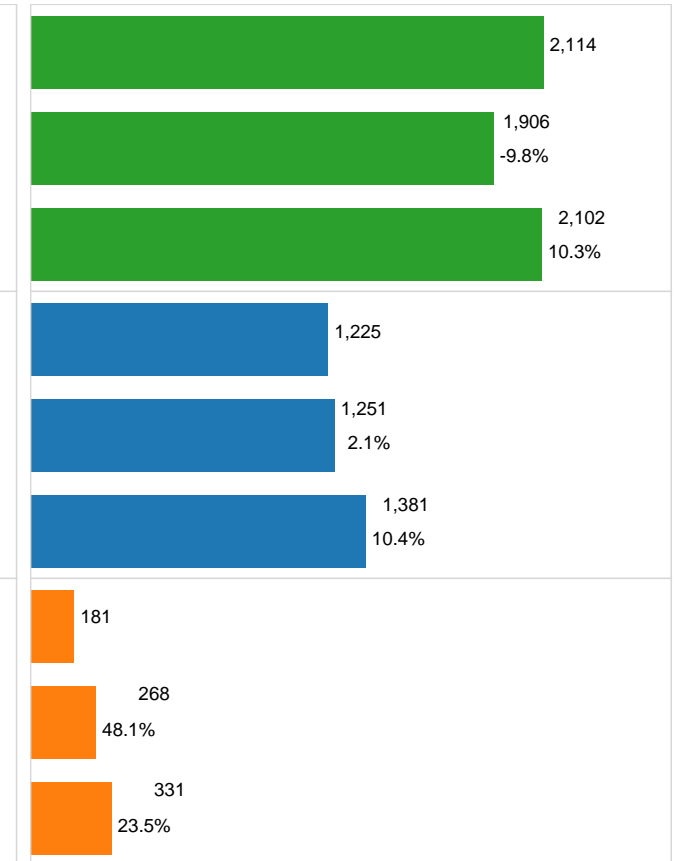
Applications by Residency



Admits by Residency



Confirms by Residency

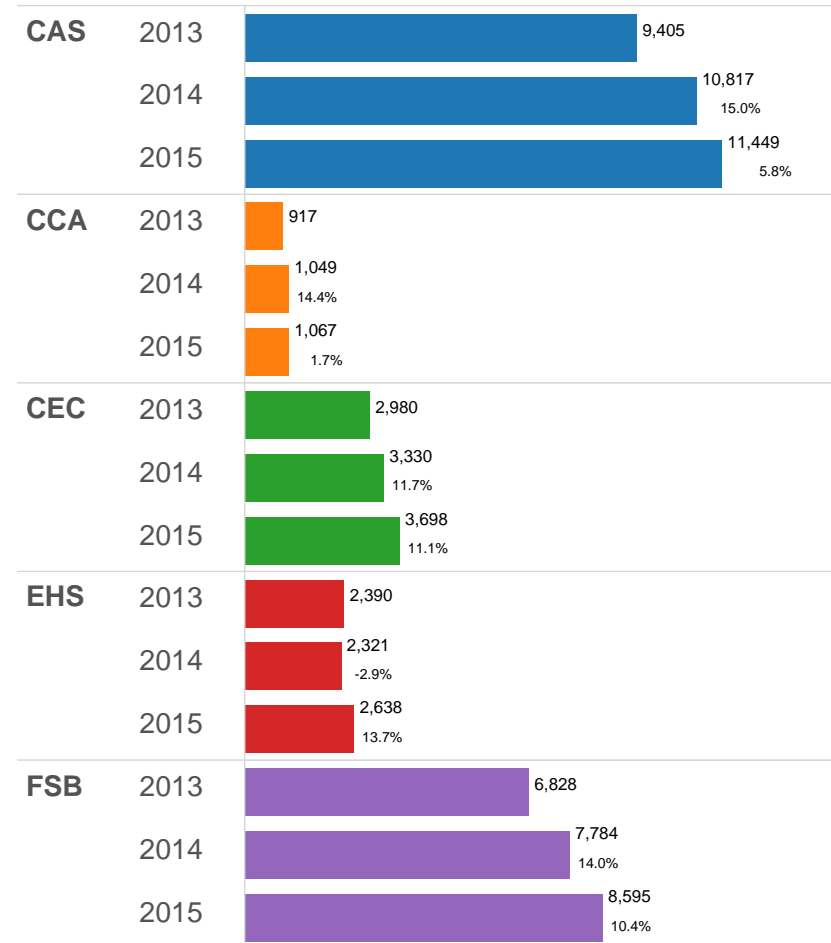


Division of Enrollment Management and Student Success

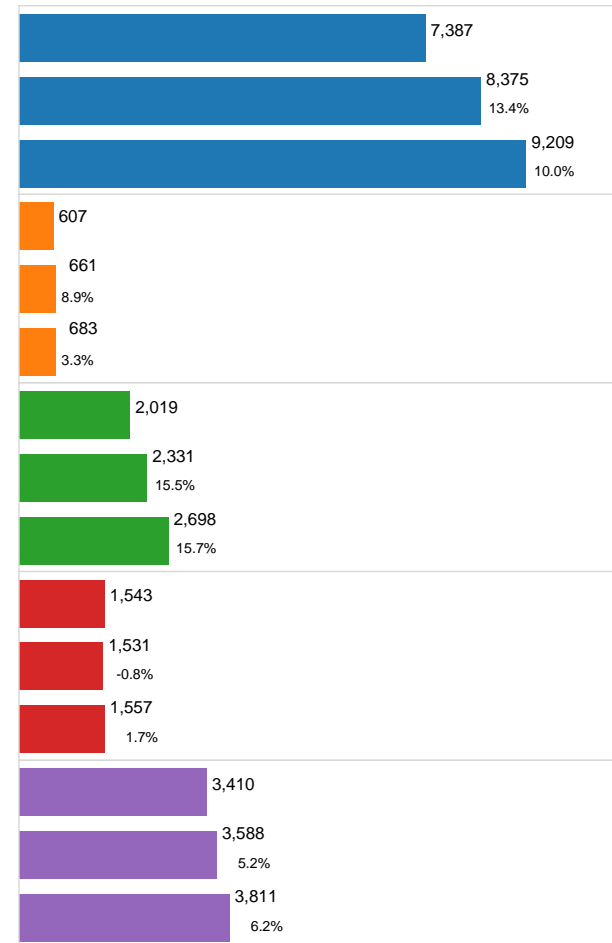
Note: Year to date data as 4/30/2015

Status by Division

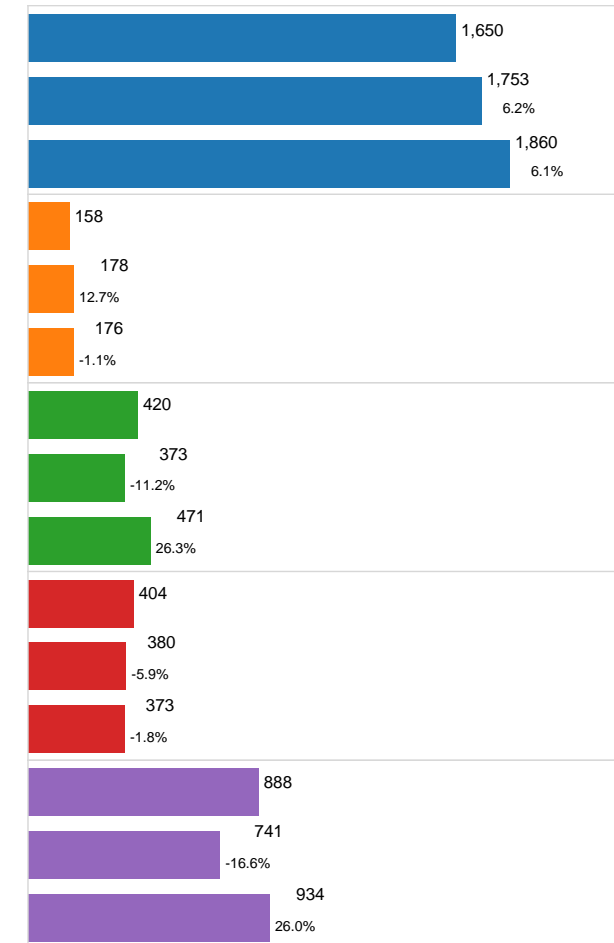
Applications by Division



Admits by Division



Confirms by Division



Division of Enrollment Management and Student Success

Note: Year to date data as 4/30/2015

Spring Admit Program

The Spring Admit Program is an opportunity for students who have demonstrated the ability, independence, and intellectual curiosity to be successful at Miami University but were not initially offered admission among an extremely competitive pool of applicants for Fall 2015.

Spring Admits are afforded the opportunity to take a gap semester between high school and their Miami collegiate career to pursue meaningful intellectual, civic, or social experiences – including taking classes at a local community college or regional institution – prior to arriving in Oxford in late January.

The Spring Admit Program was offered to students with a strong affinity to the University including:

- Legacy students
- Early Decision applicants
- Indicated Miami 1st choice on standardized testing

For Spring 2016

- 158 students were offered spring admission
- 21 confirmations as of 4/30/15 (May 1 deadline)

Other Enrollment Goals

Oxford Pathway Program

- Spring 2016 enrollment goal is 40 first-year Oxford students
- 85 students have expressed interest
- 37 confirmed students or a 2.6% YTD decrease versus fall 2014

American Culture and English (ACE) Program

- Fall 2015 enrollment goal is 250 first-year students
- 319 confirmed students or a 45% YTD increase versus fall 2014

Transfers

- Fall 2015 enrollment goal is 300 students
- 78 confirmed students or a 2.5% YTD decrease versus fall 2014

Note: Year to date data as 4/30/2015



QUESTIONS?



Good News April 2015

Our work supporting students, faculty, and staff is featured in this report through key office updates.

Admission

Key office updates included in presentation.

Bursar

The Office of the Bursar hosted several IUC schools for the Southwest Regional Bursar's Conference. This event provided the office an opportunity to showcase the One Stop for Student Success Services and the ways in which LEAN initiatives have been utilized and implemented at Miami University.

This spring, Miami has once again partnered with Tuition Management Systems to offer low-cost, three- and four-month payment plans to students. Nearly 20 percent of students elected to use the payment plans for the spring semester, collecting over \$20 million for the term.

Enrollment Operations and One Stop for Student Success Services

The One Stop for Student Success Services has resolved more than 24,000 tickets since opening in late fall 2014. Two new initiatives were recently completed to assist students in successfully registering for fall 2015 courses – a registration “tips” promotion and a campaign to students with unpaid balances that would prevent registration.

Student Financial Assistance (SFA)

This winter and early spring, staff from Student Financial Assistance and the One Stop for Student Success Services spoke in 30 local high schools presenting a financial information session to families of high school juniors and seniors. The presentation is designed to equip families with a basic understanding of the financial aid application and assist them in navigating the process at any college or university. Because this presentation has broad appeal, Miami is able to provide a needed resource to local high schools and communities while at the same time serving high school guidance counselors.

Student Success Office

Kim Ernsting started in her role as Director for Student Success in fall 2014. The hiring process for three additional staff members in the newly created Student Success Office is underway and should be completed by early May. The Student Success Center will be located in the Campus Avenue Building and will begin their student support efforts beginning with the fall 2014 semester.

Currently, the Student Success Office is working on a LEAN project to examine and reevaluate the process for students withdrawing from the University. The current procedure requires students to meet with a divisional advisor and submit a form only when withdrawing during the semester or term. However, a student who completes the semester and then withdraws from the University only has to cancel upcoming registrations without completing any sort of formal process. The LEAN project team will recommend a standard withdrawal process and form to be used anytime a student intends to withdraw from the institution. This new process will allow the University to collect pertinent and valuable information regarding student withdraws and to better assess and address students' needs with the intent of increasing student retention and completion.

University Registrar

Embracing and enhancing technology has resulted in University-wide use of the electronic roster. Of the nearly 2,000 Miami faculty, almost 1,300 used this online means to respond to student class changes during Spring Semester instead of using paper documentation. The first project has been the class drop, with nearly 6,300 instances as of April 8.

TERM	CAMPUS	DROPS	DROP_INSTRUCTORS	TOTAL_INSTRUCTORS
201520	H	1,382	224	289
201520	M	853	152	224
201520	O	4,006	898	1,420
201520	V	32	13	48
Totals		6,273	1,287	1,981

The office officially launched PAVER - Policy And Validation Effectiveness Report, a Miami-developed software application, which validates class schedules against the Oxford Class Schedule Policy. PAVER was the successful venture between CEC Capstone students, the University Registrar, and IT Services. Users are able to define parameters, run the PAVER software, and produce a quantitative and graphical display of classes which meet or do not meet the requirements of various University policies, including those related to time blocks, days of the week, and adherence to offering Friday classes.

Research and Analysis

In partnership with Education Advisory Board, Miami is continuing to pilot the Student Success Collaborative, a web-based platform that combines historical student data, predictive analytics, and career counseling information into a single advising tool. The spring 2015 semester includes implementing three pilot programs: undeclared students in the College of Arts and Science, and nursing and psychology students in the College of Professional Studies and Applied Sciences.

May 1, 2015
Academic and Student Affairs

RESOLUTION R2015-37

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new Bachelor of Science degree program; the Bachelor of Science in Applied Communication: Health Communication, College of Professional Studies and Applied Sciences;

*Approved by the Board of Trustees
May 1, 2015*



T. O. Pickerill II
Secretary to the Board of Trustees



Board of Regents

John R. Kasich, Governor
Jim Petro, Chancellor

University System of Ohio

REQUEST FOR APPROVAL

**SUBMITTED BY
MIAMI UNIVERSITY REGIONAL CAMPUSES**

**ESTABLISHMENT OF A
BACHELOR OF SCIENCE DEGREE IN
APPLIED COMMUNICATION: HEALTH COMMUNICATION**

Date of Submission: 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 Applied Communication, Major in Health Communication

Primary institutional contact for the request:

Name: Dr. Moira E. Casey

Title: Regional Associate Dean for Academic Affairs

Phone number: 513-727-3280

E-mail: caseyme@miamioh.edu

Department chair/program director:

Name: Dr. H. Louise Davis

E-mail: davishl3@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's, 62 master's, 1 educational specialist, 16 doctoral degrees (total 211 degree majors as of May 2014)

The institution offers the full range of degrees at the associate, bachelor's, master's and doctorate level. The complete list of degrees offered by Miami University can be found in the General Bulletin at the following link:

<http://www.units.miamioh.edu/reg/bulletins/GeneralBulletin2014-2015.pdf>

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements.

Licensure	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Endorsement	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

SECTION 1: INTRODUCTION

1.1 Brief summary of the request

A BS in Applied Communication with a major in Health Communication will prepare students for a variety of careers within and related to the expanding healthcare field. Skilled communicators are needed to help present technical or specialized health information to non-technical or non-specialized audiences. The major will be interdisciplinary, combining Communication, English, and Social Science courses with CPSAS courses in Nursing, Business Technology, Computer and Information Technology, and Health Information Technology. Majors will be prepared to work as patient advocates, public and community health advisers, technical writers, health education professionals, public relations and health communication specialists within hospitals, rehabilitation facilities, medical offices, nursing homes, community health centers, psychiatric facilities, and government agencies.

Few higher education institutions offer Health Communication as a Bachelor's degree, but the anticipated growth in the healthcare field combined with greater general demand for employees with bachelor's degrees suggests that a BS in Health Communication would be desirable for students who seek solid employment prospects. The Bureau of Labor statistics predicts that health care and healthcare support will be among the occupations with the fastest projected growth between 2012 and 2022; healthcare support occupations, specifically, are predicted to increase by 28% by 2022. In the region, the University of Cincinnati and Ohio University offer health communication clusters or concentrations within their Communication majors, and Wright State offers one course in health communication. Miami's Regional Campuses have the opportunity to be the first in the region to meet this need with a Health Communication bachelor's degree.

Miami's Regional Campuses, situated along the 1-75 corridor in southwest Ohio, are particularly well situated to provide this degree. This program will draw on Miami's Regional Campuses' existing strengths in Nursing, Health Information Technology, Business Technology, and the liberal arts core of the Miami Plan. In addition, the program will provide students with a clear path to employment in the region: more than 5,000 healthcare businesses are located in Southwest Ohio (Butler, Hamilton, Warren, Preble, Montgomery, and Clermont counties) with revenue of \$28.7 billion and over 300,000 employees. Regional campus students seeking degrees with direct connections to the workforce will be well served by this degree, which will be offered entirely online to serve our working and place-bound students.

The CPSAS and the regional campuses have sufficient resources, classrooms, faculty, and libraries, 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. **Provide documentation of the notification as an appendix item.***

An initial inquiry was submitted to the Ohio Board of Regents on **DATE**. 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>. The initial inquiry can be found in **Appendix B**.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

Insert/describe the institution's 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

[\(http://MiamiOH.edu/about-miami/leadership/president/mission-goals/\)](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'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 Student Success, 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>.

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's of Science in Applied Communication: Health Communication will be housed within the department of Integrative Studies (IS), which is solely located at Miami's regional campuses, serving the residents of southwest Ohio. The department, an academic unit with its own director, 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 a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the IS faculty, the department director, the CPSAS dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

Curricular decisions will proceed through standard department, college, and university approval processes.

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. 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.

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

- Integrative Studies Advisory Committee - This committee, which includes leaders from the community, campus student advisors, faculty from the Oxford Campus in related disciplines, and the IS faculty, provides guidance on curriculum, field placement and other matters.
- Integrative Studies Curriculum Committee includes all of the integrative studies core faculty, a group with training in American studies, English, Communication, History, and Psychology.
- Integrative Studies Assessment Committee – This committee, chaired by a faculty member from the IS degree program, 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. An associate dean or other designee of the dean chairs the committee.
- 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. An associate dean or other designee of the dean chairs the committee.
- 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 six 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, Authorization Request_USO_undergraduate Page | 7 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, dean of the graduate school and secretary of the university. 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 offering open and affordable access to higher education to residents of southwest Ohio. This degree program draws on the expertise of faculty on the regional campuses, educates students on vital health issues facing various different communities, and offers practical skills that graduates can apply in a variety of careers. Offering the degree online speaks directly to the regional campuses' mission of making education accessible.

- Providing academic programs to meet needs of the region.

Graduates of this program will have many employment opportunities in healthcare-related businesses in the region. As stated in the request summary, there are more than 5000 healthcare businesses in Southwest Ohio with revenue of \$28.7 billion and more than 300,000 employees.

Residents of the region will benefit from having individuals who are prepared to clearly, accurately, and ethically present technical or specialized health information to non-technical or non-specialized and diverse audiences.

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.

A needs assessment was conducted that demonstrated significant employment opportunities for those earning a Bachelor of Science in Applied Communication: Health Communication. Employment prospects are best for those recent graduates with internships or work experience in the field. Professionals in this field can be employed by local and state health departments, federal agencies, and health care providers. Private companies, such as pharmaceutical manufacturers, and non-profit agencies, hire health communication professionals.

The U.S. Bureau of Labor Statistics (BLS) projects that job opportunities for public relations specialists - which include health communicators - would grow 23%, faster than the average for all occupations, from 2010-2020 (www.bls.gov). The BLS also states that specialists typically need at least a bachelor's degree and managers need both a degree and some work experience. The BLS reports public relations specialists earned a median annual salary of \$54,170 as of May 2012.

According to Outlook Occupational Handbook, between 2012 - 2022 employment opportunities for health educators and technical writers are expected to grow 21% and 15% respectively. According to Ohio Labor Market Information, between 2010 - 2020

employment opportunities for health educators and technical writers are expected to grow 24.3% and 13.9% respectively.

Within the state of Ohio, there are more than 26,000 healthcare businesses (medical practitioners, diagnostic laboratories, hospitals, nursing homes, and residential care facilities). More than 5,000 healthcare businesses are located in Southwest Ohio (Butler, Hamilton, Warren, Preble, Montgomery, and Clermont counties) with revenue of \$28.7 billion and more than 300,000 employees. Butler County accounts for 663 of these businesses, with nearly \$900 million in revenue and over 16,000 employees. Job growth in this industry is projected to remain strong through 2020, with nearly a 35% increase in jobs in medical offices and labs from 2010 and an 18% increase in positions in nursing homes and residential care facilities over 2010.

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 Regional Campuses Citizens' Advisory Board was consulted as were selected experts in health care agencies located in the region: specifically, Jack Talbott, Director of Human Resources at West Chester Hospital; Grant Wentzel, Director of Public Relations and Marketing at West Chester Hospital; and Tom Urban, President and North Market Leader of Mercy Health Fairfield Hospital. The experts unanimously support this degree, citing the increasing need for individuals with broad-based health communication skills in the health care industry in southwest Ohio. Advisory Board members advised us to ensure the curriculum provides traditional communication skills work and praised our curricular attention to health-specific courses in Nursing and Business Technology. They also encouraged us to make sure our students get practical experience via co-op and internship opportunities and to consider a much larger variety of evolving positions in health care for our graduates than we had initially considered.

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; the proposed degree program is not subject to external accreditation. However, the degree program has been carefully developed to meet a number of learning objectives and will be fully assessed in meeting those objectives, as are all Miami degrees. The curriculum has been developed to adhere to the standards of the National Communication Association (NCA). According to the National Communication Association's (NCA) **Standards for Undergraduate Communication Programs** document, "Given the breadth and depth of the communication discipline, the National Communication Association has chosen a different path that focuses on guidance and support rather than strict adherence to a particular set of standards. NCA recognizes the value of standards that can be used to support the development of communication departments, point the way for program improvement, and serve a rhetorical function in making the case to institution administrators concerning both the quality and the needs of a department" (April, 2011, p. 1).

One of the unique aspects of the communication discipline is the variety of different scholarly areas studied. At different institutions, mostly because of the faculty composition of respective communication departments, the discipline could be viewed as a social science or humanities department. This dual distinction, or lack of consistency in national designation, is not something experienced by other disciplines and demonstrates the unique characteristics of the communication field.

As of September 2014, NCA officially recognized over 40 different divisions that members can join (<http://www.natcom.org/interestgroups/>). The NCA site explains that divisions "provide forums for members who share interest in a topic of substantive study" (<http://www.natcom.org/whatareinterestgroups/>). These divisions range quite drastically, from Health Communication to Performance Studies; from Ethnography to Interpersonal Communication; and the variety of these divisions demonstrates the broad interests of the discipline. Because of the variety of different areas of focus, many communication departments offer a general communication degree but also offer specific concentrations. As a result, we tend to see departments that either highly specialize in one particular area (e.g., interpersonal communication, performance studies, public relations) or provide students a general degree in communication, with additional course work in an area of their choosing.

In the case of this degree proposal, offering a specialized degree in Health Communication would allow the regional campuses to distinguish our degree offering from a general communication degree offered at other institutions, and provide specialized knowledge to our students by leveraging our ability to combine the health offerings available at the regional campuses with the study of communication. In essence, the core of our proposed degree program is firmly situated within Health Communication. Other communication programs have core coursework consisting of general communication classes with the option of taking a few classes in a specialized area (i.e., a concentration). The proposed degree essentially flips this approach, and offers substantive study of health and health communication, which we believe will allow our graduates to be more competitive on the job market, and provide them with the skills and knowledge necessary to excel in their careers.

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.

No other USO institution within a 30-mile radius offers a four-year degree in Applied Communication: Health Communication. The University of Cincinnati offers a Health and Environment cluster (http://www.artsci.uc.edu/content/dam/artsci/departments/communication/Comm_Docs/CommClusters-5.pdf) as part of its undergraduate degree in Communication and the focus of this cluster is "the role of communication in constructing and managing individual, institutional, cultural and political experiences of health, illness and the environment" (<http://www.artsci.uc.edu/departments/communication/research/healthcluster.html>). It would appear that this cluster mimics what other communication departments do, offer a general communication degree with a concentration in a more specific area. The proposed degree changes this model by offering a solid foundation in the communication discipline, but builds this foundation around health communication, rather than simply adding this area on as a concentration at a later point in time.

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.

N/A

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 Applied Communication: Health Communication 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.muohio.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.units.muohio.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 u.select (accessed via <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>)

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.

Health communication is the study and practice of using "communication strategies to inform and influence individual health related decisions that enhance health" (CDC). Ultimately, the goal of health communication is to improve quality of life and public health. Understanding the role of communication in influencing individual health decisions and overall health outcomes is a crucial skill that prepares you for a variety of careers. As a health communication graduate, you could pursue a career as a community health campaign worker, patient advocate, peer health promoter, public relations and health communication specialist within hospitals and other medical organizations, or you could pursue graduate study in communication, public health, or related disciplines. Grounded in an integrative understanding of the relationship between theory and praxis, the program emphasizes human identity and diversity, quantitative and qualitative research competency, 21st century communication skills, and public advocacy. In addition to core courses in applied communication, students will take courses in English, Statistics, and Nursing with the option to customize curricular options.

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.

This program takes a holistic approach to understanding health communication by identifying several competencies vital for fully understanding and engaging in health communication. Audience adaptation has held a central role in the study of communication for millennia, so the overall objective of an applied communication degree focuses on students' ability to adapt health and scientific messages to a variety of contexts and through a variety of media. Competent health communication professionals regularly communicate with lay audiences about health and scientific issues, often interpreting complex scientific and medical research from qualitative and

quantitative perspectives. In addition, effective health communication requires understanding cultural contexts and other axes of human identity and difference. As technology develops, health communication professionals will need to communicate across various media and platforms, so our students need to feel equipped to communicate in traditional written and oral forms as well as through social and new media platforms. Health communication practitioners must also address emerging community health needs by developing and implementing social scientific research programs. Such programs allow health communication practitioners to understand how audiences interpret health messages and, ultimately, to tailor health messages to inform and influence health stakeholders. In order to equip our students with the skills needed to successfully perform in a variety of different health communication positions, we have included the study of both quantitative and qualitative methods. As noted earlier, the communication discipline is rather broad and research within health communication does include both quantitative and qualitative studies. For instance, undergraduate-level research includes applying theoretical models to particular health issues, assessing the efficacy of various public health campaigns, examining health related themes in media, autoethnographic studies, and in-depth qualitative studies of particular populations. This two-class method sequence of COM 262 followed by APC 363, similar to the Bachelor of Arts in Psychology requirement of PSY 293 and PSY 294 (each 4 credit hours), will equip students with the knowledge base and skill set needed to be successful in their careers. Additionally, for students intending to pursue graduate work, the two courses in research methods will provide the necessary undergraduate foundation for the development of their research skills at the graduate level.

The chart below presents the program's learning objectives and the portions of the curriculum that address each objective.

Program Objectives/Learning Objectives

<u>Learning Objective</u> By the time they graduate with a BS in Applied Communication and major in Health Communication, students should be able to:	<u>Courses Where Practiced</u>
Identify health issues facing multiple communities	APC 201, NSG 321, APC 401, advanced electives in the major
Adapt health and scientific messages to specialist and non-specialist audiences	APC 201, ENG 313, writing/technology course, introductory communication course
Communicate carefully and clearly in a variety of media, including: oral presentations, written documents, social media, and visual platforms.	APC 201, ENG 313, writing/technology course, introductory communication course, advanced electives in the major
Demonstrate intercultural competency and an appreciation for human diversity, difference, and identity.	Diversity course, MP Global, advanced electives in the major
Explain, interpret, and assess health communication research from various ontological and methodological positions	COM 262, APC 363, APC 401, STA 261, advanced electives in the major

Explain, interpret, and assess health messages/campaigns	APC 401, ENG 313, advanced electives in the major
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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.

Course (number: name)	Credit hrs	Major/ Core	General Education	Elective	OTM, TAG, or CT equivalent	New/ Existing
APC 201: Introduction to Environmental Health and Risk Communication	3	Core				New
COM 262: Empirical research Methods	3	Core				Existing
APC 363: Advanced Methods in Applied Communication	3	Core				New
STA 261: Statistics (4)	4	Core	x			Existing
PHL 131: Problems of Moral and Social Values	3	Core				Existing
NSG 321: US Healthcare System and Culture	3	Core				Existing
ENG 313: Technical Writing	3	Core				Existing
APC 401: Applied Communication Capstone	3	Core				New
COM 134: Introduction to Communication	3	Major		x		Existing
COM 136:	3	Major		x		Existing

Introduction to Interpersonal Communication						
COM 239: Theories of Communication	3	Major		x		Existing
COM 259: Introduction to Strategic Communication and Public Relations	3	Major		x		Existing
ENG/IMS 224: Digital Writing/Rhetoric	3	Major		X		Existing
ENG 413: Grant and Proposal Writing	3	Major		X		Existing
JRN 201: Reporting and News Writing	3	Major		X		Existing
BTE 224: Medical Terminology	3	Major		X		Existing
BTE 284: Technology for Knowledge Workers	3	Major		X		Existing
BTE 441: Social Media and Career Development	3	Major		X		Existing
CIT 273: Web Application Development	3	Major		X		Existing
CIT 431: Health Information Technology	3	Major		X		Existing
ATH 175: Peoples of the World	3	Major		X		Existing
ATH 185: Cultural Diversity in the US	3	Major		X		Existing
BWS 151: Introduction to Black	3	Major		X		Existing

World Studies						
COM 436: Intercultural Communication	3	Major		X		Existing
IDS 159: Strength Through Cultural Diversity	3	Major		X		Existing
FSW/SOC/WGS221: Human Sexuality	3	Major		X		Existing
WGS/KNH 243: Women's Health Care: Problems and Practices	3	Major		X		Existing
CIT 448: Global and Strategic Issues in Information Technology	3	Major		X		Existing
COM 336: Advanced Interpersonal Communication	3	Major		X		Existing
COM 339: Organizational Communication	3	Major		X		Existing
COM 428: Communication in Conflict Management	3	Major		X		Existing
MAC/COM 447: Mass Media Criticism	3	Major		X		Existing
COM 438: Political Communication	3	Major		X		Existing
PHL 375: Moral Issues in Health Care	3	Major		X		Existing
PSY/KNH 329: Psychological Perspectives on Health	3	Major		X		Existing
SOC 357: Medical Sociology	3	Major		X		Existing

SOC 358: Sociology of Mental Disorders	3	Major		X		Existing
APC 340: Internship in Applied Communication	3	Major		X		New

The Health Communication program includes Miami Plan courses, core courses in the Department and distributive requirements in other disciplines (see descriptions below):

Degree Components **Credit Hours**

- 1. Miami Plan Foundation** **36**
- 2. Miami Plan Thematic Sequence** **9**
 - a. Students may not complete APC, COM, STA, ENG, or NSG thematic sequences.
 - b. Students who complete SOC, FSW, WGS, PSY, PHL, ATH, BWS, IMS, BTE, or CIT thematic sequences must choose courses with different prefixes in the advanced elective, writing/technology, and diversity course categories within the major.
 - c. Recommended thematic sequence for core public health competencies: MBI 1.
 - d. Recommended online thematic sequence: BTE.
- 3. Miami Plan Capstone Experience** **3 (this 3 also appears in the major)**
- 4. Major Requirements** **40**

Core: Take all of these (25 hrs)

APC 201 - Introduction to Health and Risk Communication

PHL 131 - Problems of Moral and Social Values

STA 261 - Statistics (4)

COM 262 - Empirical Research Methods

APC 363 - Advanced Methods in Applied Communication

NSG 321 - US Healthcare System and Culture

ENG 313 - Technical Writing

APC 401 - Applied Communication Capstone

Introductory Communication Course (choose 1) (3 hrs)

COM 136 - Introduction to Interpersonal Communication

COM 239 - Theories of Communication

COM 259 - Introduction to Strategic Communication and Public Relations

Additional Writing or Technological Course (choose 1) (3 hrs)

ENG 223 - Strategies for Writers

ENG/IMS 224 - Digital Writing/Rhetoric

ENG 413 - Grant and Proposal Writing

JRN 201 - Reporting and News Writing
 BTE 224 - Medical Terminology
 BTE 284 - Technology for Knowledge Workers
 BTE 441 - Social Media and Career Development
 CIT 273 - Web Application Development
 CIT 431 - Health Information Technology

Intercultural Competence Course (choose 1) (3 hrs in addition to MP Global coursework)

ATH 175 - Peoples of the World
 ATH 185 - Cultural Diversity in the US
 BWS 151 - Introduction to Black World Studies
 COM 436 - Intercultural Communication
 IDS 159 - Strength Through Cultural Diversity
 FSW/SOC/WGS 221 - Human Sexuality
 CIT 448 - Global and Strategic Issues in Information Technology
 WGS/KNH 243 - Women's Health Care: Problems and Practices

Advanced Electives (choose 2) (6 hrs)

COM 336 - Advanced Interpersonal Communication
 COM 339 - Organizational Communication
 COM 428 - Communication in Conflict Management
 COM 438 - Political Communication
 MAC/COM 447 - Mass Media Criticism
 PHL 375 - Moral Issues in Health Care (note: prerequisite required)
 PSY/KNH 329 - Psychological Perspectives on Health
 SOC 357 - Medical Sociology
 SOC 358 - Sociology of Mental Disorders
 APC 340 - Internship in Applied Communication

- 5. Electives 35 (40 for students matriculating before Fall 2015)**
6. Total 120 Credit Hours
(128 credit hours for students matriculating before Fall 2015)

*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.***

Core

APC 201: Introduction to Health and Risk Communication (3). Basic theories and approaches to studying environmental health and risk communication. Possible topics include doctor/patient communication, organizational communication in health contexts, health communication campaigns, and organizational responses to health and scientific crises.

APC 363: Advanced Methods in Applied Communication (3). Focuses on qualitative and interpretive methods of communication research. Possible topics include interviewing, ethnography, case studies, action research, textual and media criticism, interpretivist

epistemology, and research ethics. *Prerequisite: ENG 111 or permission of instructor.*

APC 401: Applied Communication Capstone (3). This course brings together students' study of health communication by applying their understanding of health communication to produce an original product/outcome within the context of a course theme. This product/outcome can include a health campaign, analysis of health messages, a collaborative project, or other product/outcome deemed appropriate by the instructor and one situated within the course theme (determined by the instructor). *Prerequisite: APC 201 and APC 363 and senior standing.*

COM 262: Empirical Research Methods (3). Examination and application of concepts and contexts of contemporary communication research and methods of research that facilitate investigation of human communication processes. Emphasizes experience in data collection and using the computer as a research tool.
Prerequisite: ISA 205 or STA 261 or STA 301.

ENG 313: Technical Writing (3). Introduction to the principles of technical writing. Attention to defining purpose, analyzing audience, developing document structure, creating visual design, drafting and revising communications. Practice in varieties of technical communication.

NSG 321: US Healthcare System and Culture (3). This course is designed to provide the student with an overview regarding factors that influence health care systems in the United States. A seminar/discussion format will be used to help students examine the culture of health care, various health care delivery systems, as well as roles of providers of care and key stakeholders. Students will also explore select contemporary and legal/ethical issues that arise in the evolving health care system.
Prerequisite: junior standing.

PHL 131: Problems of Moral and Social Values (3). Introduction to ethical theory and its application to individual moral issues relating to human conduct and social institutions and political systems. As a background for critical evaluation of these issues, major theoretical positions in ethics are investigated (including egoism, deontology, utilitarianism, religious ethics, and often virtue ethics and feminist ethics). Considers a number of issues relating to and often critical of ethical theories (may include relativism, skepticism, moral alienation, and cultural diversity of ethics). Course is historical and thematic with major ethical theories analyzed in relation to concrete situations. Involves students in the creative process of developing skills and arguments necessary to engage in reflective moral reasoning.

STA 261: Statistics (4). Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications.
Prerequisite: MTH 102 or 104 or 121 or three years of college preparatory mathematics or permission of department chair. V. CAS-E.

Introductory Communication Course

COM 136: Introduction to Interpersonal Communication (3). Introduction to major theories and empirical research regarding the role of interpersonal communication and related personal, contextual, and cultural variables in the development of various types of dyadic relationships.

COM 239: Theories of Communication (3). Introduction to communication and rhetorical theories. Students completing this course should be able to demonstrate competence in understanding the various theories discussed and see how they fit in the field of communication.

COM 259: Introduction to Strategic Communication and Public Relations (3). Introduction to the use of communication to influence societal issues and the field of public relations. Focuses on the history and development of the discipline and analyzes the influence of strategic communication on society. Covers theory and research foundations as well as broad contexts of application such as social activists, corporate stakeholders, media, community, and political groups.

Additional Writing or Technological Course

ENG 223: Strategies for Writers (3). Principles and practices of classical, modern, and visual rhetorics. Designed for students who want more intensive practice in developing arguments in academic, public, and professional contexts.

Prerequisite(s): ENG 111, 112 or permission of instructor.

ENG/IMS 224: Digital Writing/Rhetoric (3). Students will analyze and produce digital multimodal compositions that integrate words, images, and sounds. No prior web or digital writing experience required.

ENG 413: Grant and Proposal Writing (3). Intensive study of the principles and processes involved with preparing grants and proposals.

JRN 201: Reporting and News Writing (3). Introduces basic news writing, news gathering, and interviewing. Emphasizes instruction and experience in writing for print and online forms. Prerequisite for all journalism writing and creative courses.

BTE 224: Medical Terminology (3). Covers medical terms including definitions, spelling, and pronunciation along with their use in a workplace setting.

BTE 284: Technology for Knowledge Workers (3). Focuses on how productivity software and the Internet drive knowledge-worker tasks such as electronic calendaring, collaboration and electronic-document management. How software and hardware tools are affecting the work environment. Microsoft Office and other productivity software used.

Prerequisite: BTE 181 or permission of instructor.

BTE 441: Social Media and Career Development (3). In today's workplaces, the use of social media allows working professionals to become more visible and "connected." In BTE 441, the relationship between social media and career development will be studied as students learn about self-marketing, professional networking, and a variety of career search strategies. As active participants in Web 2.0 experiential activities, students will learn new skills in critical thinking, oral and written communications, interpersonal relationship-building, teamwork building, cross-functional training, and problem-solving approaches.

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 431: Health Information Technology (3). Examination of information technology and related systems in healthcare settings, particularly as they pertain to clinical systems. Emphasis is on the analysis of data needs, interpretation of workflow analysis, and investigation into interoperability requirements and standards.

Prerequisites: NSG 321 and CIT 348.

Intercultural Competence Course

ATH 175: Peoples of the World (3). Provides an appreciation of human cultural, social, and linguistic variation around the world and through time. Develops anthropological and ethnographic approaches to understanding cultural differences and similarities in political, social and economic organization; marriage and family patterns; environment and beliefs systems; and other aspects of globalized human cultural life.

ATH 185: Cultural Diversity in the US (3). Anthropological and ethnographic approaches to the study of cultural, social, and linguistic variation in the United States, its territories, and borderlands. As an introduction to cultural anthropology, the course provides a foundation for understanding historical and contemporary contexts related to globalization and diaspora; ethnic, racial, and class identities; political economy and environment; belief systems; and ethnographic methodology.

BWS 151: Introduction to Black World Studies (3). Introduces the Afrocentric perspective as it has developed in anthropology, history, political science, geography, sociology, religious studies, mass communications, theatre, art, etc. Covers theories, research, methodologies, and practice of Africana studies. Students develop historical and contemporary understanding of the African Diaspora.

COM 436: Intercultural Communication (3). Examines similarities and differences among cultures and subcultures with regard to norms, values, and practices in verbal and nonverbal communication. Barriers, such as prejudice and ethnocentrism, to effective intercultural communication addressed.

IDS 159: Strength Through Cultural Diversity (3). Serves as an interdisciplinary introduction to diversity. A primary goal of this course is to facilitate students' abilities to build their cultural competencies and their abilities to work toward a socially just and inclusive world by providing the conceptual tools and vocabulary to think about, discuss and experience diversity. Topics covered include multiculturalism, ethnocentrism, prejudice, discrimination, privilege, the impacts of social and cultural change, and the engagement of students in the global community.

FSW/SOC/WGS 221: Human Sexuality (3). Introduction to the study of human sexual behavior with particular attention paid to the issues of gender development; premarital, marital, and post-

marital sexual patterns; birth control; sexual dysfunction; cross-cultural sexual patterns; and alternative sexual lifestyles.

WGS/KNH 243 - Women's Health Care: Problems and Practices (3). Examines health and medical problems or concerns of women. Current controversial issues and misconceptions revealed in such topics as sexuality, rape, obstetrical and gynecological procedures, cancer detection and treatment, menopause, and psychotherapy. Women's health movement is introduced; health care delivery system scrutinized from the point of view of the female consumer.

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.

Advanced Electives

COM 336: Advanced Interpersonal Communication (3). In-depth examination of interpersonal communication theories and research. Particular emphasis placed on the role of communication through the life cycle of relationships, from their initiation and maintenance to their deterioration or escalation.

Prerequisite: COM 134 or COM 136 or permission of instructor.

COM 339: Organizational Communication (3). Focuses on how communication affects organizational systems and performance. Introduces theories and issues central to the study of organizational communication. Emphasis given to the interrelationship of task performance, human interaction, and the improvement of communication within organizations.

COM 428: Communication in Conflict Management (3). Examination of the role of communication in the management of conflict in various contexts. Stresses relevant theories and research as a basis for analyzing and understanding diverse types of conflict.

COM 438: Political Communication (3). Study of communication methods used in political campaigns. Special consideration of such aspects of political communication as analyzing audiences, structuring messages, developing stock speeches, political debating, selecting media, and interpersonal communication in political campaigns.

MAC/COM 447: Mass Media Criticism (3). Examination of the performance of mass media, especially television, in current social settings. Topics include news and entertainment programming and relationship between media industry and its products.

Prerequisite: major status or permission of instructor.

PHL 375: Moral Issues in Health Care (4). Purpose of course is to think together in an

informed and critical manner about selected issues in the field of health care. Attempt made with each issue addressed to consider distinctive interests and perspectives of physicians, nurses, patients, and the public. Issues considered include physician/patient relationships; lying, truth-telling, paternalism, and trust; death and dying, including suicide, euthanasia, and treatment of defective newborns; treatment of mental illness and patient rights; allocating scarce resources; nature of health and purposes of medicine.

Prerequisite: prior completion of one course in philosophy; PHL 131 is recommended.

PSY/KNH 329: Psychological Perspectives on Health (3). Examination of psychological factors involved in health. Topics include the appraisal of information concerning risks to health, the effects of social comparison on the experience of illness, control processes and coping with illness, emotional and cognitive factors associated with physiological responses to stress, psychosocial factors that moderate stress, including social relationships, personality and gender, and the process involved in attitude and behavioral change with respect to health issues.

Prerequisite: PSY 111.

SOC 357: Medical Sociology (3). Sociological study of illness, patients, medical professionals, and problems inherent in the delivery of health care services.

Prerequisite: SOC 151 or SOC 153 or SOC/SJS 165 or GTY 154.

SOC 358: Sociology of Mental Disorders (3). Study of social factors in cause, perpetuation, and treatment of emotional problems.

Prerequisite: SOC 151 or SOC 153 or SOC/SJS 165.

APC 340: Internship in Applied Communication (3). Supervised work experience in external organizations in a health context.

Prerequisite: Prior permission of instructor and department chair required.

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

Time Period	Curriculum Component	Time Period	Curriculum Component
Fall 1	ENG 111: College Composition (MPF I) (3)	Spring 1	STA 261 - Statistics (4) (also satisfies MPF V)
	MPF IIA (3) Fine arts		ENG 112: College Composition (3)
	MPF IIB (3) Humanities		Introductory Communication Course (3)
	MPF Global (3) (C)		MPF IIC (3) Social science (recommend COM 136)
	MPF IV A or B: Science + Lab (4) (Natural or Biological)		Electives (3-6) (6 if using COM 136 for both requirements above)

Total	16 Hours		16 Hours
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Time Period	Curriculum Component	Time Period	Curriculum Component
Fall 2	ENG 313 - Technical Writing (3)	Spring 2	NSG 321 - US Healthcare System and Culture (3)
	MPF Global (3)		MPF Global (3)
	MPF IV A or B - Lecture in Natural or Biological Science (whichever not completed above) (3)		MPF IV A or B -- Lecture in Natural or Biological Science (3)
	APC 201 - Intro to Health and Risk Communication (3)		Diversity Course (3)
	Electives (3-4)		Electives (3-4)
Total	15-16 Hours		15-16 Hours

Time Period	Curriculum Component	Time Period	Curriculum Component
Fall 3	COM 262 – Empirical Research Methods (3)	Spring 3	APC 363 - Advanced Methods in Applied Communication (3)
	PHL 131 – Problems of Moral and Social Values (3)		Second Thematic Sequence Course (3)
	First Thematic Sequence Course (3)		Advanced Elective in the Major (3)
	Electives (6-7)		Electives (6-7)
Total	15-16 hours		15-16 hours

Time Period	Curriculum Component	Time Period	Curriculum Component
Fall 4	APC 401 - Applied Communication Capstone (3) (MPC Capstone)	Spring 4	Writing/Technology Course (3)
	Third Thematic Sequence Course (3)		Advanced Elective (major) (3)
	Electives (7-9)		Electives (9-10)
Total	13-16 hours		15-16 hours

Grand Total	120-128		
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6.5 Alternative delivery options (please check all that apply):**Optional: Indicate Alternative Delivery Options**

- ☒ 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.*

Name of the unit/position responsible for directing assessment efforts

Assessment efforts at the university are directed by the Office of the Provost and the Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA). 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.

For the Bachelor of Science in Applied Communication degree, the Integrative Studies Assessment Committee will be responsible for directing assessment efforts at the program level. The University's Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) was consulted during assessment plan development.

Description of any committees or groups that assist the unit

With the support of The Center for the Enhancement of Learning, Teaching and University Assessment (CELTUA) at Miami University, the Integrative Studies Assessment Committee will create an assessment plan for the Bachelor of Science in Applied Communication degree program. CELTUA's mission is to support learning, teaching, and assessment in the engaged university, encourage appreciation of diversity and global awareness, and promote reflective and scholarly practice by teachers, students, and their center. The office houses a director and full- and part-time staff members.

Additionally, each regional campus has a Center for Teaching and Learning (CTL). Centers for Teaching and Learning (CTL) are designed to support faculty as they develop and reflect upon their teaching. CTL typically do this through faculty mentoring, course development support, teaching workshops, and assessments. CTLs can have a profound impact on students because they recognize the multiple ways in which students learn and they provide services and supports that promote learner-centered environments. In addition, faculty members benefit from peer support and opportunities to reflect on their teaching.

Description of the measurements used

Each major or degree program specifies at least three learning outcomes to assess. Each year, data is collected and analyzed related to 2 or 3 of the stated outcomes and used for program improvement, completing review of all outcomes during a three-year cycle. When beginning the process of assessment for the first time, departments and programs create an assessment plan for each degree program or major. Each year, the assessment data for at least one of the 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 program and course levels:

At the program level:

Final projects from the Capstone will be evaluated by the Integrative Studies Assessment Committee according to rubrics designed to assess programmatic learning outcomes.

Information will be regularly solicited from community partners about students placed in their organizations and/or program graduates they have hired.

Students will complete a Final Reflection as part of the last assignment for the Capstone course in which they reflect on their experiential learning, their skill development, and their own assessment of having met the degree program's learning outcomes. The Integrative Studies Assessment Committee will review these assignments as part of the annual assessment review.

At the course level:

New course syllabi will be evaluated by the CPSAS Curriculum Committee as part of the course approval process.

Course syllabi and selected assignment sheets will be evaluated by the Integrative Studies Assessment Committee to ensure that explicit links exist among course activities, assignments, and 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.

Where appropriate, community partners will assess student learning through surveys and interviews about students placed in their organizations. This assessment data will be collected by the Service-Learning Placement Coordinators, in cooperation with faculty, who will also distribute the results program-wide.

Process-controlled evaluations are completed for each course. These evaluations contain standard questions asked of all university courses as well as questions specific to division; departments and individual instructors can add questions as well. Miami Plan courses also include questions that ask about attainment of liberal education outcomes.

Frequency of data collection

Data collection will be completed according to the degree program assessment plan. Process controlled evaluations for each course will be completed at the end of each semester.

Frequency of data sharing

Data will be shared in required program review, annually to CELTUA, and in communication with faculty through appropriate means (workshops, reports, newsletters, etc). We also plan to share the data with local nonprofits and community organizations as part of our job placement efforts.

How the results are used to inform the institution and the program

Data will be collected on an ongoing basis to support continuous improvement and to align our curriculum with our programmatic goals and student learning outcomes. The Integrative Studies Assessment Committee will compile data annually, and assessment results will be discussed by our program's faculty to determine what changes, if any, can enhance student learning.

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

In individual courses, faculty will continually measure individual student success. These efforts will be overseen by the Integrative Studies Assessment Committee with the support of CELTUA.

Description of any committees or groups that assist the unit

With support from CELTUA and the regional CTL's, the Integrative Studies Assessment Committee will develop a specific assessment plan for the Applied Communication degree program.

Description of the measurements used

Program outcomes are discussed in Section 6: Curriculum. In this section, three levels of student learning outcomes are identified. These include Level 1 (Understand), Level 2 (Analyze), and Level 3 (Create and Evaluate).

Program Outcomes	Relevant Courses	Level 1: Understand	Level 2: Analyze	Level 3: Create and Evaluate
Identify health issues facing multiple communities	APC 201, NSG 321, APC 401, advanced electives in the major	Describe a variety of community health issues.	Analyze the impact of specific health issues on communities.	Evaluate the impact of health issues among different communities.
Adapt health and scientific messages to specialist and non-specialist audiences	APC 201, ENG 313, writing/technology course, introductory communication course	Identify the differences between specialists and non-specialist audiences. Describe how health information needs differ among various audiences.	Analyze audiences to understand their needs as consumers and users of health and scientific messages.	Prepare messages that are appropriate for multiple audiences.
Communicate carefully and clearly in a variety of media, including: oral presentations, written documents, social media, and visual platforms.	APC 201, ENG 313, APC 401, writing/technology course, introductory communication course, advanced electives	Describe the affordances and limitations of multiple methods of communication.	Compare and contrast methods of communication when disseminating discipline-specific subject matter to	Create health communication messages utilizing a variety of communication mediums.

			multiple audiences.	
Demonstrate intercultural competency and an appreciation for human diversity, difference, and identity.	Diversity course, MP Global, advanced electives	Define human diversity. Describe the necessity of recognizing cultural diversity in terms of health communication.	Analyze the roles that diversity and identity play in developing and delivering health communication messages.	Produce messages that reflect cultural sensitivity and respect for human diversity.
Explain, interpret, and make an original contribution to health communication research from various ontological and methodological positions.	COM 262, APC 363, APC 401, STA 261, advanced electives	Define ontology as it relates to health communication. Identify the methodological positions found in the health communication research literature. Describe the steps needed to develop and conduct research.	Distinguish the key positions found in the health communication research literature. Identify areas for further study in the discipline.	Construct a research project on a current health communication issue. Report original research findings on a health communication research topic.
Develop health messages/campaigns that effectively communicate health messages to those communities	APC 201, NSG 321, APC 401, ENG 313, advanced electives	Identify health issues facing diverse communities.	Analyze methods for effectively communicating health messages.	Formulate a plan for communicating health messages to a specific community.

The following outlines how the program capstone course (APC 401) outcomes are assessed.

Capstone Course Learning Outcome	Assessment
Identify a community health issue in need of further research or intervention.	Proposal
Synthesize scholarly research in health communication literature relevant to the selected community health issue.	Prospectus and literature review
Make an original contribution to health communication research from a chosen ontological and methodological position.	Final project
Reflectively connect scholarly work with concrete career plans post graduation.	Reflection

In addition to assessment of the specified learning outcomes, we also plan to measure student perception by considering the use of the following:

- End-of-course evaluations that include items specific to the program's stated student learning outcomes
- Exit interviews and alumni surveys

For formative assessment purposes, faculty can request that the CTL conduct a Small-Group Instructional Diagnosis (SGID) in their courses. The data can be analyzed by the individual faculty member in the interest of improving their course through better meeting student needs.

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.

The Office of Institutional Research conducts alumni surveys. Alumni Surveys are administered to alumni from all Miami campuses who received a degree from Miami (undergraduate or graduate-level). The Recent Alumni Survey is administered to alumni who graduated approximately one year prior to the survey. The Established Alumni Survey is administered to alumni who graduated either five or ten years prior to the survey.

Because this program is grounded in assessment as a means of continuous improvement of student learning, changes to program learning objectives, course learning outcomes, as well as assessment practices can occur as curriculum and professional practices evolve.

Frequency of data collection

Data from process-controlled course evaluations will be collected throughout the academic year. This will support our continuous improvement strategy to confirm alignment with our curriculum, programmatic goals, and student learning outcomes.

Alumni data collection will include an exit interview near the graduation time frame followed by a biennial survey.

Faculty are not required to share SGID results, but have the ability to do so; if faculty so choose, they can share SGID results with the Integrative Studies Assessment Committee.

The OIR makes available data annually through various national and local surveys.

Frequency of data sharing

Data will be shared in required program reviews and reports as well as on website and marketing materials.

How the results are used to inform the student as they progress through the program

Assessment reports may be made available to both students and faculty for review and discussion. Additionally, report data and results will be available for use during advising appointments.

Initiatives used to track student success after program completion

The standard University graduation survey will be used to track and assess student success

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.miami.muohio.edu/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: 2

Less than full-time: 5-10

(Note: Virtually all faculty teaching in the program will be full-time, tenured, tenure-track, clinical faculty, or lecturers at Miami University; two full time faculty in the IS department will develop and teach new courses needed for the degree. Other courses required for the

degree are already taught on the regional campuses by full- and part-time faculty members in related disciplines such as COM, ENG, NSG, and others.)

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

(Note: Virtually all faculty teaching in the program will be full-time, tenured, tenure-track, clinical faculty, or lecturers at Miami University; two full time faculty in the IS department will develop and teach new courses needed for the degree. Other courses required for the degree are already taught on the regional campuses by full- and part-time faculty members in related disciplines such as COM, ENG, NSG, and others.)

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 centers, 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, 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.

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.***

The existing courses that meet requirements or electives the degree are regularly taught on more than one regional campus each year, independent of the BS in applied communication program, so students will have access to those courses at all times. The faculty listed below are available to teach new CORE COURSES (REQUIRED) in the program.

Name	Rank/Title	FT/PT	Degrees/Years	Yrs Ex.	Addtl exp.	Courses s/he will teach	Number of courses in the program annually
Jeff Kuznekoff	Assistant Professor	FT	PhD, Communication Studies, Ohio University, 2012	8	Associate Director of Institutional Research, School of Visual Arts, 2005-2008	APC 201, COM 262, APC 401, COM 239, COM 336, COM 339, COM 428	4-6
Leland Spencer	Assistant Professor	FT	PhD, Communication Studies, University of Georgia, 2013	7		APC 201, APC 363, APC 401, COM 136, COM 336, COM 339, COM 428, COM/MAC 447	4-6
Cecilia Suhr	Assistant Professor	FT	PhD, Media Studies, Rutgers University, 2010	7		COM 262	0-1
Barbara Caudill	Instructor	PT	MA, Teaching	18	eLearning Course Designer	STA 261	1
Keith Gilland	Visiting Assistant Professor	FT	Ph.D. Plant Ecology, Ohio University, 2013	7		STA 261	1
Bob Davis	Associate	FT	PhD, University of			STA 261	1

	Professor		Southwestern Louisiana				
Lisa McGuire	Adjunct Professor	PT	MSN, FNP-C	9	Clinical Research Coordinator, Miami Valley Hospital, 2012-2014	NSG 321	1
Linh Dich	Assistant Professor	FT	PhD, The University of Massachusetts, Amherst			ENG 224, ENG 313, ENG 413	1-2
Marianne Cotugno	Associate Professor	FT	Ph.D., The Pennsylvania State University	12		ENG 313, ENG 413	1
Lauren Matus	Visiting Instructor	FT	ABD, Kent State University	8		ENG 313	3

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 Directors of the Rentschler Library at Miami University Hamilton and Gardner-Harvey Library at Miami University Middletown were 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.

Because the majority of these courses are already currently offered on the regional campuses, our libraries already provide resources to support them. 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 the library budget to support and maintain the proposed program.

The only physical resources needed to support the proposed program will be classrooms and computer labs. The regional campuses currently have adequate classroom and computer lab resources to support the proposed program.

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

	Year 1	Year 2	Year 3	Year 4
Projected Enrollment				
Headcount full time	20	40	60	80
Headcount part time	10	20	30	40
Full-time equivalent (FTE) enrollment	25	50	75	100
Projected Program Income				
Tuition (paid by student or sponsor)	116,910	233,820	350,730	467,640
Expected state subsidy	62,500	125,000	187,500	250,000
Externally funded stipends, as applicable	None	None	None	None
Other income (if applicable, describe in narrative section below)	None	None	None	None
Total Projected Program Income	179,410	358,820	538,230	717,640
Program Expenses (New Faculty)				
New Personnel				
Instruction (technical, professional, general education)				
Full time	0 FT	1 FT	1 FT	2 FT
Part time	0 PT	2 PT	2 PT	5 PT
Non-instruction (indicate roles in narrative section below)				
Full time				
Part time				
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:

The Bachelor of Science in Applied Communication 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:

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

Appendix	Item	Description
A	HLC Report - Advancement	Advancement Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission
A	HLC Report - Assurance	Assurance Section: Report of a Comprehensive Evaluation Visit to Miami University for The Higher Learning Commission
A	MU Accreditation Self Study	Self-Study of Miami University's reaccreditation review by the Higher Learning Commission
B	MU Organizational Charts	Organizational Charts for Miami University
C	CV of Department Chair	Curriculum Vitae for Dr. Louise Davis
D	Course Syllabi	Syllabi Core Courses
E	Faculty CV's	A copy of each Applied Communication and core course faculty CV's
F	Miami University Academic Catalog	http://www.units.MiamiOH.edu/reg/bulletins/GeneralBulletin2013-2014/
F	Miami University Policy & Information Manual	http://www.miami.MiamiOH.edu/documents/secretary/MUPIM.pdf This document also contains the faculty handbook.
F	Miami University Student Handbook	http://www.miami.MiamiOH.edu/documents/secretary/Student_Handbook.pdf

Miami University is committed to continual support of the delivery of the Bachelor of Science Degree in Applied Communication, major in Health Communication. 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,

Insert Provost Name

Provost and Senior Vice President for Academic Affairs
Miami University

Department Chair/Program Director Approval and Forwarding:

Name: Email: Phone: 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 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.

May 1, 2015
Academic and Student Affairs

RESOLUTION R2015-38

BE IT RESOLVED: that the Board of Trustees hereby approves the establishment of a new Master of Science degree program; the Master of Science in Criminal Justice, College of Professional Studies and Applied Sciences.

*Approved by the Board of Trustees
May 1, 2015*

A handwritten signature in black ink, appearing to read 'T. O. Pickerill II', with a long horizontal flourish extending to the right.

T. O. Pickerill II
Secretary to the Board of Trustees

University Senate, April 20, 2015

Attachment 4.c.ii

List at least 3 specific student learning outcomes that the students are expected to achieve by the time they complete the program. If the program includes liberal education course(s), articulate any specific linkages between your stated SLO's and MP principles or competencies.

1. Demonstrate a mastery of criminal justice theory, practice, and policy.
2. Evidence proficiency at formulating and implementing evidence-based practices.
3. Use statistical analysis and research methods to analyze real world problems.

*No liberal education courses are included in the proposed curriculum.

Identify courses (and examinations or assignments within them) or other culminating projects where these outcomes are emphasized and can be measured, especially near the point of graduation. If relevant, specify any licensing or external exams you intend to use. Please view Table One.

Table One: Student Learning Outcomes, Courses Assessed, and Evaluation Tools Utilized

SLO	Courses	Evaluation Tool
Demonstrate a mastery of criminal justice theory, practice, and policy.	CJS 611: Criminal Justice Systems: Theory CJS 612: Criminal Justice Systems: Practice CJS 691: Project or Comprehensive Exam	Assignments/Papers/Final Project – assessed through the use of rubrics
Evidence proficiency at formulating and implementing evidence-based practices.	CJS 612: Criminal Justice Systems: Practice CJS 691: Project or Comprehensive Exam	Assignments/Papers/Final Project – assessed through the use of rubrics.
Use statistical analysis and research methods to analyze real world problems.	CJS/STA 615: Advanced Statistics for Criminal Justice CJS 685: Advanced Research Methods CJS 691: Project or Comprehensive Exam	Assignments/Final exam/Final Project – assessed through the use of rubrics and faculty evaluation

Describe how you intend to evaluate the learning outcomes by means of the assignment(s). Please view Table One.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole. Faculty will be provided approved rubrics at the beginning of the academic year. They will be required to create a minimum of one assignment or final examination in each course that addresses the aforementioned student learning outcomes. Faculty will download the material, submit it to the assessment committee, and the committee will randomly sample a minimum of

University Senate, April 20, 2015
Attachment 4.c.ii

forty percent of all work submitted. Because this program is online, faculty will have access to an online repository of work submitted throughout the semester – lending a larger and more representative sample size. Each year the evaluation tools will be adjusted as necessary, resubmitted to faculty and based upon the continuous improvement model, the manner of evaluation will continuously be revised.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes. Student perceptions of their achievement of the program learning outcomes will be measured in student evaluations at the end of each course as well as a post-graduate survey.

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data. The courses specified above will be offered annually. Each time the course is offered, faculty teaching the courses will be asked to submit papers/exams to the assessment committee. This will be conducted on an annual basis, particularly in the first few years. This will allow for faculty to rapidly address any perceived deficiencies within the new program and aid our students in better achieving the learning objectives.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data. The assessment data report is completed annually, presented to faculty, and discussed for revision at the *end* of each academic year. Additionally, because this is based upon the continuous improvement model, evaluation tools will be consistently revised, presented to the faculty for approval, and re-deployed at the *beginning* of each academic year.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year. The assessment report will be prepared by the Assessment Committee in conjunction with the Department Chair.

Ties to Higher Learning Commission. The assessment document matches criterion 4b of the HLC by clearly stating three learning outcomes, assesses achievement of the outcomes within five of the courses, utilizes the continuous improvement model by presenting the annual assessment report to faculty for revision, and mirrors good practices, including substantial participation of faculty.



**Miami University
Full Proposal for the Degree of
Master of Science in Criminal Justice**

**Submitted by the
Department of Justice and Community Studies
College of Professional Studies and Applied Sciences**

**to
Ohio Board of Regents
Advisory Council on Graduate Study**

April 8, 2015

Miami University MS CJ Proposal

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Miami University MS CJ Proposal

1. Designation of Program

Miami University proposes a Master of Science (M.S.) in Criminal Justice. The degree will be delivered fully online through the Department of Justice and Community Studies (JCS) of the College of Professional Studies and Applied Sciences.

1.1. Rationale and Purpose

The proposed M.S. is designed to provide criminal justice and related social service professionals with the knowledge and skills needed for employment and advancement in the field. Two emerging trends in particular are addressed directly by this degree program. One is the rising demand for criminal justice leaders at various levels who can manage personnel and finances within complex and heavily regulated environments. The other is the need for leaders who can operate effectively in an evidence-based environment that relies increasingly on advanced technologies.

Upon successful completion of the degree, graduates of the program will be able to:

- Demonstrate a mastery of criminal justice theory, practice, and policy
- Evidence proficiency at formulating and implementing evidence-based practices
- Use statistical analysis and research methods to analyze real-world problems
- Identify and apply effective leadership skills specific to criminal justice agencies
- Demonstrate a thorough knowledge of laws and public policies applicable to criminal justice agencies and practices

Most students are expected to be working professionals. To accommodate their schedules, the proposed program will be delivered entirely online. Both part-time and full-time students will be admitted to the program. A full-time student will be able to complete the program in twelve to eighteen months. A part-time student will be able to complete the degree in two calendar years (by maintaining two courses per semester). Although designed to accommodate people who are working in the field, anyone with an undergraduate degree in a related field (*e.g.* criminal justice, criminology, sociology, political science) will be eligible for admission.

1.2. Disciplinary Significance and Purpose

As criminal justice fields have continued to professionalize, the need for personnel who possess both a strong grounding in disciplinary knowledge and a sophisticated analytical and managerial 'toolkit' has only increased. The proposed M.S. is designed to address this need by equipping future leaders in the field with strong problem solving, data analysis and managerial skills as well as a deep understanding of criminal justice policies, laws and best practices. A particular strength of the proposed degree is its interdisciplinary focus. Faculty from Miami's Department of Geography who possess expertise in Geographic Information Systems and faculty from the University's Department of Statistics with expertise in predictive analytics will join JCS faculty in delivering the proposed degree.

Miami University MS CJ Proposal

1.3. Program Development Plan

Eight universities responded to the Program Development Plan. A summary of those comments and the changes to this proposal that were made in response to them can be found in **Appendix A**.

2. Academic Quality**2.1. Curriculum**

The proposed degree will be completed in 30 semester hours. The curriculum is divided into core, concentration, and elective or project hours. The core will be required of all students and includes courses focused on the fundamentals of criminal justice, criminal justice theory/systems, statistics and research methods, and constitutional criminal procedure and civil liberties (please see Table 1 below).

In addition to the core, each student will select and complete three courses in a concentration of the student's choice. Initially, two concentrations will be offered: Administration and Crime Analytics (content is available in Table 1). The curriculum has been designed to allow for additional concentrations to be developed as needs in the field evolve and as new opportunities for interdisciplinary collaboration within the University arise. Students will be required to identify a specific concentration through the application process. This will enable better resource planning (*e.g.* what electives and concentration courses need to be offered in what sequence), as well as curriculum planning for the student.

Elective hours may be drawn from JCS and other University departments. These may include courses from the concentrations, independent study, existing criminal justice electives (*e.g.*, CJS 551: Comparative Justice Systems) and special topics courses that cover contemporary issues in justice, administration, policing, corrections, and law. In addition, related courses from other departments (*e.g.* political science/public administration, management, computer technology, and sociology/criminology) may be selected with the approval of a faculty advisor and department chair.

Finally, each student will complete a culminating experience – either a comprehensive examination or a research or service project – to cap off his/her degree program. The student will be required to declare the chosen option by the end of the first semester in the program. Once that selection is made, the student may choose to switch that degree 'path' only with the permission of the JCS Graduate Committee.

Option One: Comprehensive Examination

The exam will be administered during the final month of the program of study. The exam will consist of questions pulled from a database created by the JCS Graduate Committee and will have three sections: (1) methods and statistics; (2) theory and problem solving; and (3) the subject matter of the student's chosen concentration. A committee of three faculty members will read and assess the comprehensive exams. Each section will be graded on a pass/fail basis. Consistent with Miami University Graduate School policy, students will be permitted to retake any failed section one time.

Miami University MS CJ Proposal

Option Two: Project

A research or intensive service project may be elected in lieu of the comprehensive exam. The student will work closely with a JCS faculty advisor to develop the project, *e.g.* expectations, learning objectives, timelines, project scope, methodology, necessary Institutional Review Board approvals (the majority would be exempt as most Criminal Justice data is public record), coordination (if necessary) with partners outside the University, and scope/format of the final report. Students will begin to be instructed on the requirements of both the comprehensive exam and the project during one of their first courses, CJS 611. It is important for students who are interested in the project option to begin discussion with their faculty advisor early to identify any potential challenges of the project and to avoid delay in completion of the project.

Examples of projects may include gathering agency data and conducting data analysis, conducting an analysis of publicly available secondary data, or literature reviews. Data analysis projects that include primary agency data will only be permitted for students who intend to analyze data from their own agencies and who have been given access to the data by an authorized agency official. If a student wishes to take on this particular type of project he or she will be required to begin the process of gaining IRB approval within the first semester of the program. Alternatively, students may also conduct a data analysis project on publicly available data found through websites such as the Inter-university Consortium for Political and Social Research. If IRB approval is required to access the data, the same standards as the primary data analysis project will be applied. Finally, students who wish to conduct a literature review project may begin the project prior to the start of the final semester of the program. No additional requirements will be required for this option.

Regardless of the specific project chosen, expectations are that it will be completed within one semester. Written reports of the project will depend upon the type of project chosen by the student and faculty, but reports are expected to range between 25 and 50 pages. Upon completion of the project, the student will be required to complete an oral defense before a committee of three faculty members, via distance technology or in person.

If a student chooses the comprehensive examination option, he/she will be required to complete one additional elective course beyond what is required of students who select the project option.

Table 1: CurriculumCore (18 hours):

All of the following must be completed:

(3) CJS 611	Criminal Justice Systems: Theory
(3) CJS 612	Criminal Justice Systems: Practice
(3) CJS/STA 615	Advanced Statistics for Criminal Justice
(3) CJS 685	Advanced Research Methods
(3) CJS 631	Law, Liberty, and Criminal Justice
(3) CJS 641	Crime and Place

Concentrations (9 hours):

One of the following concentrations must be completed:

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Administration

- (3) POL 567 Public Budgeting
 (3) POL 568 Public Personnel Administration
 (3) CJS 632 Legal Aspects of Justice Administration
 Or

Crime Analytics

- (3) GEO 541 Introduction to Geographic Information Systems
 (3) CJS/GEO 545 Geographic Information Systems in Criminal Justice
 (3) STA/ISA 635 Introduction to Predictive Analytics

Culminating Experience (3 hrs.):

- (3) CJS 691 Project
 Or
 (3) Elective course + Comprehensive Examination

Course descriptions can be found in Appendix B.

2.2. Time to Completion

There are three tracks for time to completion, depending on full-time or part-time status and a student's selection of a culminating experience. Students who attend full-time and elect to take the comprehensive exam will be able to complete the degree in one calendar year. Because additional time will likely be required to complete a project, as opposed to the comprehensive exam option, full-time students who select the project option will be advised to plan on more time, possibly as much as six additional months. Part-time students will complete their degrees in 24 months regardless of the culminating experience they elect as long as they complete a minimum of six hours per semester.

Table 2: Time to Completion

Full-time	12 Months
Part-time	24 Months

2.3. Plan of Study

See Table 3 for the plans of study for both full-time and part-time students.

Table 3: Plans of Study

Full-time Student Course Plan – comprehensive exam path

	Fall	Winter	Spring	Summer
Year 1	- CJS 611: Systems: Theory - CJS 685: Advanced Research Methods - CJS 631 Law, Liberty, and CJ - Concentration/ Elective	Concentration/ Elective	- CJS 612: CJ Systems: Practice - CJS: 641: Crime and Place - STA/CJS 615: Advanced Statistics for Criminal Justice -Concentration/ Elective	Concentration/ Elective Comprehensive Exam

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Full-time Student Course Plan – project path

	Fall	Winter	Spring	Summer
Year 1	- CJS 611: Systems: Theory - CJS 685: Advanced Research Methods CJS 631 Law, Liberty, and CJ -Concentration Elective	Concentration/ Elective(s)	- CJS 612: CJ Systems: Practice - STA/CJS 615: Advanced Statistics for Criminal Justice -Concentration	Project
Year 2	Project			

A part-time student (less than 12 hours in a semester) must complete the core courses in the following sequence. The two additional concentration/elective courses may be completed in any sequence in any of eight terms, over two years. What follows is one possible schedule.

Part Time Student Plan (examples for both comprehensive exam and project paths)

	Fall	Winter	Spring	Summer
Year 1	- CJS 611: Systems: Theory - CJS 685: Advanced Research Methods	Concentration/ Elective(s)	- CJS 612: CJ Systems: Practice - STA/CJS 615: Advanced Statistics for Criminal Justice	Concentration/ Elective(s)
Year 2	- CJS 631 Law, Liberty, and CJ - Concentration/ Elective		- CJS: 641: Crime Analysis and Problem Solving -Concentration/ Elective or Project	Project or Comprehensive Exam

2.4. Other Requirements

Miami University requires that all master's degrees be completed within five years. To graduate, a student must earn 12 hours at the 600 level or above and have at least a 3.0 grade point average. The proposed curriculum satisfies those requirements.

2.5. Faculty

Full-time faculty members will teach every course in the proposed degree. Graduate students will play no role in the delivery of instruction or in student advising.

JCS anticipates having eight full-time faculty members in 2015-16 AY (including two searches for tenure track assistant professors that are currently underway). Faculty vita can be found in Appendix C.

The instructors of the proposed program are active scholars who are engaged with their academic disciplines and with their communities. They serve on editorial boards and as officers in professional associations and conduct research and provide service to law enforcement, corrections, and social service agencies. Currently, two faculty members in JCS are tenured, four are on the tenure track and one holds a visiting faculty appointment. A visiting faculty member is a retired police chief and city administrator; the department chair is a former attorney with defense, prosecutorial, and administrative experience.

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The instructional faculty members possess degrees in the fields of expertise required for the proposed degree. Five of the current JCS faculty members hold doctoral degrees in criminal justice/criminology, one holds a doctoral degree in political science, one holds masters' degrees in criminal justice and public administration, and one holds a juris doctorate and doctoral degree in higher education. All JCS faculty hold graduate faculty status as of the time of this application.

Reflecting the interdisciplinary nature of the proposed degree, faculty members from Miami's Department of Statistics and Department of Geography will also teach specialized courses grounded within those disciplines as part of the M.S. program. The two faculty members from Geography who will teach courses in the program both hold doctoral degrees in their fields of expertise. The two faculty members from the Department of Statistics who will teach in the program are similarly credentialed; one holds a Ph.D. and the other a masters' degree.

In support of this proposal and to minimize the impact on JCS's existing undergraduate programs, the Dean of CPSAS authorized the recruitment of two new criminal justice faculty members to support the proposed degree. One of those positions has ended with an appointment and the other will continue in the 2015-16 AY. The Dean has committed to additional faculty if the proposed program meets the enrollment targets found in the Enrollment and Finances section of this proposal. To ensure continuity during faculty absences, backup instructors will be identified for every course. The tenured and tenure track faculty members in JCS are identified in Table 4. Although not included in Table 4, one highly qualified visiting faculty member and three tenured colleagues in geography and statistics will teach concentration and elective courses in the proposed degree program. The commitment of resources by these departments reduces the impact on JCS faculty and on the existing undergraduate degrees in criminal justice.

Furthermore, the addition of two new faculty members effectively reduces the impact of the proposed degree on the existing undergraduate degree in criminal justice to zero. The proposed degree will require JCS faculty to teach a total of 9 new courses, 27 credit hours, during each of the first two years. The teaching expectations for regional campus faculty are 21 credit hours per academic year while on the tenure track. Two new faculty members add a total of 42 credit hours of full-time instructional capacity. When the 27 credit hours of courses are added to time supervising projects and advising students, the needs of the proposed master's program are fully covered and the existing undergraduate program in criminal justice is sustained at the same level of faculty resource.

Table 4: JCS Tenured/TT Faculty

Faculty Member/ Highest Degree	Department	Title/ Tenure Status/ Grad Status	Course(s)
P. Colin Bolger, Ph.D.	JCS	Assistant Professor/TT/Grad A	CJS/STA 615; CJS 611
Theresa E. Conover, Ph.D.	JCS	Assistant Professor/TT/Grad A	CJS 641; CJS 685
John P. Forren, Ph.D.	JCS/Political Science	Assistant Professor/TT/Grad B	CJS 632
Daniel E. Hall, J.D., Ed.D.	JCS/Political Science	Professor & Chair/Tenured/Grad A	CJS 631; CJS 551

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Alana Van Gundy, Ph.D.	JCS/Political Science	Associate Professor/Tenured/Grad A	CJS 612
Jessica Warner, Ph.D. (expected 4/15)	JCS	Assistant Professor/TT/newly appointed to begin 8/15	To be determined
Search for 1 TT criminal justice faculty in progress	JCS	Assistant Professor/TT	To be determined

2.6. Adequacy of Facilities

As an online program, classroom space is not required to deliver this degree. Miami University's libraries have ample online resources, particularly through OhioLink, to support the degree. In addition, the librarians of all the campuses are available online, by phone, via instant messaging and can be embedded within the online classroom. Similarly, the information technology infrastructure is more than adequate.

2.7. Online Delivery - Faculty

Online and other forms of computer-mediated instruction have been offered at Miami's regional campuses for many years. Online course development is supported by the regional campuses' Office of E-Learning Initiatives. Staffed by 4.25 FTE course design and technology specialists, E-Learning has enthusiastically agreed to take on the development of the proposed program. Teaching development is supported on both of Miami's regional campuses through independent teaching and learning centers and is further supported by the Oxford campus Center for Learning, Teaching, and University Assessment.

To ensure quality, the faculty online course development process/mandatory training is rigorous:

1. Faculty members complete an online orientation to online teaching and learning.
2. After completing the orientation, a faculty member enters a four-month development process cohort. To ensure quality, the course development process is designed to satisfy the expectations of the online quality assurance program, Quality Matters. The Miami University E-Learning Office was a recipient of a 2007 Sloan-C Best Practices award for their development process.
3. Faculty participate in three workshops during the four-month development cycle. These workshops cover such topics as Quality Matters, the course management system, retention, communication and writing instruction, course design, assessment, and ADA compliance. Examples of online course modules and technologies are provided. In addition, each faculty member works with an assigned instructional designer throughout the course development process. Designers have experience teaching online as well as serving as Quality Matters Reviewers. The final step in the course development process is a review of the course by a non-participating designer using a Quality Matters-based checklist.
4. The course is reviewed by JCS faculty and Quality Matters reviewers at the end of the process.

The JCS faculty has decided to enhance this process. They will meet as a group during the development of the classes, share best practices and what they have learned, and decide where

Miami University MS CJ Proposal

features need to be uniform and where uniqueness best serves the learning objectives of the degree.

All of the courses for this proposed degree have been or will be developed during the 2014 – 2015 and 2015-2016 academic years. The challenge to develop the proposed classes is lessened by the online experience of the faculty. Four JCS faculty members have experience teaching online classes (one as long as 20 years ago), both at Miami University and at other institutions. JCS has offered several of its undergraduate criminal justice courses in an online format for several years. At the time of the writing of this proposal, six faculty members had already completed the mandatory online training. One faculty member is a certified Quality Matters Master reviewer. The Introduction to Predictive Analytics course is already offered fully online by the Department of Statistics. In short, a faculty with considerable online teaching experience will offer the degree.

2.8. Online Delivery – Students

To ensure that applicants are ready for online delivery, they will be required to complete an online readiness assessment. The tool, developed by faculty and technologists, inquires into a student's own assessment of their computer skills and also requires them to complete projects so that an independent assessment of their readiness can be made by the faculty. Students who are not ready for the technical aspects of online education will not be admitted.

Students in the program will have technical support available via chat, email, and phone from 9 a.m. -10 p.m. on weekdays with reduced hours on weekends. The JCS faculty will provide online/telephone academic advising. Other services, such as research support, financial aid, and admissions are available by phone, online chat, and by email. Students will have remote access to Miami's library resources, including OhioLink, for research.

2.9. Admission

A cumulative undergraduate grade point average of 2.75 or higher on a 4.0 scale, a statement of interest, and two letters of recommendation generally will be required for admission to the program. No GRE test scores will be required for admission.

In rare cases, an applicant who does not meet these general admission criteria may be admitted conditionally, consistent with the Miami University Graduate School's conditional admission policy. In such an instance, the student will need to achieve a cumulative grade point average of at least 3.00 in the first 12 hours of graduate courses taken in the M.S. program. Students who are admitted conditionally but who do not satisfy this grade point requirement will not be permitted to continue in the program.

To ensure that applicants have the technical skills needed to be successful, applicants will be required to demonstrate technical competence using an assessment tool created by Miami University's E-Learning Office.

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2.10. Recruitment of Underrepresented Groups

Miami will recruit students nationally for the program (where law permits). Given the focus on working professionals, advertising in professional journals and venues will be a focus.

Miami's regional campuses have historically served underrepresented populations including first-generation college students, racial/ethnic minorities, non-traditional-aged students and college aspirants from disadvantaged socioeconomic backgrounds. JCS intends to work with admissions, recruitment, and marketing personnel to develop strategies to reach underrepresented populations, to encourage Miami University regional students to continue their education after completing their undergraduate degrees, and to reach out to Central State University and other HBCUs to establish pathways to the proposed degree.

2.11. Student Assessment and Completion

Online classes are subject to the same evaluative processes as traditional classes. All Miami University students are held to the same standards of performance whether they are participating in distance-delivered courses or traditional face-to-face courses. Department chairs, program faculty, and program coordinators/directors monitor the rigor of distance education courses.

The regional campuses have a completion rate of around 80% with its current online classes, with no statistical difference between online and traditional classes. This rate far exceeds the national average for online courses.

All online students at Miami University have the opportunity to evaluate both the instructor and the online delivery of their courses.

2.12. Program Assessment

Program assessment will be completed in conjunction with CELTUA, the University's assessment office. Assessment measures will include pre-post surveys, rubric analysis, and post-graduation surveys in addition to the standard course evaluation process. All assessment will be embedded online within the courses and in the post-graduate survey.

3. Administrative Arrangements**3.1. Accreditation****Regional accreditation**

- Original date of accreditation: 1913
- Date of last review: AY 2004-2005
- Date of next review: AY 2014-2015

Results of the last accreditation review

In November 2005, Miami University received reaccreditation for 10 years following a self-study and a formal review by the Higher Learning Commission (HLC) of the North Central Association of Colleges and Schools. The HLC report says Miami adequately addressed

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concerns identified in a 1995 re-accreditation report, namely a need for strategic planning, increasing academic rigor, enhancing technology and improving diversity. The report acknowledges that the university continues to address diversity, governance and communication issues. The HLC noted that Miami meets the core components of its mission via collaborative governance processes, fair and responsible policies and activities, and achieving widespread understanding of and commitment to the university's mission and values. Among the areas praised for effectiveness and/or innovation: strong faculty-student relationships; supportive libraries; high graduation and retention rates; and developments in information technology. The University is currently involved in the reaccreditation process.

3.2. Governance

The M.S. will be housed in JCS, which is located solely at Miami's regional campuses in the College of Professional and Applied Studies. JCS currently offers an Associate of Applied Science in Criminal Justice (AAS), Bachelor of Science in Criminal Justice (BSCJ), Bachelor of Science in Forensic Science and Investigation (BSFSI), and Bachelor of Science in Civic and Regional Development (BSCRD). Faculty in other disciplines, *e.g.* chemistry, biology, political science, and English, also teach in the BSFSI and BSCRD programs. With over 300 majors the BSCJ is the largest JCS program.

A chair that reports to the Dean of CPSAS leads the department. The department's budget, workload assignments, annual evaluation, salary increments, and tenure and promotion review of faculty all occur through a recommendation/negotiation of the chair and faculty and the college dean. Tenure and promotion occurs through a process that involves evaluation by the JCS faculty, the department chair, the CPSAS dean, the University promotion and tenure committee, provost, president, and Miami University Board of Trustees.

The JCS chair is responsible for faculty evaluation and recruitment, curriculum, budget, student affairs, scheduling, representing the program both internally and externally, and for all other administrative responsibilities. The current chair, who reports to the dean of the CPSAS, is a tenured professor, has experience teaching graduate courses at three universities, graduate program leadership experience, and is former dean of Miami University Hamilton. Assisting the chair in the administration of the degree program will be a graduate program director, to be identified if this proposal is approved. The CV of the current department chair, Daniel E. Hall, can be found in **Appendix C**.

The following councils/groups will also be involved in the governance of the proposed degree program:

- *Justice and Community Studies Graduate Faculty Committee* – All members of the faculty with graduate status will be members of this group, which will have primary responsibility for graduate policy and curriculum.
- *Justice and Community Studies Advisory Committee* - This committee, which includes criminal justice officials, campus student advisors, faculty from the Oxford Campus in related disciplines, and the JCS faculty, will provide guidance on curriculum, field placement and other matters.
- *College of Professional Studies and Applied Sciences Curriculum Committee* - This committee, which includes faculty from all departments within the college, reviews and

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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 an 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 Graduate Council* – The members of this body are graduate faculty members who are elected either at-large or by the respective colleges/schools by the appropriate graduate faculty members.
- *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. 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.

4. Enrollment and Finances

As the first graduate degree for JCS, a conservative plan for growing enrollments has been developed. Enrollment of eight full-time students (or the equivalent) in year one, 29 in year two; and 30 in year three, and 40 in year four is projected. Total enrollment will grow as additional faculty resources become available. Until that time, total enrollment will be capped at 20 full-time and 20 part-time students. As can be seen in Table 5, the expected revenues exceed the expenses of the program beginning in the second year. Hence, the plan projects manageable enrollments and financial sustainability.

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Table 5: Enrollment and Financial Projections

	Year 1	Year 2	Year 3
Head count FT	7	20	20
Head count PT	7	17	20
FTE enrollment	10.5	28.5	30
Tuition Assumption/AY year:	12,887		
	23,000		
Tuition	135,314	367,280	386,610
Expected SII	36,225	98,325	103,500
Total projected income	171,539	465,605	490,110
Salaries and staff benefits:			
Faculty FT	120,000	180,000	180,000
Faculty PT			
Staff FT			
Staff PT	20,000	20,000	20,000
Staff benefits	52,500	77,100	77,100
total projected expense	192,500	277,100	277,100
Surplus/(deficit)	(20,962)	188,505	213,010

Assumption: one new faculty member in each of the 2nd and 3rd years

5. Need

Miami University's Master of Science degree will offer a unique program of study for students who wish to pursue administrative or supervisory careers within criminal justice agencies. With its interdisciplinary focus, this degree will provide students with both a solid foundation of academic knowledge in criminal justice and a specialized practical skill set that can be applied in a broad range of supervisory roles within criminal justice settings.

5.1.National Overview

Increased education of police personnel has been a trend since the early 1970's and has been a point of focus within both academic and practitioner circles. Indeed, as Mayo (2006) has noted: "In 1973 the National Advisory Commission on Criminal Justice Standards and Goals called for the establishment of a national minimum education level of a four-year college degree."¹ The President's Commission on Law Enforcement and the Administration of Justice of 1967 reached the same conclusion when it penned the "quality of policing will not improve significantly until higher education requirements are established for its personnel."²

¹ "College Education and Policing", Louis Mayo, Police Chief Magazine, August 2006.

² President's Commission on Law Enforcement and the Administration of Justice, Task Force Report: The Police (Washington, D.C.: U.S. Government Printing Office, 1967)

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These reforms have been undertaken primarily as a means of improving the performance of line personnel during patrol work. For example, a study conducted by the International Association of Chiefs of Police (IACP) in Florida examined whether education level was associated with incidence of police misconduct. This study reported that the higher the education level, the lower the incidence of police misconduct and disciplinary actions. Those officers with high school education accounted for 75% of all disciplinary actions, while those with associate degrees or bachelor degrees accounted for 11% and 12% of disciplinary actions respectively.³ Furthermore, additional work has also found that college-educated officers are rated more favorably by their supervisors.⁴

To our knowledge, no empirical evidence has systematically examined whether higher education improves the job performance of administrative personnel in criminal justice. Yet there is anecdotal evidence of a long-term shift in expectations within police departments toward graduate education for organizational leaders. In an article posted on PoliceOne.com, Dr. Larry F. Jetmore wrote that it was rare that a police chief appointed today does not have a master's degree.⁵ In February 2012, Angela Spates became the first female to be appointed Chief of Police of the Lanett, Alabama Police department. She holds a Master's degree in Criminal Justice. "By having my master's degree, it has enabled me to be in the position I'm in right now. They do look at the work history," Spates said, adding that cities have become more particular about their police chiefs having a master's degree. She graduated with her master's in late 2011.⁶

In fact, she has been able to use the skills and information she gained from her CSU classes in her current position as police chief. "I took a budgeting class and had never done that. As part of being police chief, the budget also is involved. It enabled me to better understand, learning how to work with people and promote the department in the community," Spates said.⁷

The City of Lexington, Kentucky recently announced its top four candidates of the position of Chief of Police. Two of those candidates had master's degrees.⁸ In October 2014, University of Central Florida Police Chief Richard Beary was sworn in as the President of the International Association of Chiefs of Police. Beary holds a master's degree in criminal justice.

In May 2011, the city of Folsom, California appointed Cynthia Renaud as the Chief of Police. She is the first female to hold that position and she credits her education with helping her to attain that post. She holds a Master of Arts degree in English and Master of Science Degree in

³ "College Education and Policing", Louis Mayo, Police Chief Magazine, August 2006.

⁴ Worden, R. (1990). A Badge and a Baccalaureate: Policies, Hypotheses, and Further Evidence. *Justice Quarterly*, 7: 565-592.

⁵ "So, you want to be a Chief of Police?", Larry F. Jetmore, May 2010, www.PoliceOne.com

⁶ "Police Chief using her degree/classwork to change the city," The Communicator, June 12, 2012, <http://communicator.columbiasouthern.edu/2012/06/police-chief-using-her-degree-classwork-to-change-city/>

⁷ "Police Chief using her degree/classwork to change the city," The Communicator, June 12, 2012, <http://communicator.columbiasouthern.edu/2012/06/police-chief-using-her-degree-classwork-to-change-city/>

⁸ City names four candidates for Lexington police chief, WKYT.com, December 22, 2014, <http://www.wkyt.com/home/headlines/Lexington--285523661.html>

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National Security Studies. She said that her education has helped her to act as a police officer, communicate successfully in a leadership role and effectively work with her team.⁹

In January 2014, Sue Madsen was the first female to be appointed as Chief of Police of the Miami Township, Ohio Police Department. She holds a Master of Arts Degree in Criminal Justice. The City of Houston, Texas Police Department requires its Deputy Chiefs to have at least a master's degree.

In a 2001 study, Polk and Armstrong found that advanced education was the second strongest indicator of career path advancement, falling only behind the size of the organization.¹⁰

These testimonials of the importance of advanced education for police administrative personnel only underscore the importance of the specific skills that will be developed through the two concentrations of the proposed M.S. program. Indeed, administrative personnel in a variety of institutional settings make regular use of advanced personnel and budgetary management skills. At the same time, modern criminal justice agencies are looking to improve effectiveness through the sophisticated monitoring of criminal patterns within the community. Within policing, strategies such as intelligence-led policing and problem-oriented policing focus on identifying and targeting patterns of criminal behavior beyond a simple geographic clustering of certain types of behaviors. Police tactics are thus increasingly focused on the underlying causes of crime patterns, whether these are types of criminal offenders, characteristics of crime-prone locations, etc.¹¹ This focus necessarily requires personnel with specialized training in software programs that facilitate advanced data management and analysis, such as geographic information system (G.I.S.).

While most of the students in the proposed M.S. program are expected to either hail from -- or be interested in -- policing, students interested in other fields will also benefit from the degree. Court administration is an example. Court administration has become a highly professionalized field over the past half-century, with the attainment of a graduate degree in criminal justice or a related field an increasingly common expectation for those holding higher-level positions in the field. As far back as 1967, an editorial in *Judicature* -- a leading journal of American law and courts -- called explicitly for the development of interdisciplinary graduate-level degree programs aimed at providing the administrative and legal knowledge/skills needed for effective work in court administration. The editorial stated: "To handle successfully the administrative duties of a court, one must have a knowledge of the principles of public and business administration which underlie the collection of statistics, the handling of money, the management of personnel, the preparation of budgets, the development of public relations, the planning and utilization of physical facilities and calendar management. In addition to these capabilities, one must possess a trained understanding of the duties of judges and be acquainted with and sympathetic of the problems peculiar to the courts."¹²

⁹ Sacramento Woman Became First Female Police Chief, Thanks To Advance Degrees, September 8, 2014, <http://sacramento.cbslocal.com/2014/09/08/advanced-degrees-helped-a-sacramento-woman-to-become-the-first-folsom-female-police-chief/>

¹⁰ O. Elmer Polk & David A. Armstrong (2001) Higher education and law enforcement career paths: Is the road to success paved by degree?, *Journal of Criminal Justice Education*, 12:1, 77-99, DOI: 10.1080/10511250100085061

¹¹ Ratcliffe, J. & McCullagh, M. (2001). Chasing Ghosts? Police Perceptions of High Crime Areas. *British Journal of Criminology*, 41: 330-341.

¹² 50 *Judicature* 256-257 (1966-1967).

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The National Association for Court Management -- the largest organization of court management professionals in the world -- has recently stepped up its efforts to ensure that court administrators possess what they call the "core competencies" needed for effective leadership in that field. These competencies include expertise in human resource management, expertise in budgeting and public finance, knowledge of the purposes and responsibilities of courts, and strong analytical and communications skills.¹³

The skills and knowledge identified by these sources as needed by court and police administrators (knowledge of criminal justice and court, analytical skills, statistics) are offered through the proposed program.

5.1 Indicators of Local Demand

JCS surveyed the chiefs of police of Butler County, Ohio to gauge need. The chiefs reported that a master's degree would be beneficial to officers interested in advancement and that G.I.S., administration, and research skills are all needed in the field. Fortunately, these are areas of expertise possessed by faculty members at Miami's regional campuses. The online nature of the degree gives JCS a national market, ensuring the financial viability of the proposed degree.

Miami University's experience reinforces the trend described above. In the six years since Miami first offered an undergraduate criminal justice degree, the program has grown to over 300 students. Although the data has not been collected, the department receives frequent inquiries from current students and professionals in the field about graduate education with particular interest in continuing education at Miami.

5.2. Alternatives

Students interested in pursuing online graduate education in criminal justice have many options around the nation; for example, a cursory web search resulted in 220 potential programs.¹⁴ There are multiple websites that aggregate program listings; however, there does not appear to be a comprehensive list of all online programs in the United States. Neither the Academy of Criminal Justice Sciences (ACJS) nor the American Society of Criminology (ASC), two of the most prominent criminal justice professional organizations, compile lists of online graduate programs. Determining the list of similar programs in the state, region and beyond is challenging because the universe of programs is difficult to define. *US News and World Report* has compiled the first rankings of online criminal justice programs this year. Of the seven programs deemed similar in Ohio and Kentucky, three have online graduate criminal justice programs ranked by *US News and World Report* (USNWR). The program descriptions of these three degrees are listed below.

Ohio-Based Programs

Kent State University offers a 33-credit hour (11 courses) M.A. program with concentrations in policing, corrections, global security, and victimology geared toward

¹³ Source: nacmcore.org/competencies/

¹⁴ 220 Online Criminal Justice Graduate Programs. (n.d.). Retrieved January 11, 2015, from <http://www.gradschools.com/search-programs/online-programs/criminal-justice>

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working professionals. Students must complete three core courses, one course from each of the four concentrations, three courses within one concentration and a capstone course. The concentrations are global security, policing, corrections, and victimology. Source: <http://onlinedegrees.kent.edu/programs-courses/graduate/criminology-and-criminal-justice/>

Tiffin University is a private institution offering concentrations in crime analysis, criminal behavior, homeland security administration, justice administration and forensic psychology in their M.S. program. The total number of program hours required depends on the choice of concentration; the crime analysis, homeland security, and justice administration require 30 credit hours while the criminal behavior concentration requires 33. The program requires a capstone course. This program is ranked #6 by U.S. News and World Report's Best Online Programs. Source: <http://www.tiffin.edu/graduateprograms/mscj/criminaljustice/>

Urbana University is a private institution offering a 30-hour M.A. in justice administration. Courses are offered for either an 8- or 14-week term. The GRE is not required; however, a 2.7 undergraduate GPA is needed for admission. There are not any concentrations or tracks within this program. Students can select either a project or curriculum development option to complete program requirements. Graduate tuition is \$510 per credit hour. Students may transfer up to 9 equivalent graduate credit hours. Source: <http://www.urbana.edu/academics/college-of-social-and-behavioral-studies/graduate.html>

Bowling Green State University offers a 33-credit-hour M.S.CJ. program. Students are required to take 9 hours of foundation courses, 6 hours of research courses and 18 hours of electives. Courses are offered in 7-week increments and the degree can be completed in two years. There is no mention of comprehensive exams or project. This program is ranked #17 in *U.S. News and World Report's* Best Graduate Criminal Justice Programs. Source: <http://www.bgsu.edu/distance-learning/browse-programs/graduate/Master-of-Science-in-Criminal-Justice.html>

University of Cincinnati offers a 33-credit hour M.S.CJ. program with three concentrations (analysis of criminal behavior; law enforcement and crime prevention; corrections and offender behavior; or students can choose a general concentration). Students take 15 hours of core coursework, along with 9 hours in their concentration and 9 hours of electives. Each class runs for 7 weeks, allowing full-time students to complete the degree in one year (two classes each term) or two years for part time students (one class each term). UC's program is ranked #27 in *US News and World Report's* Best Graduate Criminal Justice Programs listing. Source: <http://cjonline.uc.edu/>

Youngstown State University's 30-hour M.S.CJ program has one track-- criminal justice management and program planning-- which focuses on evidence- based applications. Full-time and part-time options exist. Courses are offered on a standard 14-week semester; students are expected to take at least one summer semester. Students take two courses each semester. A thesis is required. Admission is granted to applicants with a 3.0 undergraduate GPA; otherwise, students may be provisionally accepted under specific criteria. Source: <http://web.yzu.edu/onlinecriminaljustice>

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Programs outside of the State

The top three contenders in the *US News and World Report* rankings for Best Online Programs Criminal Justice (Graduate) were the University of California—Irvine (#1) and a three-way tie for the number two position (Boston University, Pace University, and Arizona State University). Pace was not included in the analysis because it offers a homeland security program. It should also be noted that four of the Ohio programs discussed above ranked within the top 27 of the *US News and World Report* rankings. Criteria for the ranking included measures of student engagement, faculty credentials and training, student services and technology, admissions selectivity and peer reputation.¹⁵ An additional program that is within relatively close proximity, but also outside of the state, is the University of Louisville's program.

University of California—Irvine offers a Master of Advanced Study (M.A.S.) in Criminology, Law & Society and is geared toward working professionals and traditional students. The program is designed to be completed in two years. Based on the quarter system, the program requires 52 units (13 required courses). Thirteen courses are offered; there are no electives or concentrations listed on UCI's website. A capstone is offered in lieu of a thesis. Although all other offerings are online, students are required to take a five-day introductory course on campus. A writing sample, three letters of recommendation and a 3.0 GPA are required for admission.

Source: <http://clsmas.soceco.uci.edu/>

Arizona State University offers a M.A. CJ. in their 33-credit-hour program. The majority of students are employed (88 percent). The GRE is not required; however, applicants need to meet a specific GPA requirement and students are unconditionally admitted with a 3.0 undergraduate GPA. Full-time students can complete the degree in as little as 18 months. Though there was no mention of concentrations, the website indicated that students received training in methods, statistics, program planning, management, policy analysis and program evaluation. A capstone course is required. This program is marketed in the Greater Cincinnati area. Source: <https://asuonline.asu.edu/online-degree-programs/graduate/master-arts-criminal-justice>

Boston University's Master of Criminal Justice (M.CJ.) program is comprised of 10 courses (nine required and one elective) which are offered on a part-time basis. Over 80 percent of the program's students are employed upon starting the program. Courses are taken one at a time in seven-week increments. Admission requirements include a short essay, current resume and three letters of recommendation.

Source: <http://www.bu.edu/online/programs/graduate-degree/master-criminal-justice/>

University of Louisville offers a 36-credit-hour M.S.CJ. program that focuses on justice administration. The curriculum is composed of 15 core hours, 18 hours of electives and three credit hours for a professional paper. There was no indication that specific concentrations were offered. Classes are offered for a six-week period and students can

¹⁵ For more information of methodology go to: <http://www.usnews.com/education/online-education/articles/criminal-justice-methodology>

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complete the degree in as little as two years. This program is listed as #13 in the *USNWR* rankings. Source: <http://louisville.edu/online/programs/masters/master-of-science-in-criminal-justice>

There are number of proprietary institutions that offer online graduate degrees in criminal justice. These programs were not included in the analysis.

Proposed Program's Place in the Market

Miami's proposed M.S. offers students the opportunity to learn geospatial technology and crime analytics, administration and law, as well as traditional criminal justice graduate curriculum. There are numerous programs across the county that offer components of the proposed program, but none offer this unique combination. As presented above, these skills are in demand in an array of criminal justice and related fields, including policing and court administration. As the field of criminal justice generally continues to move toward evidence-based practices, there will be an increased need for organizational leaders within these agencies who possess the skills and knowledge necessary to produce, evaluate and apply such evidence.

The proposed program can also distinguish itself from many programs by the absence of teaching assistants and part-time instructors. The courses in the proposed program will be taught exclusively by full-time faculty members – including some with extensive experience in the field as well as strong academic credentials. In this way, the program's course offerings will provide students with a strong base of academic knowledge that is informed by practical experience.

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Appendix A: PDP Comments and Revisions to Proposal

Institution	Summary of Feedback	Miami Response
Bowling Green State University	<ol style="list-style-type: none"> 1. "...demonstrate that these revamped courses actually address criminal justice matters and not those of the primary discipline offering the courses." 2. "...does not appear to be broad-based enough to warrant being considered a "justice studies" degree, 3. "... appears to be based mainly on a survey of police in Butler County... disconnect between justifying an on-line degree program with information only from local agencies. The implicit assumption is that the student will come from these agencies." 4. "...reliance on other departments to offer two of the concentrations (e.g., Geography and Political Science)", courses not yet created. 5. "... GIS in CJ on-line poses major concerns... difficult... on-line setting given the detailed instruction needed and student do not have appropriate hardware needed for the material." 6. "...small number of CJ faculty... current faculty are junior faculty." 7. "many program choices across Ohio and the country... appears that a title of Police Admin is more aligned with what Miami University is proposing." 	<ol style="list-style-type: none"> 1. The entire core and the majority of concentration courses are criminal justice courses created by and to be offered by proposing department. The GIS in criminal justice course is being designed specifically for the degree and the public budgeting and administration courses will be taught by a JCS faculty member with a CJ focus. 2. Degree named changed to M.S. in Criminal Justice. 3. See market discussion in the Full Proposal. 4. All but one of the courses have been offered for years. The GIS in Criminal Justice course will be new. Having POL and GEO expertise strengthens the degree. 5. Fully online GIS courses are in development; the same software and programming will be used for the proposed program that are used in face-to-face classes. 6. In the 2015 – 16 AY, JCS will have 8 FT faculty and two faculty from other departments will teach and advise in the M.S. 7. While policing is popular and will be part of the curriculum, the knowledge and skills learning/acquired through the proposed degree will apply throughout the fields of criminal justice. "Criminal Justice" is a common title for degree of this content.
Central State University	<ol style="list-style-type: none"> 1. "...conflicts somewhat with the MLS degree at CSU (criminal law concentration). 2. CSU is actively engaged in developing an online version..." 3. Well planned and provides requisite training. 	<ol style="list-style-type: none"> 1. The law concentration was removed from the proposal. 2. MU welcomes a discussion about collaborating. 3. No reply required.
Kent State University	<ol style="list-style-type: none"> 1. No conflicts or unnecessary duplication. 2. Do not have 24/7 technical support. Need statement about ADA compliance. 3. "Helpful if they thought more broadly about competition" 	<ol style="list-style-type: none"> 1. No response required. 2. Miami has plans to move to 24/7 support. 3. See market and alternative discussion.
The Ohio State University	<ol style="list-style-type: none"> 1. The focus on Administration is unique in comparison to other <i>Ohio</i> programs but ultimately the market is national. 2. GPA requirement of 2.75 GPA is too low for the heavy research and analytic component. One-year timeframe might not be feasible with expectation to apply what is learned in seminars. 	<ol style="list-style-type: none"> 1. Agreed. The analytics concentration is less common but forward looking. It is expected to fulfill a specific underserved need. 2. 2.75 is the minimum. Most students are expected to have substantially higher grades. Admission will be competitive.
University of Cincinnati	<ol style="list-style-type: none"> 1. Program name implies a much broader focus than the substantive areas typically covered by the course titles. The core coursework (60% of 	<ol style="list-style-type: none"> 1. Degree name changed to M.S. in Criminal Justice. 2. Degree name changed to M.S. in Criminal

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	<p>the required semester hours) is merely a traditional graduate criminal justice curriculum.</p> <ol style="list-style-type: none"> Two of the concentration areas Analytical Methods and Public Administration are unrelated to a justice studies focus. Justice Studies at the regional campuses is not well established in the state and the faculty is comprised of very junior faculty (several less than 3 years experience.) 	<p>Justice.</p> <ol style="list-style-type: none"> Faculty are more experienced than reflected in PDP. See Appendix C for CVs.
University of Dayton	<ol style="list-style-type: none"> "Demonstrates innovative thinking in creating a program that focuses on the critical aspects of working as a professional in a variety of justice and criminal justice settings... provide a unique approach to criminal justice instruction." "Program is entering a competitive market... several Ohio-based institutions and online organizations that provide training and education in criminal justice studies. It would be helpful to know how Miami University's program would distinguish the professional and practical training received online and "[t]he focus... around skill building in an online environment is an interesting aspect of the PDP but is not fully explained. " Possible collaboration with UD. "The focus on working professionals may limit the pool of students... The online only focus will alienate students who are interested in classroom interaction. "Given the increasing globalization of crime and criminal justice systems, the proposed curriculum should provide greater opportunities to explore the transnational nature of crime and justice and build upon that understanding using analytical and problem solving skills. " A four month development process is insufficient to establish a well-trained cohort. Concerned about the amount of student support for an online environment necessary coursework and "system resources to allow for streaming and operation of GIS software." Explain the use and organization of the volunteer on-site facilitator. Explain how students access and use skill building software (notably GIS). Explain how is the interdisciplinary nature of the program a strength and how that contributes to a student with the ability to problem solve critical and effectively. Given the focus on public administration, a central feature of the curriculum should be developed around fraud detection and prevention. What support mechanism will be created for 	<ol style="list-style-type: none"> No response required. MU follows the Quality Matters rubric, focuses on critical thinking and creating writing skills as consistent with the University Liberal Education Goals in the same manner as traditional face to face courses. MU welcomes a discussion about collaborating. True but MU believes the benefits to the students in convenience and national access outweigh the disadvantages. A comparative justice systems class will be an elective available to both concentrations and global issues and examples will be discussed in several classes. The majority of the faculty have experience teaching online. In addition to the standard development, the department plans to develop these classes in a cluster with internal sharing and mentoring. This is explained in the Full Proposal more thoroughly. This is explained in the Full Proposal more thoroughly. Thirty hours doesn't permit an expansion. A white collar crime/fraud concentration may be considered in the future. Students will be expected to maintain continuous contact with an advisor. The graduate program director will monitor each student's progress and intervene when necessary. Criminalistics and forensics are not part of the program. For students who elect to complete a project, the "planned" time was extended by one semester. While students may take longer to complete, the plan is to encourage them to complete in one year if full-time and two years, if part-time. Staying true to the plan will increase completion rates. Ethics is embedded in nearly every course in the program.

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	<p>students who struggle in the program? This is an important aspect in the PDP that needs to be developed and explained. Given the admission criteria discussed in the proposal, there will be students who need additional assistance to complete the program.</p> <ol style="list-style-type: none"> 11. Explain to what degree are forensic and criminalistics tools integrated into the core curriculum and the concentrations. 12. Consider allowing a long time period to complete the degree. 13. Consider including greater ethical and critical decision-making instruction in the proposed model. 	
Wright State University	“[N]o problems or concerns... appears at this stage to be a strong program.”	No reply required.
Youngstown State University	<ol style="list-style-type: none"> 1. Concerned about ability to offer online courses. The “... PDP refers to is for entry-level justice studies graduates and therefore does not relate to the population of students that should be targeted for this MA in JS.” 2. Other programs in Ohio besides the ones mentioned that have an online graduate program in justice studies (Kent State University, Tiffin University, Urbana University, and Xavier University). Did not address other online programs. “ 3. YSU’s online program requires students to take a statistics course, a law course, and an administration/management course that covers budgeting and personnel”. Any MA in JS program that emphasizes analytics, especially with geographic information system expertise is one that will be regarded highly by potential students. 4. Following Quality Matters will promote the development of a quality program. 	<ol style="list-style-type: none"> 1. This was explained more fully in the Full Proposal. 2. The “alternatives” section of the Full Proposal focuses more on online programs than did the PDP. 3. No reply required. 4. No reply required.

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Appendix B: Course Descriptions

CJS/GEO 545

Geographic Information Systems for Criminal Justice - collect, organize, analyze, and display spatial data used in criminal justice and emergency management. Part of the course will be GIS for crime analysis mapping.

CJS 551

A survey of the major legal traditions in world, as well as an examination of rule of law, civil rights, policing, and punishment & corrections in specific jurisdictions for the purpose of understanding how law and justice systems develop, how systems interact and converge, and how peoples from around the world approach justice. Comparisons between the United States and other nations/systems will occur with the intention of better understanding, critically assessing, and improving systems in the United States.

CJS 611

This course provides an overview of the research on criminal justice theory and decision making in the American criminal justice system. In particular, the course examines theories that attempt to explain formal and informal actions taken by criminal justice actors, and investigates the empirical evidence on the correlates of criminal justice actor decisions.

CJS 612

Focuses on the current state of criminal justice policy, program assessment and evaluation, the impact of public policy, and the necessity for future domestic criminal justice policy. Provides an overview of current policy within police, courts, and community and institutional based agencies.

CJS/STA 615

This course provides an expedited instruction of statistical analyses used in the social sciences. Additionally, students will learn statistical analytic techniques applicable in a wide variety of criminal justice agency settings.

CJS 631

An in depth examination of the major constitutional rights that impact criminal law, including the First, Fourth, Fifth, Six, Eighth, and Fourteenth Amendments. Evaluate the law in its historical, political, and social context. Special attention will be given to technology and privacy and other contemporary issues.

CJS 632

This course provides a thorough examination of selected legal issues that arise in the administration of police organizations and corrections programs. Drawing from several scholarly literatures, CJS 632 exposes students to techniques of legal research, writing and analysis; it also equips students with extensive knowledge of the case and statutory law that governs police supervisors and corrections administrators in their day-to-day work. Major topics include tort liability of police and corrections personnel, federal civil rights law and litigation, the legal duty to train and supervise, legal restrictions on the use of force, procedural due process, collective bargaining law, constitutional rights of officers and

Miami University MS CJ Proposal

public access to information. All students in CJS 632 complete an individualized research assignment focused on a relevant legal issue chosen in consultation with the instructor.

CJS 641

This online course provides the theoretical framework, research findings, and policy implications relating to the occurrence of crime across time and space. Topics include measures of crime, social disorganization theory, rational choice theories of crime, the role of communities, crime prevention through environmental design (CPTED), situational crime prevention, crime analysis, crime mapping, and directions for future research. The course will culminate in the completion of a policy white paper.

CJS 670

An examination of a contemporary problem/issue in criminal justice through some combination of research, readings, discussion, and experiential learning. Topics will vary according to need and interest. This class may be repeated for credit provided different topics are studied.

CJS 685

This course provides the methodological framework upon which criminal justice research is constructed, including how to conduct basic social science research and to be informed consumers of research. Topics include the role of research in criminal justice, ethics, measurement and concepts, sampling, research designs, survey research, qualitative research, the use of secondary data, evaluation and policy analysis, and data analysis and report writing. The course will culminate in the completion of a research proposal.

CJS 691

Directed research and writing of professional report on a subject to be determined in consultation with student's faculty supervisor and defended before a faculty committee. Open to criminal justice graduate students who have completed at least 15 hours of coursework and have the permission of the instructor.

GEO 541

Introduction to the conceptual, operational and institutional issues associated with the use of current Geographic Information Systems technology. Demonstrates the application of widely available commercial GIS products to geographic problem-solving.

STA/ ISA 635

Introduction to foundational statistical methods and techniques relevant to predictive statistical modeling. Topics include simple and multiple linear regression models, logistic regression models, nonlinear regression, and classification and regression trees. Widely used statistical software packages will be introduced and used extensively in the course.

Appendix C: Faculty Curricula Vitae

See below.



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 451/551

Course Title (30 characters): Comparative Justice Systems
Comparative Justice Systems

Full Course Title (appears in *Bulletin*):

Name of person submitting this proposal: Daniel E. Hall

email: halde@miamioh.edu

Name of Department/Program Chair(s): Daniel E. Hall

email: halde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): A survey of the major legal traditions in world, as well as an examination of rule of law, civil rights, policing, and punishment & corrections in specific jurisdictions for the purpose of understanding how law and justice systems develop, how systems interact and converge, and how peoples from around the world approach justice. Comparisons between the United States and other nations/systems will occur with the intention of better understanding, critically assessing, and improving systems in the United States.

4. Course Rationale:

Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Master of Science in Criminal Justice. It has been offered at the UG level for three years.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see [CELTUA](http://www.MiamiOH.edu/registrar/referencelinks/) (see: www.MiamiOH.edu/registrar/referencelinks/)

1. Identify and interpret ethnocentric and relativist perspectives when reviewing a set of facts that involve a question of justice.
2. Analyze how a case, issue, or participant would be treated differently between the various contemporary legal traditions and their accompanying adjudicatory systems.
3. Construct an argument for and against the existence of fundamental human rights.
4. Evaluate the appropriateness of adopting a feature of another system in the United States, applying social, political, geographic, and other factors.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

CJS 551 students will be expected to (1) read, analyze, and apply additional primary source materials, e.g. foreign law (when translated) and research articles; (2) prepare an in-depth cross-cultural comparison paper.

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture - Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion - Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar - An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation - Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab - An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum - An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience - Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio - Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies - Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial - Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced - Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs) - A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: **3**

Proposed lab credit hours: Proposed lecture variable credit hours: to 7. Repeatable for credit: **No**Maximum Hours toward graduation: Maximum Hours toward major: 8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.**no**9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language☐ CAS-B Humanities☐ CAS-B Literature☐ CAS-B Other☐ CAS-C Social Science☐ CAS-C Other☐ CAS-D Natural Science☐ CAS-E Formal Reasoning☐ CAS-Q Quantative Literacy☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg☒ Voice of America Learning Center (VOALC) ☐ Other (explain) **Faculty Approval and forwarding:**Name: **Daniel E. Hall**Email: **halide@miamioh.edu**Phone: **x5-3170**Date: **3/15/15**

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Daniel E. Hall will teach the course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: **2**Undergraduate non-majors:

Graduate majors: 18

Graduate non-majors:

3. Frequency of Offering: once yearly

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: No If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program

Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall

Email: halld@miamioh.edu

Phone: x5-3170

Date: 3/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 611

Course Title (30 characters): Criminal Justice Theory Theory

Full Course Title (appears in *Bulletin*): Criminal Justice

Name of person submitting this proposal:

P. Colin Bolger

email: bolgerpc@miamioh.edu

Name of Department/Program Chair(s):

Daniel E. Hall

email: halde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): This course provides an overview of the research on criminal justice theory and decision making in the American criminal justice system. In particular, the course examines theories that attempt to explain formal and informal actions taken by criminal justice actors, and investigates the empirical evidence on the correlates of criminal justice actor decisions.
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Master of Science in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see [CELTUA](http://www.MiamiOH.edu/registrar/referencelinks/) (see: www.MiamiOH.edu/registrar/referencelinks/)

At the conclusion of this course, students will be able to:

1. Explain and evaluate the leading theories of decision making that apply in criminal justice settings;
2. Compare and contrast the leading theories of decision making that apply in criminal justice setting;
3. Evaluate the empirical evidence on a decision making topic in a research paper;
4. Analyze the validity of the current criminal justice theories that attempt to predict the behavior of different criminal justice actors.
6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."
7. Resources:
In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: **3**

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: **No**

Maximum Hours toward graduation: **3**

Maximum Hours toward major: **3**

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

no

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

- ☐ CAS-A Foreign Language
☐ CAS-B Humanities
☐ CAS-B Literature
☐ CAS-B Other
☐ CAS-C Social Science
☐ CAS-C Other

- ☐ CAS-D Natural Science
☐ CAS-E Formal Reasoning

- ☐ CAS-Q Quantative Literacy
☐ CAS-W Writing

10. Location (check all that apply):

- ☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg
☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: P. Colin Bolger

Email: bolgerpc@miamioh.edu

Phone: x5-3170

Date: 3/15/15

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Colin Bolger will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
 Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: once yearly

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: **No** If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? **No**

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: **Daniel E. Hall**

Email: **halide@miamioh.edu**

Phone: **x5-3170**

Date: **3/15/15**

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 612

Course Title (30 characters): CJ Systems: Practice
Systems: Practice

Full Course Title (appears in *Bulletin*): Criminal Justice

Name of person submitting this proposal: Alana Van Gundy

email: yoderal@miamioh.edu

Name of Department/Program Chair(s): Daniel Hall

email: hallde@miamioh.edu

Daniel Hall

email: hallde@miamioh.edu

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): Focuses on the current state of criminal justice policy, program assessment and evaluation, the impact of public policy, and the necessity for future domestic criminal justice policy. Provides an overview of current policy within police, courts, and community and institutional based agencies.

4. Course Rationale:

Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Masters of Science in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

After completion of this course students will

1. Define and provide examples of criminal justice policy,

2. Utilize theory to create and develop general criminal justice policy,

3. Analyze and evaluate effectiveness of criminal justice policy and

4. Create agency specific policy proposals.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

NA

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online

5. Grade mode: Standard Letter Grade

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: 3

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: Yes

Maximum Hours toward graduation: **3**

Maximum Hours toward major: **3**

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

No

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford

☒ Hamilton

☒ Middletown

☐ Luxembourg

☒ Voice of America Learning Center (VOALC)

☐ Other (explain)

Faculty Approval and forwarding:

Name: Alana Van Gundy

Email: yoderal@miamioh.edu

Phone: 513-785-3262

Date: 03/15/2015

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Alana Van Gundy will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors:

Undergraduate non-majors:

Graduate majors: **20**

Graduate non-majors:

3. Frequency of Offering: **once yearly**

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: **No** If yes, list department/program (maximum 3):
6. Does this course overlap with any other course(s) at Miami? **No**
Enter Department/Program Enter Course #
7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall **Email:** halde@miamioh.edu **Phone:** 5-3170
Date: 03/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/13/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 631

Course Title (30 characters): Law, Liberty, and Crim Justice
Liberty, and Criminal Justice

Full Course Title (appears in *Bulletin*): Law,

Name of person submitting this proposal: Daniel E. Hall

email: halde@miamioh.edu

Name of Department/Program Chair(s): Daniel E. Hall

email: halde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): An in depth examination of the major constitutional rights that impact criminal law, including the First, Fourth, Fifth, Sixth, Eighth, and Fourteenth Amendments. Evaluate the law in its historical, political, and social context. Special attention will be given to technology and privacy and other contemporary issues.
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed M.S. in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

1. Analyze and brief judicial opinions.

2. Evaluate the law in its historic, social, political, and geographic context.

3. Integrate and apply legal doctrine (1st, 4th, 5th, 6th, 8th, 14th Amendments, inter alia) to facts.

4. Critically assess at least one feature of the law/practice of criminal procedure and construct a remedy for an identified problem/defects, taking into account the context, costs, politics, and other factors that will influence the success of the proposed remedies.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.Proposed lecture credit hours: **3**

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: **No**

Maximum Hours toward graduation:

Maximum Hours toward major:

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

9. Is this course being proposed as a College of Arts and Science (CAS) requirement:

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

- ☐ CAS-A Foreign Language
☐ CAS-B Humanities
☐ CAS-B Literature
☐ CAS-B Other
☐ CAS-C Social Science
☐ CAS-C Other

- ☐ CAS-D Natural Science
☐ CAS-E Formal Reasoning

- ☐ CAS-Q Quantative Literacy
☐ CAS-W Writing

10. Location (check all that apply):

- ☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg
☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name:

Email:

Phone:

Date:

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
 Graduate majors: Graduate non-majors:

3. Frequency of Offering:

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: **No** If yes, list department/program (maximum 3):
6. Does this course overlap with any other course(s) at Miami? **No**
Enter Department/Program Enter Course #
7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: **Daniel E. Hall** Email: **hallde@miamioh.edu** Phone: **x5-3170**
Date: **03/15/15**

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 632

Course Title (30 characters): Legal Aspects of Justice Admin
Aspects of Justice Administration

Full Course Title (appears in *Bulletin*): Legal

Name of person submitting this proposal:

John P. Forren

email: forrenjp@miamioh.edu

Name of Department/Program Chair(s):

Daniel E. Hall

email: hallde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): This course provides a thorough examination of selected legal issues that arise in the administration of police organizations and corrections programs. Drawing from several scholarly literatures, CJS 632 exposes students to techniques of legal research, writing and analysis; it also equips students with extensive knowledge of the case and statutory law that governs police supervisors and corrections administrators in their day-to-day work. Major topics include tort liability of police and corrections personnel, federal civil rights law and litigation, the legal duty to train and supervise, legal restrictions on the use of force, procedural due process, collective bargaining law, constitutional rights of officers and public access to

information. All students in CJS 632 complete an individualized research assignment focused on a relevant legal issue chosen in consultation with the instructor.

4. Course Rationale:

Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Master of Science in Criminal Justice

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

By the end of this course, students will be able to:

1. Explain, contextualize and evaluate the major substantive legal rules and doctrines that impose civil liability on law enforcement and corrections officers in the United States;

2. Describe and critique the major legal rights and duties of employees and administrators employed in law enforcement and corrections organizations;

3. Formulate and assess police department and corrections agency policies in light of current legal standards for public sector employment, workers' compensation, occupational safety, and collective bargaining;

4. Design and conduct research into new developments in major areas of law that apply to the work of criminal justice administrators; and

5. Explain and evaluate the performance of courts and other government agencies in developing appropriate legal standards to govern the actions of police and corrections personnel.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

None

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture - Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion - Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar - An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation - Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab - An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum - An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience - Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio - Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies - Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial - Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced - Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs) - A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully Online

5. Grade mode: Standard Letter Grade

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: 3

Proposed lab credit hours: Proposed lecture variable credit hours: to 7. Repeatable for credit: **No**Maximum Hours toward graduation: **3**Maximum Hours toward major: **3**8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.**no**9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language☐ CAS-B Humanities☐ CAS-B Literature☐ CAS-B Other☐ CAS-C Social Science☐ CAS-C Other☐ CAS-D Natural Science☐ CAS-E Formal Reasoning☐ CAS-Q Quantative Literacy☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford☒ Hamilton☒ Middletown☐ Luxembourg☒ Voice of America Learning Center (VOALC)☐ Other (explain) **Faculty Approval and forwarding:**Name: **John P. Forren**Email: **forrenjp@miamioh.edu**Phone: **513-785-3276**Date: **03/15/15**

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

John Forren will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:

Graduate majors: 20

Graduate non-majors:

3. Frequency of Offering: Once yearly

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: No If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program

Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall

Email: halld@miamioh.edu

Phone: 785-3170

Date: 03/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 641

Course Title (30 characters): Crime and Place

Full Course Title (appears in *Bulletin*): Crime and Place

Name of person submitting this proposal: Theresa Ervin Conover

email: conovete@miamioh.edu

Name of Department/Program Chair(s):

Daniel Hall

email: hallde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): This online course provides the theoretical framework, research findings, and policy implications relating to the occurrence of crime across time and space. Topics include measures of crime, social disorganization theory, rational choice theories of crime, the role of communities, crime prevention through environmental design (CPTED), situational crime prevention, crime analysis, crime mapping, and directions for future research. The course will culminate in the completion of a policy white paper.

4. Course Rationale:

Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course is being developed in conjunction with the new Master of Science in Criminal Justice (MSCJ) degree program that has been proposed by the Department of Justice and Community Studies, located in the College of Professional Studies and Applied Sciences. The proposed curriculum for that degree consists of 30 semester hours, divided into core, concentration, and elective/project hours. This course is a required course in the proposed MSCJ program.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see [CELTUA](http://www.MiamiOH.edu/registrar/referencelinks/) (see: www.MiamiOH.edu/registrar/referencelinks/)

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

1. Evaluate the strengths and weaknesses of multiple sources of crime data in the U.S.
2. Apply criminological theories associated with the geography of crime to real world scenarios.
3. Interpret research findings relating to the role of community processes & the built environment in the prevention of crime.
4. Formulate different methods of critical evaluation and problem solving to be used in crime and spatial analysis.
5. Prepare a white paper to recommend specific evidence-based policy interventions to address a particular type of crime.
6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

N/A

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

N/A

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture - Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input checked="" type="checkbox"/>	Discussion - Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input type="checkbox"/>	Seminar - An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation - Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab - An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum - An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience - Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio - Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies - Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial - Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced - Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs) - A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) This class will be offered online.

5. Grade mode: Standard Letter Grade

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: 3

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: No

Maximum Hours toward graduation:

Maximum Hours toward major:

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

No.

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: No

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg

☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: Theresa E. Conover

Email: conovete@miamioh.edu

Phone: 5-7729

Date: 03/15/15

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Theresa E Conover will teach this course in load. The addition of this course should not affect the department's ability to offer existing courses.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: Once yearly

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: **CHOOSE** If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall
03/15/15

Email: hallde@miamioh.edu

Phone: 53170

Date:

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 670

Course Title (30 characters): Special Topics in Justice: Justice

Full Course Title (appears in *Bulletin*): Special Topics in

Name of person submitting this proposal:

Daniel E. Hall

email: halde@miamioh.edu

Name of Department/Program Chair(s):

Daniel E. Hall

email: halde@miamoh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): An examination of a contemporary problem/issue in criminal justice through some combination of research, readings, discussion, and experiential learning. Topics will vary according to need and interest. This class may be repeated for credit provided different topics are studied. **Permission of instructor required.**
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

CJS 670 will be an elective course in the proposed M.S. in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

The SLO's will vary depending on the topic selected.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

N/A

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:
Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours:

Proposed lab credit hours:

Proposed lecture variable credit hours: **1** to **6**

7. Repeatable for credit: **Yes**

Maximum Hours toward graduation: **6**

Maximum Hours toward major: **6**

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

no

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

- ☐ CAS-A Foreign Language
☐ CAS-B Humanities
☐ CAS-B Literature
☐ CAS-B Other
☐ CAS-C Social Science
☐ CAS-C Other

☐ CAS-D Natural Science
☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy
☐ CAS-W Writing

10. Location (check all that apply):

- ☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg
☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: Daniel E. Hall **Email:** hallde@miamioh.edu **Phone:** x5-3170
Date: 03/15/15

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

All graduate faculty.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
 Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: once yearly
4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: No If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:**Name:** Daniel E. Hall**Email:** halld**Phone:** x5-3170**Date:**

03/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 685

Course Title (30 characters): Advanced Research Methods
Research Methods

Full Course Title (appears in *Bulletin*): Advanced

Name of person submitting this proposal: Theresa Ervin Conover

email: conovete@miamioh.edu

Name of Department/Program Chair(s): Daniel Hall

email: hallde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): This course provides the methodological framework upon which criminal justice research is constructed, including how to conduct basic social science research and to be informed consumers of research. Topics include the role of research in criminal justice, ethics, measurement and concepts, sampling, research designs, survey research, qualitative research, the use of secondary data, evaluation and policy analysis, and data analysis and report writing. The course will culminate in the completion of a research proposal.

4. Course Rationale:

Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed M.S. in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

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

- Analyze the fundamental characteristics and issues that make science different from other ways of knowing.
 - Explain ethical considerations that must be taken into account and identify ways to address them in social science research.
 - Differentiate quantitative from qualitative research methodologies.
 - Evaluate appropriate research methodologies and designs to address specific research questions.
 - Analyze data utilizing using descriptive and inferential statistics.
 - Design an original research proposal (from problem statement to methodology).
6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

N/A

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None.

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture - Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion - Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar - An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation - Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab - An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum - An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience - Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio - Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies - Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial - Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced - Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs) - A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>

Proposed lecture credit hours: **3**

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: **No**

Maximum Hours toward graduation:

Maximum Hours toward major:

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

No.

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg

☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: Theresa E. Conover
7729

Email: conovete@miamioh.edu

Phone: 5-

Date: 03/15/15

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Theresa Ervin Conover will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: Once yearly.

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: No If yes, list department/program (maximum 3):

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall Email: halde@miamioh.edu Phone: 5-3170
Date: 03/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 691

Course Title (30 characters): Project

Full Course Title (appears in *Bulletin*): Project

Name of person submitting this proposal:

Daniel E. Hall

email: halde@miamioh.edu

Name of Department/Program Chair(s):

Daniel E. Hall

email: halde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): Directed research and writing of professional report on a subject to be determined in consultation with student's faculty supervisor and defended before a faculty committee. Open to criminal justice graduate students who have completed at least 15 hours of coursework and have the permission of the instructor.
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:
 - Does this course satisfy departmental, divisional, or university needs or goals?

- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

CJS 691 is a culminating experience option in the M.S. in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

1. Synthesize the core, methods, statistics, and concentration learning and skills acquired in the degree program.
2. Apply core, research, and concentration learning to a research or service project.
3. Design and implement a research or service project.
4. Analyze findings and draw conclusions from collected data, if applicable.
5. Effectively write and present the results of the project.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

N/A

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

15 hours of graduate credit and permission of instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input checked="" type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input checked="" type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input checked="" type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online.

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: **3**

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: **No**

Maximum Hours toward graduation: **3**

Maximum Hours toward major: **3**

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

no

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford

☒ Hamilton

☒ Middletown

☐ Luxembourg

☒ Voice of America Learning Center (VOALC)

☐ Other (explain) _____

Faculty Approval and forwarding:

Name: **Daniel E. Hall**

Email: **hallde@miamioh.edu**

Phone: **x5-3170**

Date: **03/15/15**

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

All graduate faculty with A standing will participate in supervising projects and/or serving on the defense committees.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: _____

Undergraduate non-majors: _____

Graduate majors: **5**

Graduate non-majors: _____

3. Frequency of Offering: **once yearly**

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: **No**

If yes, list department/program (maximum 3): _____

6. Does this course overlap with any other course(s) at Miami? **No**

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel E. Hall

Email: halide@miamioh.edu

Phone: x5-3170

Date: 03/15/15

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 1/28/2015

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: CJS/STA

Requested Course Number (Consult Office of the Registrar, if needed courseapproval@MiamiOH.edu): 615

Course Title (30 characters): Criminal Justice Statistics
Criminal Justice

Full Course Title (appears in Bulletin): Statistics for

Name of person submitting this proposal: P. Colin Bolger

email: bolgerpc@miamioh.edu

Name of Department/Program Chair(s): Daniel E. Hall

email: hallde@miamioh.edu

email:

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval for 3 consecutive semesters: SPRING 2015
2. Indicate effective date (term you want to offer the course for the first time) for new course: SPRING 2015
3. Bulletin Description (*Please be brief - suggested limit 150 words*): This course provides an expedited instruction of statistical analyses used in the social sciences. Additionally, students will learn statistical analytic techniques applicable in a wide variety of criminal justice agency settings.
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:
 - Does this course satisfy departmental, divisional, or university needs or goals?

- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Master of Science in Criminal Justice.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

At the conclusion of this course, students will be able to:

1. Apply advanced statistical techniques to analyze social phenomena;

2. Apply a commonly used statistical product to real-life criminal justice problems.

3. Present data findings and analysis in the form of a report that meets professional expectations within criminal justice organizations.

4. Evaluate the appropriate use and application of statistical data in criminal justice literature.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. ☐ List any Prerequisite(s) for this course to be enforced at registration and published in the *Bulletin*:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisite

A **prerequisite** course is *one that contains necessary content for success in a future course*. **Enforcing prerequisites at registration** means that the registration system allows a student to enroll only if the prerequisite course is "in progress" or has been completed in a previous term. Many prerequisites are listed in the Miami Bulletin, but are NOT enforced at registration.

2. ☐ List any co-requisites for this course to be enforced at registration and published in the *Bulletin*:

Co-requisite A **co-requisite** course is one that must be taken *prior to or during the same semester* as another course because of linked content. **When enforcing co-requisites at registration**, the registration system only allows a student to enroll if the co-requisite course is "in progress" or was completed in a previous term.

3. ☐ List any concurrent course(s) for this course to be enforced at registration and published in the *Bulletin*:

Concurrent A **concurrent** course is one that *is taken in the same term of another course* due to linked content. **When enforcing concurrent courses at registration**, the student must enroll in both course numbers during the same term or the registration system will not allow the student to enroll for either one!

4. Choose ALL **instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture - Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion - Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar - An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation - Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab - An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum - An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience - Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio - Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies - Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial - Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced - Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs) - A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring or Standard Summer timeblock URL on the following Office of the Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: 3

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: No

Maximum Hours toward graduation: 3

Maximum Hours toward major: 3

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: No

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location(s):

☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg

☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: Daniel E. Hall

Email: hallde@miamioh.edu

Phone: 53170

Date:

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Colin Bolger will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: Once yearly
4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: Yes If yes, list department/program Statistics
6. Does this course overlap with any other course(s) at Miami? No
- Enter Department/Program Enter Course #
7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Daniel Hall Email: hallde@miamioh.edu Phone: 53170 Date: 4/22/2014

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the Registrar will verify the information and forward this request to the appropriate contact person.

Approved by Senate - 11/2011



Depew, Amy <depewam@miamioh.edu>

Fwd: Fwd: GEO/CJS 445/545

1 message

Hall, Daniel <hallde@miamioh.edu>

Thu, Jan 22, 2015 at 7:33 PM

To: Amy Depew <amy.depew@miamioh.edu>

----- Forwarded message -----

From: **D'Arcus, Bruce** <darcusb@miamioh.edu>

Date: Thu, Jan 22, 2015 at 7:21 PM

Subject: Re: Fwd: GEO/CJS 445/545

To: Daniel Hall <hallde@miamioh.edu>

Yes to both. Am back tomorrow.

On Jan 22, 2015 1:41 PM, "Hall, Daniel" <hallde@miamioh.edu> wrote:

Bruce, we are finalizing the MS proposal today to be submitted to the process tomorrow. I have a practical question for you. We need to package the course proposals with the degree proposal when we send it forward. Yet the GIS in criminal justice course needs GEO and CAS approvals, as well as JCS and CPSAS approvals. Getting the forms around to folks is clunky. Are you ok with us attaching your email approval to the course proposal instead of your actual signature?

Similarly, can you confirm that GEO approves the use of both the new GEO/CJS 545 and GEO 541 in the degree program?

I have attached the most recent unedited draft of the MS proposal for your review.

Thanks, Daniel



Propose a **Temporary and/or New Permanent Course**

REQUEST

Today's Date: 03/15/15

Date revised form submitted (if applicable):

I am requesting this course as a: NEW PERMANENT course only

Department/Program Prefix: GEO/CJS

Requested Course Number (Consult Office of the University Registrar, if needed courseapproval@MiamiOH.edu): 445/545

Course Title (30 characters): GIS for Criminal Justice Information Systems for Criminal Justice

Full Course Title (appears in *Bulletin*): Geographic

Name of person submitting this proposal: Liza Skryzhevskaya

email: skryzhy@miamioh.edu

Name of Department/Program Chair(s): Bruce D'Arcus

email: darcusb@miamioh.edu

Daniel Hall

email: hallde@miamioh.edu

INFORMATION

***Section 1 and 2 should primarily be completed by the proposing faculty member.
Section 3 will require the involvement of the department/program chair.***

SECTION I – COURSE INFORMATION

For a temporary course request or extension, approval at the departmental and divisional level per Section 11 of MUPIM is required. For a new course request, this form requires approval from the department/program, division, Graduate Council (4xx/5xx, 6xx and 7xx level courses), COAD and University Senate via Consent Calendar. MUPIM, Section 11 (see www.MiamiOH.edu/registrar/referencelinks/)

The links embedded in this proposal form are provided to assist the proposer. They elaborate on specific details of what is being requested. Additional assistance is provided by CELTUA upon request.

1. Indicate effective date (term you want to offer the course for the first time) for temporary course approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms: ****CHOOSE****
2. Indicate effective date (term you want to offer the course for the first time) for new course: **SPRING 2016**
3. Bulletin Description (*Please be brief - suggested limit 150 words*): **Geographic Information Systems for Criminal Justice - collect, organize, analyze, and display spatial data used in criminal justice and emergency management. Part of the course will be GIS for crime analysis mapping.**
4. Course Rationale:
Describe why this course is being proposed. You might consider the following questions in framing your rationale:

- Does this course satisfy departmental, divisional, or university needs or goals?
- Specify if this course is a requirement within any major or minor, a new divisional requirement?
- Is the course primarily an elective course within a major or minor?

NOTE: If you are designing this course as a Global Miami Plan course (Foundation, Thematic Sequence or Capstone) you must ALSO submit the course to Liberal Education Council. (see: www.MiamiOH.edu/registrar/referencelinks/)

This course will support the proposed Master of Science in Criminal Justice and existing Bachelor of Science in Forensic Investigation.

5. Student Learning Outcomes:

List the specific learning outcomes that students are expected to achieve in every section of this course. For help, see CELTUA (see: www.MiamiOH.edu/registrar/referencelinks/)

After completion of this course students will:

1. analyze spatial phenomena and evaluate how GIS can be used in real-world situations in the field of Criminal Justice;

2. manipulate GIS software and apply GIS tools to real-world problem solving in Criminal Justice;

3. evaluate cartographic principles to be used in real-world GIS projects;

4. synthesize spatial knowledge and apply it in database management;

5. analyze and evaluate spatial distributions using GIS.

6. 400/500 Level Courses: If this course is offered at both the graduate and undergraduate levels, please describe how the expectations and requirements for graduate students will be different from those at the undergraduate level. Will there be additional student learning outcomes, different student learning outcomes or, will graduate students be held to higher performance standards for the same learning outcomes? If there is additional course work, explain why this is appropriate for graduate students. As an illustration, "additional readings will be required because the expectation is that graduate students should acquire a deeper and richer knowledge of the primary source literature, and also graduate students will be held to higher standards of critical thinking in their written work."

Graduate students will be held to higher performance standards for the course learning outcomes. Additional work for graduate students includes:

1. For the crime analysis project, graduate students are expected to compile bibliography using eight scholarly sources (four sources for undergraduate students);

2. Graduate students are expected to gain deeper and richer understanding of the primary source literature discussed in class;

3. For the laboratory assignment, graduate students are expected to complete challenge questions in addition to regular set of tasks.

7. Resources:

In this section indicate additional resources that you would require for this course. Include such things as additional library resources, special classrooms, or technology. Please consult with your Department Chair or Program Director, as appropriate.

None

SECTION II – ADDITIONAL COURSE INFORMATION

To Be Completed by Faculty Member Proposing Course Approval

1. List any Prerequisite(s) for this course:

Admission to the M.S. in Criminal Justice or permission of the instructor.

Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.

2. List any co-requisite(s) for this course:

Co-requisites indicate the courses required to be taken in the same semester as the course in question.

Note: All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and/or co-requisite enrollment restriction for a given course. Prerequisite and/or co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

4. Choose ALL **OBOR instructional types (schedule types)** below that apply to this course request:

<input checked="" type="checkbox"/>	Lecture- Formalized instruction, conducted on or off campus, in which the teacher presents an educational experience to students applying any combination of instructional methods such as lecture, directed discussion, demonstration, or the presentation of audio-visual materials or techniques.
<input type="checkbox"/>	Discussion- Used most often in conjunction with a lab to describe an instructional format in which the observations made in the lab are further discussed. They may be a formal class in which discussion, rather than lecture, is the pedagogical structure.
<input checked="" type="checkbox"/>	Seminar- An educational experience which is less formal than a classroom/lecture/discussion/class, in which a relatively small number of students engage in discussions which are directed by a faculty member in the development and/or review of concepts which have been or are to be applied to practical situations.
<input type="checkbox"/>	Recitation- Small breakout groups which meet in conjunction with a lecture to review exams, discuss issues, address questions, and extend the instruction.
<input type="checkbox"/>	Lab- An educational activity in which students conduct experiments, perfect skills, or practice procedures under the direction of a faculty member.
<input type="checkbox"/>	Practicum- An on- or off-campus work experience which is integrated with academic instruction in which the student applies concurrently learned concepts to practical situations within an occupational field. To assume proper coordination of the experience, the practicum is coordinated by a faculty member who visits the student at least once every two weeks, provides the final grade, and teaches at least one course on the campus.
<input type="checkbox"/>	Field Experience- Planned, paid work activity which relates to an individual student's occupational objectives, such as geology or archaeology, and which is taken in lieu of elective or required courses in his or her program with the permission of a faculty advisor. The experience is coordinated by a faculty member of the college who assists the student in planning the experience, visits the site of the experience for a conference with the student and his/her supervisor at least once during the semester, and assigns the course grade to the student after the appropriate consultation with the employer/supervisor.
<input type="checkbox"/>	Studio- Describes music, performance art, and theater courses.
<input type="checkbox"/>	Individual Studies- Describes course sections in which a faculty member works with a student or small group of students. May be associated with coursework or with Master's and Doctoral level requirements.
<input type="checkbox"/>	Tutorial- Use this category if individuals or groups of individuals are tutored by a faculty member or qualified individual.
<input type="checkbox"/>	Self paced- Use for courses where student progresses at his/her own pace. Includes independent learning.
<input type="checkbox"/>	Clinical (applicable only to health technology programs)- A laboratory section which meets at a health-related agency facility in lieu of on-campus laboratory facilities. Clinical laboratory sessions provide a realistic environment for student learning. During a clinical lab session, a regular full- or part-time faculty member directly supervises the class.
<input checked="" type="checkbox"/>	Other (please explain in detail) Fully online

5. Grade mode: **Standard Letter Grade**

6. Credit Hours: **NOTE: for information regarding instructional minutes, see the Standard Fall/Spring/Winter or Standard Summer timeblock URL on the following Office of the University Registrar website:**
<http://www.units.MiamiOH.edu/reg/SchedulingResources/index.php>.

Proposed lecture credit hours: **3**

Proposed lab credit hours:

Proposed lecture variable credit hours: to

7. Repeatable for credit: **No**

Maximum Hours toward graduation: **3**

Maximum Hours toward major: **3**

8. Is the Permanent Course replacing an existing course(s)? If yes, identify course(s) that should be removed from the *General Bulletin* as a consequence of approving this proposal.

No

9. Is this course being proposed as a College of Arts and Science (CAS) requirement: **No**

If yes, check off the CAS area(s) to which they apply. The College of Arts and Science Curriculum Committee must approve requirements:

☐ CAS-A Foreign Language

☐ CAS-B Humanities

☐ CAS-B Literature

☐ CAS-B Other

☐ CAS-C Social Science

☐ CAS-C Other

☐ CAS-D Natural Science

☐ CAS-E Formal Reasoning

☐ CAS-Q Quantative Literacy

☐ CAS-W Writing

10. Location (check all that apply):

☐ Oxford ☒ Hamilton ☒ Middletown ☐ Luxembourg

☒ Voice of America Learning Center (VOALC) ☐ Other (explain)

Faculty Approval and forwarding:

Name: **Liza Skryzhevskaya**

Email: **skryzhy@miamioh.edu**

Phone: **513-785-3290**

Date: **03/15/15**

The proposing faculty member forwards to the Department Chair/Program Director for review/completion. If a cross-listed course, you must also forward to other Chair(s)/Program Director(s). Once the Office of the University Registrar receives completed form(s), the form will be sent to the Division.

SECTION III - RESOURCES

(To be completed by department/program and division)

1. When this new course is offered, who will teach the course and what are the workload implications for the faculty expected to teach this new course, as well as implications for the department or program's ability to offer its existing courses?

Liza Skryzhevskia (GEO - MUH) will teach this course in-load.

2. Indicate the estimated number of students expected to enroll in this class per year the first term it is offered:

Undergraduate majors: Undergraduate non-majors:
 Graduate majors: 20 Graduate non-majors:

3. Frequency of Offering: once yearly

4. Identify the number of sections expected to be taught per term:

1

5. Cross listed: Yes If yes, list department/program (maximum 3): GEO CJS

6. Does this course overlap with any other course(s) at Miami? No

Enter Department/Program Enter Course #

7. Comments related to this Course Request:

Department Chair/Program Director Approval and forwarding:

Name: Bruce D'Arcus: darcus@miamioh.edu, 513-529-5010

Daniel Hall
03/15/15

Email: hallde@miamioh.edu

Phone: 5-3170

Date:

Department Chair/Program Director approval indicates that the course and its student learning outcomes fit into the mission of the department/program. By approving, the Chair or Director takes responsibility (a) for ensuring that the course will be executed in a way that promotes the stated student learning outcomes and ensuring that the course is assessed and (b) forwarding for notification purposes to courseapproval@MiamiOH.edu and to the Divisional Dean for review/completion.

NOTE: For a temporary course request or extension, this form requires approval by department/program and division (see [MUPIM](#), Section 11).

NOTE: For a new course request, this form requires approval by the department/program, division, Graduate Council (for 4xx/5xx, 600, 700 or 800 level courses), COAD and University Senate Consent Calendar (see [MUPIM](#), Section 11). Upon submission of this form via email, the Office of the University Registrar will verify the information and forward this request to the appropriate contact person.

Revised 07/2014

Installing Student ArcGIS10.2 Education Edition

Total installation time estimate: 30 – 40 minutes

NOTE: Beginning Fall 2014 all Software installations will be done digitally WITHOUT software media distributed to students. Each student will receive an authorization code that will be used to download the necessary installation files.

***Note: If you already have the current version on your computer, and your license has simply timed out – please go to the PAGE 3 for instructions on how to reauthorize your installation!**

This installation is an ArcInfo license. You will now have the same license as the computers in any computer lab on campus. This is a 1 year license for educational use only.

Please go to <http://resources.arcgis.com/en/help/system-requirements/10.2/index.html#/01510000002000000> for a complete list of computer system requirements for ArcGIS 10.1 Desktop.

After you install the software, please visit <http://support.esri.com/en/downloads/patches-servicepacks> for the most recent service pack information. You need only to install the most recent service pack – it will be cumulative and contain all fixes and patches from previous service packs and patches. You will need to check back here often to check for more updates.

1. Obtain an authorization code from your course instructor (EVA number)

2. Go to www.esri.com/StudentEdition to activate your authorization code (EVA number)

- If you do not already have an ESRI Global User account, you will need to create one now. This account will become important for accessing online help, online tutorials, and for working with ArcGIS online for creating your own webmaps.
- If you do not have an account, click on “Sign –up for Your Free ESRI Global Account”
- If you already have an account, sign in by clicking “Login with Your Existing Account”
- After logging in, type in your activation code in the space provided:
-

Activate your ArcGIS for Desktop Trial

Enter Authorization Number

Your authorization number was provided by your instructor or is printed on your DVD.
The format of the code is EVA123456789.

Activate ArcGIS

-
- You will be asked to select a version – **SELECT 10.2 DESKTOP**

Select a Version

Select the version of ArcGIS for Desktop you would like to download if you have not already received a DVD.
If you have a DVD from your instructor, please follow the instructions in the Install Guide.

ArcGIS 10.2 for Desktop

ArcGIS 10.1 for Desktop

ArcGIS 10.0 for Desktop

-
- You will be taken to a page that will let you download the necessary installation files

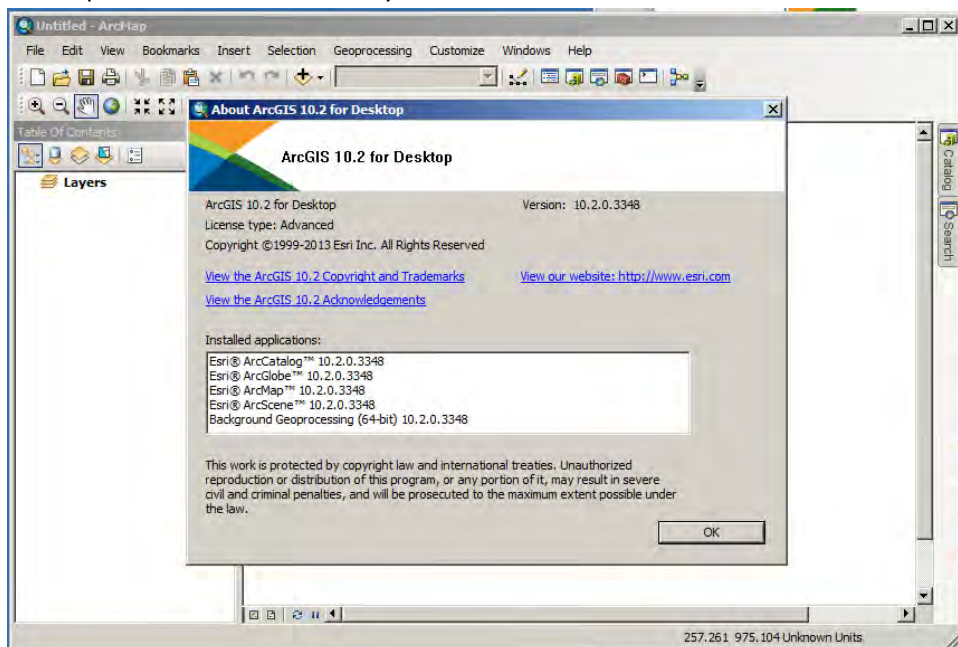
3. Download and Install ArcGIS for Desktop Student Trial

- If necessary, download the **ArcGIS Uninstall Utility** and uninstall previous versions of ArcGIS Desktop or Server. The software cannot be installed on a computer that has a previous version of ArcGIS for Desktop or ArcGIS for Server installed. It's OK if the computer has ArcGIS Explorer installed.
- If necessary, install the [Microsoft .NET Framework](#) (version 3.5 Service Pack 1 or higher).
- Determine the location for the ArcGIS for Desktop software you wish to install and click the **Download button**. You can also download the Tutorial Data, if desired.
- Double-click **ArcGIS_Desktop_101_129796_2.exe** to extract the installation files.
- Locate and run **Setup.exe** to install ArcGIS for Desktop. **The "Complete" installation is REQUIRED.**
- After the files are installed, the Authorization Wizard will open and prompt you to choose a product to authorize; select **"ArcGIS Desktop Advanced (Single Use)"** and click **continue**.
- The Authorization Wizard will prompt you for an authorization code; **enter your activated code**. Follow the prompts and the software will authorize and be ready for use. **Note: leave the default option for the software extensions selected; they will be authorized automatically.**

4. If your installation did not automatically put a shortcut on your desktop, go to **C:\Program Files(x86)\ArcGIS\Desktop10.2\bin** and right-click on ArcMap.exe to send a shortcut to the desktop.



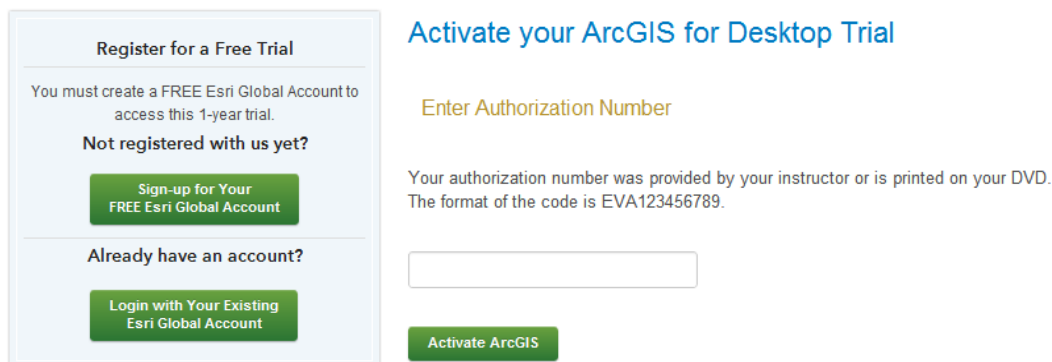
5. Double-click the short cut to launch software (or access it through the Start Menu)
- ArcMap should start successfully



- Click on **Help > About** to see your installation information
- AND REMEMBER TO CHECK THE URL LISTED ON THE FIRST PAGE OFTEN FOR **SERVICE PACKS AND PATCHES!**

Reauthorizing an Expired ArcGIS Student Edition License

1. Get a new EVA Authorization code from your instructor or from Robbyn Abbitt (abbitttrj@miamioh.edu)
2. Go to www.esri.com/StudentEdition to activate your authorization code (EVA number)
 - If you do not already have an ESRI Global User account, you will need to create one now. This account will become important for accessing online help, online tutorials, and for working with ArcGIS online for creating your own webmaps.
 - If you do not have an account, click on “Sign –up for Your Free ESRI Global Account”
 - If you already have an account, sign in by clicking “Login with Your Existing Account”
 - After logging in, type in your activation code in the space provided:



- You should get the following message:

Thank you!

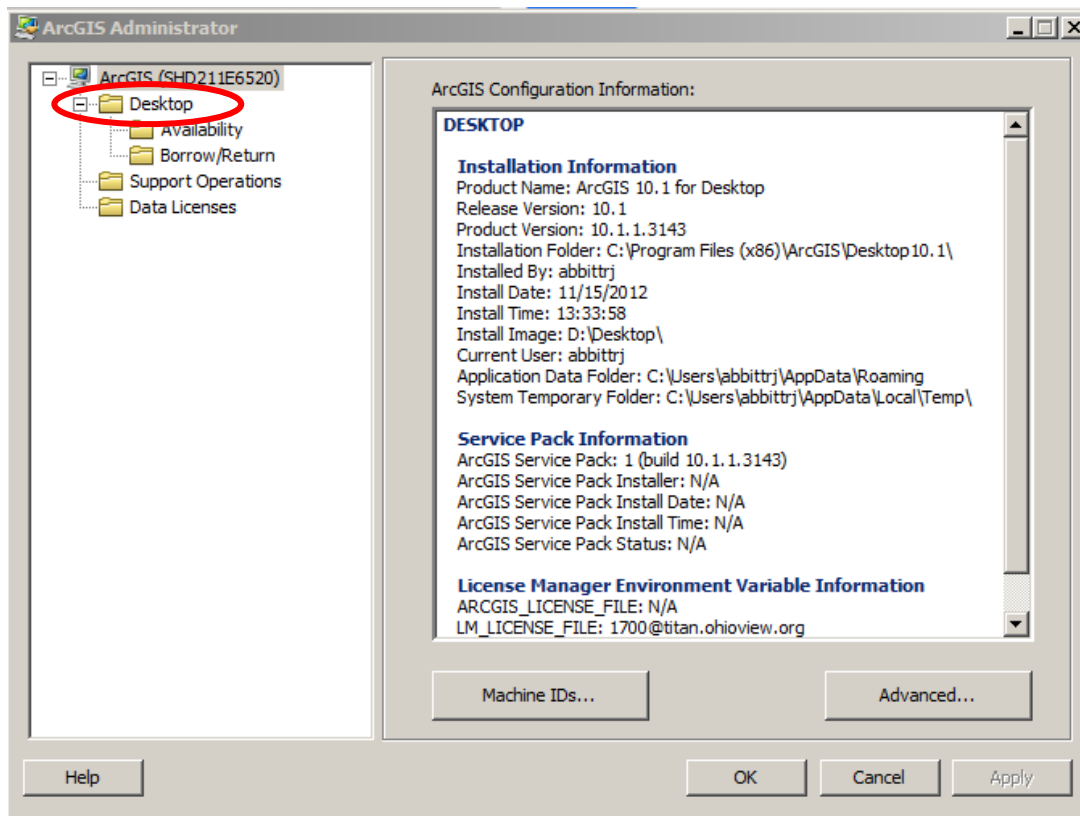
Thank you for activating your ArcGIS for Desktop Student Trial authorization number.

You are now ready to install your ArcGIS for Desktop software. During the installation process, you will be prompted to enter this number.

Insert the DVD into your computer to start the installation. If necessary, open Setup.exe to launch the installation.

When prompted, select **ArcGIS for Desktop Advanced Single Use** and enter your authorization number.

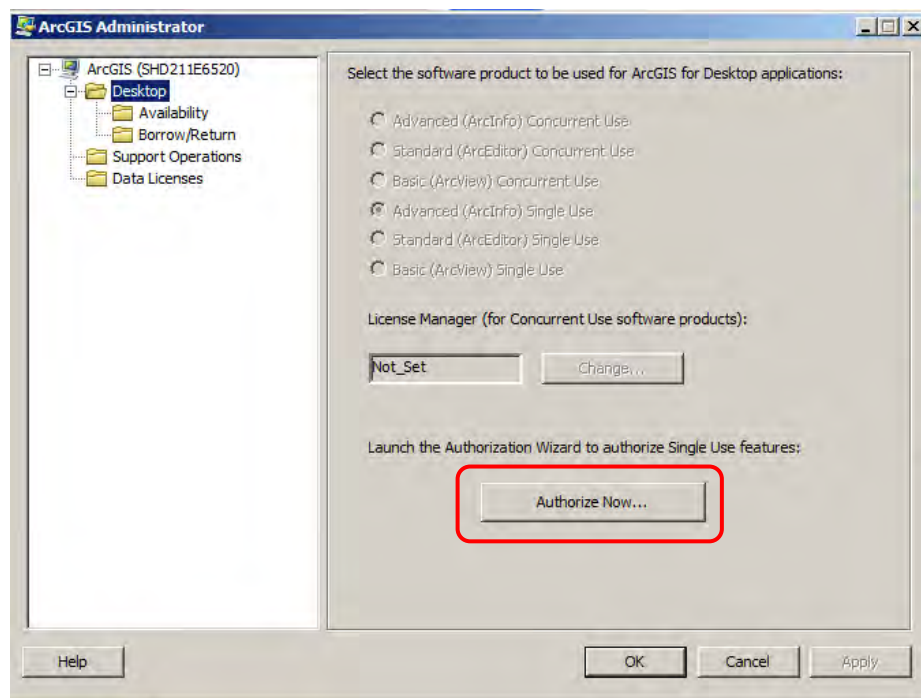
3. From your desktop start menu, launch the **ArcGIS Administrator**
 - Start > All Programs > ArcGIS > ArcGIS Administrator
 - If asked to allow the application to make changes to your computer, say YES



4.

5. Click on the DESKTOP folder icon

- Make sure the “Advanced (ArcInfo) Single Use” option is selected
- Click the “Authorize Now...” button



6. Authorize your new desktop installation through the ArcGIS Administrator Wizard

ArcGIS Administrator Wizard

1. Select a product

ArcGIS Desktop

- ☐ Advanced (ArcInfo) Concurrent Use
- ☒ Advanced (ArcInfo) Single Use
- ☐ Standard (ArcEditor) Concurrent Use
- ☐ Standard (ArcEditor) Single Use
- ☐ Basic (ArcView) Concurrent Use
- ☐ Basic (ArcView) Single Use

ArcGIS Engine

- ☐ ArcGIS Engine (Concurrent Use)
- ☐ ArcGIS Engine (Single Use)
- ☐ ArcGIS Engine and ArcGIS Engine Developer Kit (Single Use)

Esri CityEngine

- ☐ Advanced Concurrent Use
- ☐ Advanced Single Use
- ☐ Basic Concurrent Use
- ☐ Basic Single Use

2. Define a License Manager for Concurrent Use products

License Manager

- ☒ Define a License Manager now:
Not_Set Browse...
- ☐ Define a License Manager later from the ArcGIS Administrator

2. Launch the Authorization Wizard for Single Use products

Authorization Wizard

Authorize Now

OK Cancel

i.

- Under **Authorization Options**, Choose **"I have installed my software and need to authorize it"**

Software Authorization Wizard

Authorization Options

You must authorize the software prior to use. Select from the options below.

Authorization Options

- ☒ I have installed my software and need to authorize it.
- ☐ I have already authorized the software and need to authorize additional extensions.
- ☐ I have received an authorization file from Esri and am now ready to finish the authorization process.

Browse...

i.

Click NEXT

- Under **Authorization Method**, choose "Authorize with Esri now using the Internet"

Software Authorization Wizard

Authorization Method

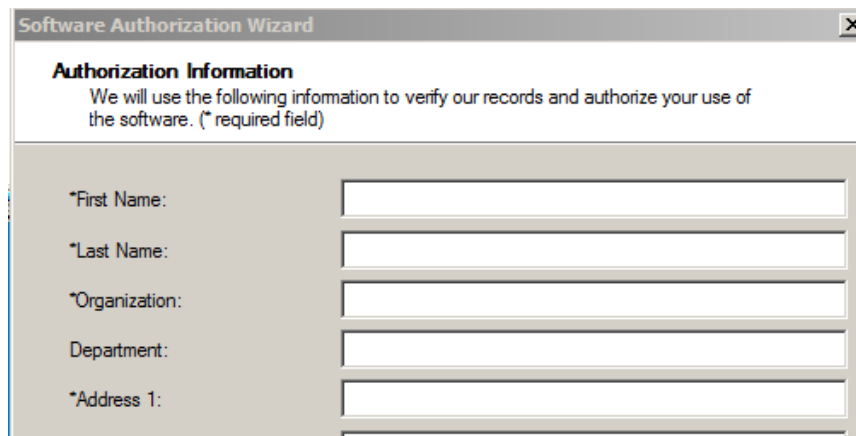
Select the method you want to use to authorize the software.

- ☒ Authorize with Esri now using the Internet.
(This automatic method is the easiest way to authorize. It requires an Internet connection.)
- ☐ Authorize at Esri's website or by email to receive your authorization file.
- ☐ Authorize your software from a local license server.

i.

Click NEXT

- Fill out the **Authorization Information Form**



Software Authorization Wizard

Authorization Information
We will use the following information to verify our records and authorize your use of the software. (* required field)

*First Name:

*Last Name:

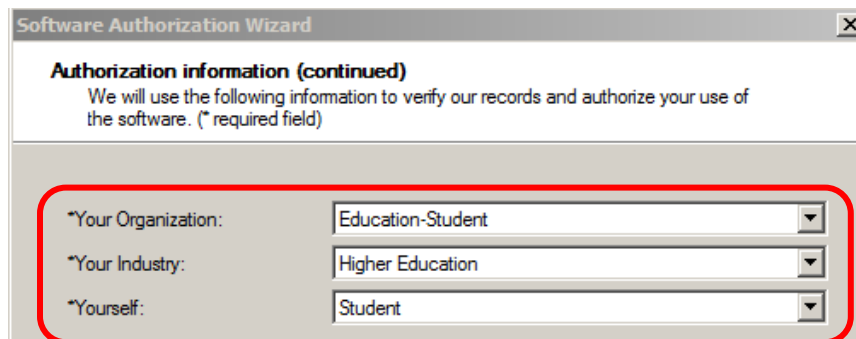
*Organization:

Department:

*Address 1:

i. Click NEXT

- Fill out the next form as below:



Software Authorization Wizard

Authorization information (continued)
We will use the following information to verify our records and authorize your use of the software. (* required field)

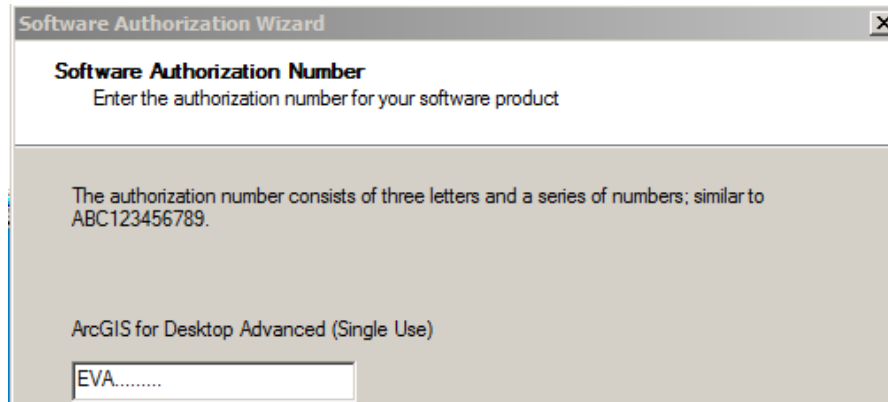
*Your Organization:

*Your Industry:

*Yourself:

i. Click NEXT

- For Software **Authorization Number**, you will need to type in the **EVA number** again (look on your DVD package or the email from ESRI)



Software Authorization Wizard

Software Authorization Number
Enter the authorization number for your software product

The authorization number consists of three letters and a series of numbers; similar to ABC123456789.

ArcGIS for Desktop Advanced (Single Use)

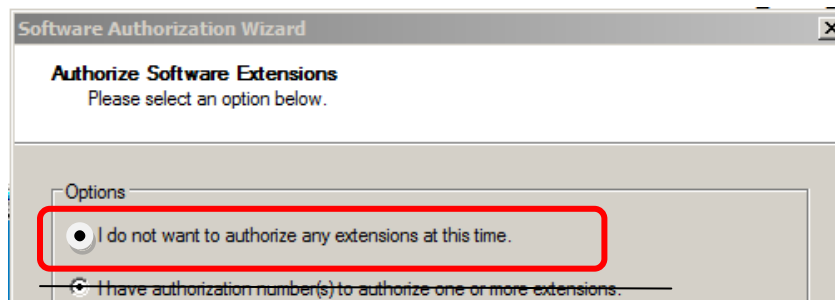
EVA.....

i. Click NEXT

- For **Authorize Software Extensions**, select **"I do not want to authorize any extensions at this time"**

i. **THIS IS A CHANGE FROM PREVIOUS INSTRUCTIONS!!!**

ii. ESRI states that all applicable extensions will be authorized automatically.



Software Authorization Wizard

Authorize Software Extensions
Please select an option below.

Options

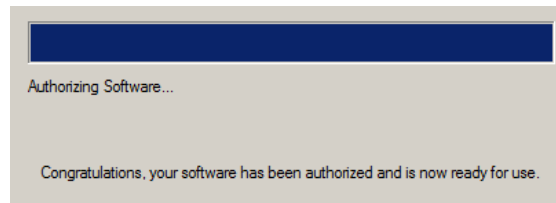
☒ I do not want to authorize any extensions at this time.

☐ I have authorization number(s) to authorize one or more extensions.

iii. Click NEXT

- The Authorization Wizard will now contact ESRI and authorize your software via the internet

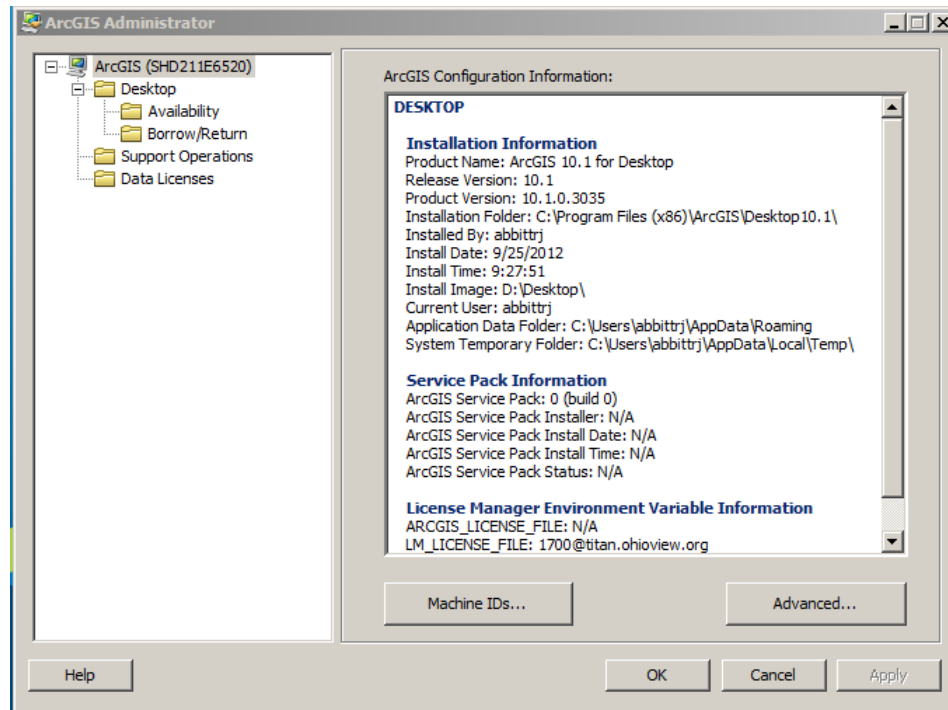
- When you get the “Congratulations” message, click FINISH



i.

Click FINISH

- The final window will be the ArcGIS Administrator for your machine telling you where the software is installed and other pieces of information



i.

Click OK

7.

May 1, 2015
Academic and Student Affairs

RESOLUTION R2015-39

BE IT RESOLVED: that the Board of Trustees hereby affirms the appointment of Dr. Michael Dantley as Dean, College of health, Education and Society effective June 15, 2015.

BE IT FURTHER RESOLVED: that the Board of Trustees also hereby approves the recommendation for the awarding of tenure to

Michael Dantley
Professor
Department of Educational Leadership

to also become effective on June 15, 2015.

Approved by the Board of Trustees
May 1, 2015



T. O. Pickerill II
Secretary to the Board of Trustees

College of Creative Arts 2014-2015 Summary Report
Dean Liz Mullenix
The Academic/Student Affairs Committee of the Board of Trustees
April 30, 2015

The College of Creative Arts is committed to advancing creativity on campus through the visual and performing arts, and through design and multimedia across the disciplines. We also believe that creativity—in thought and in practice—is a powerful ingredient in shaping a society, and we strive to bring the voice and imagination of the arts to all corners of our diverse and global society. It is significant that our study and practice of the arts takes place within a liberal education context, for by integrating disciplinary expertise with the liberal arts, we will educate the next generation of architects, artists, designers, performers, teachers, and scholars for leadership in their chosen fields and in new and merging creative industries.

Below is a summary of some of the work we have been doing this year in the division. The 2014-2015 goals for the College of Creative Arts were established to begin work on some of our most pressing interests relative to our 2020 plan. We recognize that we could not tackle every goal and metric in this first year, so we prioritized key areas as is illustrated below.

GOAL 1: RECRUITMENT

Unifying Goal: Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.

Metric 1: Miami will achieve a six-year graduation rate of 85% and a four year graduation rate of 75%.

In the College of Creative Arts, retention rates are high. Currently our 6 year retention rate (based on the Fall 2008 cohort) is 85.1% and our first to second year retention rate with the Fall 2013 cohort is 94.5%. We believe that direct recruitment into our majors is a key factor in this high retention rate. Currently all CCA students, with the exception of interactive media studies (IMS) majors and art/architecture history majors, must either audition or submit a portfolio for entrance into the division. The outcome of this selection process is that we attract and maintain students who really want to study the arts at Miami. Our studios, however, are not filled to capacity currently. Last fall we yielded 187 freshman, and we have room for 220. If we were to recruit to capacity, we would not only have optimum healthy numbers in our programs, but we would also increase our tuition revenue by approximately 2.5 million dollars, thus helping us cut our subvention number under RCM in half. Strategies to increase enrollment include: work with admissions to target specific programs, use of high profile performance groups such as the Glee Club, the Morpheus Chamber Orchestra, and the Steel Band to help with recruitment, and continued success with Arts Day each fall. Each department is also engaged in their own specialized recruitment activities.

Metric 18: Grow the diversity of students, faculty, and staff.

In the CCA, we are committed to not only growing the number of students in our division, but to also increasing the percentage of multicultural students. Our faculty, arts programing, and curriculum introduce a global perspective, but our study body is still largely caucasian. Our active participation in the Bridges Program and our Summer Scholars modules are attempts to increase the number of diverse students within the arts.

Metric 25: Miami will double the number of partnerships with high schools, community-based organizations, foundations, and other entities to expand the recruitment of talented, diverse college-bound students, e.g., through expansion of the Oxford Pathway Program, articulation agreements, dual enrollment/PSEO, tutoring or mentoring programs, bridge and summer programs.

By partnering with diverse high schools in the state of Ohio on arts-based programs we can also encourage students to think about studying the arts at Miami. The Center for Community Engagement in Over-the-Rhine is a good example of this tactic. Currently our architecture and interior design students live and work in the city of Cincinnati and live and take classes with students in the Urban Teaching Cohort. While our students in the CCA do not work as closely with high school students as the EHS student do, we just received an Innovation Grant from the Provost's Office that will allow us to develop more arts-based educational programs in schools in OTR and Price Hill.

GOAL 2: SUSTAINABLE EXCELLENCE

Metric 14: An average of 1% of Oxford campus total revenue annually will come from new or expanded revenue initiatives other than tuition rate increases.

Metric 17: Sustainable and financially viable foundation.

While metrics 14 and 17 are goals to be carried out at the university level over all, the CCA has been working on action steps that contribute to the spirit of these metrics. Because we are a division that is subvented by the university under the RCM budget model, we are actively exploring two avenues that will lead to better financial health: [1] scrutinize budgets for existing programs in the hopes of discovering more efficient ways to allocate resources, OR ways to make programs more sustainable through [2] the generation of additional revenue. This year the Director for Strategic Planning and Analysis, Bev Thomas, and I have examined the budgets for programs that were typically running with a deficit (opera, Architecture's design/build program in Over-the-Rhine, Craft Summer etc) and created strategies and solutions to make those programs more sustainable. In addition, we have introduced new programs to create net new revenue such as the MFA program in Experience Design. More net new initiatives are necessary as we go forward under RCM. This is an area for improvement for the CCA.

GOAL 3: GROWTH

Metric 15: Divisional Deans will annual realign 1% of their divisional University budgeted funds by phasing out low priority organizational structures, programs, and activities. These funds will be set aside to support new, or expand successful, programs and collaborations with an emphasis on inter-and multi-disciplinary activities.

Foundation Goal 1: Ensure vitality and sustainability by building a forward-looking, efficient, and caring culture that stimulates, recognizes, and rewards creativity, entrepreneurial thinking, and exemplary performance.

Foundation Goal 3: Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities.

As Dean, my goals for the CCA related to growth are to strengthen our existing programs by recruiting to capacity (thus generating more revenue), expand our offerings in areas that relate to design thinking and entrepreneurship (bringing us in line with current trends and practices in society), and encourage more non-majors to participate in the arts at Miami. In addition, I would like to expand and enhance our interdisciplinary partnerships.

In the Fall of 2014, we launched a new minor in Fashion Design. This minor is built out of existing courses in the CCA (costume design and fashion history, studio art, interior design) and FSB (marketing) but also includes a new course designed around a runway show as well as a study abroad program in the summer. We created this minor to create some curriculum around the very successful Miami University Fashion Club, which has existed for 9 years and has 200+ members. We anticipated an enrollment of 60 minors within the first year and currently have almost 100. Next year we are hiring two new faculty members (one in design and one in merchandising/fashion business) to create curriculum for a co-major that we hope to have in place for the Fall of 2016. In addition to this new interdisciplinary program, we also are expanding our offerings in Arts Management and Arts Entrepreneurship. We hired a new Visiting Assistant Professor this year to revitalize the Arts Management Minor and to create new business courses for artists. We are hoping that a co-major in Arts Entrepreneurship can also be up and running for the Fall of 2016. Similar to SLAM in the Department of Health and Kinesiology, this new co-major could attract student who were interested in business but who did not get into the Farmer School.

In addition to creating innovative programs in the CCA, I am also creating a marketing campaign this summer, to premier at Summer Orientation in June, called "Come Play with Us." We are creating print materials and a website that we hope to broadly publicize with incoming students to encourage more non-majors to continue their participation in the arts. At Miami, we have an incoming class of approximately 3,600 freshman. I would argue that every single one of these students either played an instrument, sang in a choral group, took an art class, or performed in a play during their high school years, but only a small percentage of students continue their experiences in the arts in any deliberate way. Our website/print materials will provide materials about how all Miami students can join ensembles, bands, audition for a play, take art classes,

dance classes etc. . . We are trying to let students know in concise, clear ways that it is easy to stay connected to the arts.

GOAL 4: COMMUNITY

Foundation Goal 2, Objective 2: Create an environment where our people live, learn, and work cooperatively with those of widely varied backgrounds, beliefs, abilities, and lifestyles, moving beyond boundaries to welcome, seek, and understand diverse peoples and perspectives.

Metric 19: 75% of students feel included.

Foundation Goal 1, Objective 2: Recognize and reward Miami employees for increasing effectiveness and productivity by using their expertise, creativity, and collaboration to constantly improve accountability, productivity, and efficient use of resources.

As noted in our 2020 plan, our students report a high level of satisfaction as evidenced by our high retention rates. Faculty and staff morale and experiences, however, need attention, so we have created various experiences designed to improve climate and to provide diverse cultural programming throughout the division and university. Examples of this include two new programs that we have put in place this year: Fridays at Five and the CCA MarCom Council. Fridays at Five is a monthly social gathering for faculty and staff that is an attempt to build community and to get to know key partners around campus. Each month a particular unit within the CCA (Art Museum, Dean's Office, Department of Theatre etc) will host a wine and cheese reception. That hosting unit can invite internal or external partners to the gathering to meet with faculty/staff and share ideas about ways that we can work together. An exciting feature of these assemblies is that they are always held in an interesting "found space" within the College: the "Secret Garden" next to the CPA, the Cage Gallery in Alumni, the Studio Theatre in the CPA etc. . . We feel that this regular meeting creates a space where faculty, staff, and internal/external partners can come together and exchange ideas to fulfill some of the spirit of Foundation Goal 2, Objective 2.

The MarCom Council is a group of faculty and staff (classified and unclassified) who all have job responsibilities that are connected to marketing or communication in some way (ie. Webmasters, social/digital media managers etc). This council, fashioned after a committee that the University Communications and Marketing Office sponsor, allows faculty from all areas in the CCA to come together and exchange ideas. We are hoping that this monthly lunch meeting can stimulate new ideas and create efficiencies amongst web managers and program marketers, thus creating community while also addressing Foundation Goal 1, Objective 2.

This year, the CCA has also been involved in creating community around specific arts programs having to do with the "Finding Freedom Summer" theme. Concerts, art exhibits, public art pieces, and theatre performances were produced that brought people from around campus as well as external visitors together around an idea. This is something that our division can do well, and we hope to look for more opportunities to build community through culture, especially if these kinds of experiences can foster dialogue around important university issues.

GOAL 5: ADVISORY BOARD

Foundation Goal 3: Cultivate mutually beneficial partnerships and applied and service-oriented projects that strengthen our local, state, national, and world communities.

The College of Creative Arts has never had an external advisory board. Over the past year, I worked with Heather Kogge, CCA Director of Development, to invite select alumni and patrons of the arts at MU to serve on our inaugural board. This group of 25 will meet this May in Oxford to begin our work. I am excited about the wonderful array of alumni and CCA friends that will join us. These new board members are working around the nation at some of the most exciting arts institutions in America. They will serve as important advocates for our unit, a significant and necessary role for any college of fine and creative arts. It is my hope that they will also open up new professional networks for our students, expanding the footprint of cities and arts organizations that can provide internships and career opportunities for our students. In addition, I hope to enlist their help as we work towards a major 10 year facilities plan that will necessitate a fund-raising campaign.

The Board will meet over 2 days this May and the goal of this first meeting is educational. They will hear an overview of our 2020 strategic plan, meet key players in the College, and tour all of our facilities. They will have an opportunity to have a meal with some of our students, see performances and art exhibits, and spend an hour with each of the Department Chairs and Directors to better understand all of our degree programs and applied studio experiences. We plan to have a meeting twice a year, one on campus every spring and another that focuses on an arts event or alumni project in a city. Next fall we will be hosted by Advisory Board member Todd Stoll, Vice President for Jazz at Lincoln Center in NYC, and will attend Jazz concerts and meet Wynton Marsalis. Our Board Chairman is Miami Alumni and Dayton Architect Earl Reeder, a former member of the Foundation Board.

GOAL 6: FACILITIES

Unifying Goal: Promote a vibrant learning and discovery environment that produces extraordinary student and scholarly outcomes.

Foundation Goal 2, Objective 1: Attract and retain a diverse community of students, faculty, staff, and administrators.

We do not currently have a metric about improving our facilities in order to appropriately serve the goals and objectives above, but we need to add one. Our competitors in the state of Ohio and nationally, and even area high schools currently have facilities that are much more conducive to skill-based studio training than we have at Miami. The facilities condition index on the Center for the Performing Arts, the Art Building, Hiestand Hall, and the Art Museum are some of the highest on campus and need immediate attention. Even more recent remodeling efforts are unfortunately not ideal to meet our needs, an example being the 2005-2006 remodel of Presser Hall that was done without adequate attention to soundproofing. The noise bleed in that building

is such rehearsals in the basement can not take place at the same time as lectures on the second floor because of sound conducted through the duct work. Quite honestly, it is only because of the amazing quality of Miami as an overall institution that we can attract excellent students to study the arts here when they could do so much more cheaply and with better facilities at Kent State, Bowling Green, Wright State, Ohio State, NKU, and the University of Cincinnati. This is a critical issue for us.

In the last year, I have worked with the Department Chairs and Directors to conduct research on all of our facilities. I have met with John Seibert and his team in PFD and we have toured every building and scrutinized floor plans and building data. I have also done research on past building proposals begun under Dean Pamela Fox in the mid 1990s and continued under Dean Jose Bowen in 2002. This research has resulted in a facilities plan that John Seibert and I will present to David Creamer in early May, asking for permission to bring in an outside firm to provide an estimate. The plan has 3 parts: a renovation/remodel of the CPA, targeted building projects in other buildings (some of which is currently underway), and a remodeling and update of the Art Museum. The plan is predicated on improving the studio and performance space for our current degree programs and creating new space or repurposing existing space for programs in our growth areas (fashion design, interior design, graphic design, and experience design; musical theatre and dance; and arts entrepreneurship).

GOAL 7: SASA (study away study abroad)

Foundation Goal 2, Objective 4: Expand, virtually and physically, Miami's Global Environment.

Metric 23: Miami will expand, virtually and physically, by 25%, its international partnerships and activities to increase its impact on the global stage.

Our strategy for Metric 23 states the following: “centralize coordination of international programs through a divisional international committee to help strengthen existing programs and strategically develop new programs and partnership opportunities with other universities and arts centers and institutions throughout the world.” This year we have replaced the Division's former International Committee, which had not been actively meeting for 2 years, with a new committee entitled SASA. This new standing committee in the CCA has representation from all departments and met with the Associate Dean throughout the fall to create guidelines for coordinating the way that we administrate international and domestic workshops. We recognize that other divisions—we used FSB as a model—run their international and study away programs in an efficient way that allows them to prioritize student learning opportunities while at the same time generating revenue (or at least not consistently losing money as we have done in the past). Beginning with proposals for the Winter 2017 term, all faculty must now submit an intent to offer form to the SASA Committee. This body will vet proposals and make recommendations to the CCA Executive Committee who will then communicate with faculty. The attempt here is to evaluate proposals so that workshops can be scheduled strategically (to ensure that there is not overlap of programs or competition for students) and to create advanced time for marketing.

CCA UPDATE

BOARD OF TRUSTEES MEETING
APRIL 30, 2015

CCA GOALS 2014-2015

- 1. RECRUIT to capacity**
- 2. SUSTAINBLE EXCELLENCE (efficiency with resources)**
- 3. GROWTH**
- 4. COMMUNITY**
- 5. SASA (study away/study abroad) and WINTER TERM**
- 6. ALUMNI ADVISORY BOARD**
- 7. blueprint for improving FACILITIES**

RECRUIT

MIAMI 2020: UNIFYING GOAL: METRICS 1, 18, 25

RECRUITMENT

- **Retention not an issue for CCA, but we need to build our numbers.**
- **This year we received 1000+ applicants**
- **Fall 2014: yielded 188 Freshman (vs. 177)**
- **220 Freshman (capacity) = RCM health**
- **Last two years we had the largest attendance at Arts Day (and yielded 44 students)**
- **Summer Scholars: 4 modules**
- **Strategize with Admissions**

SUSTAINED EXCELLENCE

BUDGET EXAMINATIONS

RCM STRATEGIC PLANNING

MIAMI 2020: FOUNDATION GOAL 1: METRIC 14 & 17

GROWTH

1. **Come Play with Me** campaign to get non-majors involved in the arts
2. **Growth Areas:**
 - Design: fashion, interior, experience = thinking
 - Business/Entrepreneurship
3. **Strengthen and expand existing programs**
4. **Interdisciplinary partnerships: fashion, arts management, urban studies, STEAM, arts therapies (music, drama, art)**

MIAMI 2020: FOUNDATION GOAL 1 and 3 METRIC 14 & METRIC 15

COMMUNITY

MIAMI 2020: FOUNDATION GOAL 2, OBJECTIVE
2 FOUNDATION GOAL 1, OBJECTIVE 2

ADVISORY BOARD

ADVOCACY: EXPERTISE: DEVELOPMENT
MIAMI 2020: FOUNDATION GOAL 3

FACILITIES

REVISIONS PLANNING RENOVATIONS

MIAMI 2020: UNIFYING GOAL

FOUNDATION GOAL 2: OBJECTIVES 1

SASA WINTER

NEW COMMITTEE
NEW GUIDELINES
NEW MATRIX

NEW IDEAS
NEW PROGRAMS

MIAMI 2020: FOUNDATION GOAL 2.4: METRIC 23

QUESTIONS?

GOOD NEWS FROM ACADEMIC AFFAIRS

February 2015 – May 2015

Students from Talawanda School District get ready for Science Week at Miami

4/9 Elementary students from Talawanda School District are getting a taste of college science thanks to a partnership with Miami University. First- through fifth-grade students at Kramer Elementary took their annual field trip to Miami's Oxford campus for Science Week. "It's just a great opportunity for these kids to be in real-life science labs using scientific equipment," said Beth Davis, who teaches fifth-grade science and social studies at Kramer Elementary. Science Week is a yearly event. Through the week, students from Talawanda's Kramer, Marshall and Bogan elementary schools visit Miami's main campus to participate in various scientific activities and experiments.

Miami named among founding partners of Lacawac environmental consortium

3/31 Lacawac Sanctuary and Field Station recently announced a partnership with Keystone Pure Water Tech. Keystone joins Lacawac's Environmental Research and Education Consortium which was formed in the fall of 2013 with founding and sustaining partners Miami University, Ohio; Drexel University and the Academy of Natural Sciences of Drexel University. Lacawac's Consortium was developed to advance scientific understanding of the natural world through research and education. Lacawac maintains a 545-acre forest and glacial lake preserve and a biological field station with laboratories and a lodge in the Pocono Mountains. The Consortium collaborates with its members – prominent universities, K-12 schools, research institutions and like-minded corporations – in conducting scientific research, creating education programs for K-16 audiences, and offering resources and support for early-career scientists, including graduate students and postdoctoral fellows. The Consortium seeks to: support environmental, collaborative research and teaching; educate the member institutions, and the public about water quality, climate change and land-use issues; and inform in an unbiased manner public policy on environmental issues around water quality, climate change and land use.

Miami nursing students, IES, contribute to local food-gardening effort

3/30 If you talk to Alfred Hall, you know that there's a food revolution happening in Hamilton. "The fact that we have a farmer's market that's 150 years old shows that there's always been some interest in local food," he said, referencing the Hamilton's Historic Farmer's Market, "but obviously, there's even more now and there'll be more yet." And Hall would know, as executive director of the nonprofit Hamilton Urban Garden Systems, which has been involved in nearly every community or school garden effort in the city in the past several years. Ever an advocate for local produce development and willing to lend a green thumb to any novice or beginners garden group, HUGS has been particularly active in recent months, helping new Hamilton schools and neighborhoods grow their own gardens and supplying restaurants like Ryan's Tavern with their own produce from their garden in University Commerce Park. In recent weeks, HUGS has helped the North End community, the Booker T. Washington Community Center and Crawford Woods Elementary lay down the foundations for community gardens. Five seniors from Miami University Hamilton's Nursing Program are developing a garden at the community center in the Second Ward as part of their senior year community practicum which the children will then take over as part of their summer programming.

Miami architecture students mentor high schoolers in design competition

3/23 An Art in Architecture Student Design exhibit is on display at the Dayton Metro Library, 215 E. Third Street, March 21 through April 15. The designs, by students in grades 9-12, were entered into a competition sponsored by the Dayton Chapter of the American Institute of Architecture. Participants designed a Downtown Market, inspired by the need for food and shopping for local residents and workers in Dayton's central business district. Students had to envision an adaptive reuse of the Gentile Building, which was purchased by the Dayton Metro Library as part of its Libraries for a Smarter Future facilities improvement plan. In addition to groceries, a secondary service

GOOD NEWS FROM ACADEMIC AFFAIRS

February 2015 – May 2015

for the building was also a required element of the competition. AIA Dayton has been sponsoring this program for 30 years. Additional sponsors of the event are Heapy Engineering, Sinclair Community College, Greater Dayton RTA, and Anderson Windows. As part of the competition, AIA Dayton offered creative workshops and Miami University architecture students mentored participants. Three college scholarships and other prizes will be awarded on April 16 at Heapy Engineering.

Miami students launch funding site for high-tech outerwear line

3/9 The recently launched Lukla outerwear line – high-tech jackets for skiers, mountaineers and snowmobilers – was developed by two Miami University students, Michael Markesbery and Rithvik Venna, and their partner in marketing, Massimiliano "Max" Squire. Lukla is the latest company to use aerogel technology as jacket insulation, and its founders think they've found a perfect marriage of design and technology to create a breathable, warm, thin coat for winter sports enthusiasts. Lukla's founders have decided to go the route of Kickstarter, a crowdfunding website that helps connect artists, designers and entrepreneurs with backers who will support their creative projects.

Miami helps revitalize Miami Tribe language

3/3 Like endangered species, languages are dying across the planet. By one estimate, one language vanishes every 14 days. Today, there are only three surviving native Paviotso speakers, all of whom live in Bridgeport, California, on the eastern slopes of the Sierra Nevada. Maziar Toosarvandani, a linguist from University of California, Santa Cruz, is working with these last speakers — two of them in their 90s — to build an online dictionary and a compendium of tribal stories. Such efforts have proven invaluable. Toosarvandani points to the case of the Oklahoma-based Miami Tribe, where a scholar reconstructed the phonetics and grammar of this dormant language using 200 years of anthropological records. Today, the language is being taught to local schoolchildren through the Myaamia Center at Miami University in Oxford, Ohio. "There are examples of languages that have been extremely endangered or dormant, and that have been revitalized," Toosarvandani said. "It's possible. But you've got to have the documents to do it."

Miami among top ten colleges for producing CEOs

2/19 A local university is churning out some notable leaders. That's the finding from Equilar, which studies executive compensation. The report looked at CEOs of new public companies that had their IPOs in 2014. Only companies that raised at least \$100 million were considered for the list. And Miami University produced leaders for two of the companies last year, putting in among the top 10 of all colleges. The report reinforces that Ohio has a backbone of strong education institutions. Harvard University produced the most CEOs of new public companies with seven last year. Other colleges making the list included Columbia (three CEOs), Stanford University (three) and the University of North Carolina (three).

Miami among top universities in the nation

2/17 Two Ohio public colleges are standing out from the pack. They both made the Top 100 list in a new ranking of 484 of the nation's public universities and colleges from American City Business Journals. The Ohio State University was No. 15 on the list, while Miami University was No. 41. The rankings provide more recognition to the schools and to the state, which has a strong backbone of education.

Miami receives \$1 million donation for study abroad

2/11 A \$1 million grant to Miami University's Farmer School of Business will help with expenses for business-school students studying abroad. Miami alumnus Jack Anderson and his wife, Rose-Marie Anderson, recently

GOOD NEWS FROM ACADEMIC AFFAIRS

February 2015 – May 2015

presented the gift to the Roger L. Jenkins International Scholarship fund. The scholarships, to be based on academic merit and financial need, are open to all business-school students seeking to study abroad. Jack Anderson graduated from Miami's School of Business Administration in 1947. He has served as chairman of the Farmer School's advisory council.

Cincinnati Chamber of Commerce partners with Miami

2/9 Cincinnati companies are always on the hunt for the best talent available no matter what industry they're in, and several new efforts to attract young, talented students are in the works. The Cincinnati USA Regional Chamber of Commerce recently partnered with Miami University on a new program that exposed a group of students from Oxford to all that Cincinnati has to offer. The students from Miami's Farmer School of Business spent the week before classes resumed in January visiting companies across Cincinnati along with restaurants and other local hotspots to get "immersed into the Cincinnati business community," Chamber CEO Brian Carley said. About 25 students visited Luxottica, Procter & Gamble, Nielsen, Kroger, Dunnhumby, Macy's, PNC Bank and the Branderly, where they were able to meet executives and learn more about the opportunities available while gaining some real-world experience through case studies. "The students seemed most interested in the job opportunities Cincinnati has to offer," Luxottica campus recruiter Mary Beth Smoot said. "Many of them didn't realize that Cincinnati has these global organizations with incredible corporate cultures. Even students who grew up in Cincinnati seemed surprised to learn that many of the products and services they use every day are created here in their own backyard."

Miami listed in Princeton Review among colleges that "pay you back"

2/5 The University of Dayton and Miami University are in some good company. The schools have been listed among 200 schools as Colleges That Pay You Back, according to Princeton Review. Essentially, these are colleges with strong academics, affordability and excellent records of alumni employment. Princeton Review compiled its rankings based on data collected in 2013-14 from surveys of administrators and students at 650 colleges, plus surveys by PayScale.com of alumni from the same schools. In addition to UD and Miami, the state of Ohio had an impressive showing on the list. Other Buckeye State schools making the list were Case Western Reserve University, Denison University, Kenyon College, Oberlin College, The College of Wooster and Ohio State University.