

BOARD OF TRUSTEES
Minutes of the Board of Trustees Meeting
Marcum Conference Center 180/6, Oxford, Ohio
Friday, May 12, 2023

The Secretary to the Board of Trustees confirms that as specified in the Regulations of the Board of Trustees of Miami University, in compliance with Section 121.22 of the Ohio Revised Code, due notice was given prior to holding this meeting of the Board of Trustees.

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were - President Greg Crawford; Provost Liz Mullenix; Senior Vice President David Creamer; Vice Presidents Cristina Alcalde, Jayne Brownell, Brad Bundy, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, Brent Shock, and Randi Thomas; Director of Athletics David Saylor; Executive Assistant to the President Dawn Tsirelis; Associate Vice President Dawn Fahner; Director of Executive Communications Ashlea Jones; Executive Fellow Stacey Lowery Bretz; and Ted Pickerill, Chief of Staff, and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

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| Present: | Steve Anderson | Zachary Haines |
| | Biff Bowman (National Trustee) | Beth McNellie |
| | Ryan Burgess | John Pascoe |
| | Sandra D. Collins | Rod Robinson |
| | Deborah Feldman | Mary Schell |
| | John Fazio (Student Trustee) | Mark Sullivan (National Trustee) |

Absent: National Trustees Dinesh Paliwal, and Jeff Pegues

Public Study Session

Comments from the Public

There were no requests from the public to address the Board of Trustees.

Public Business Session

Approval of Prior Meeting Minutes

Trustee Anderson moved, Trustee Burgess seconded, and by voice vote, the minutes of the prior meeting of the Board of Trustees were unanimously approved, with all voting in favor and none opposed.

President's Report

President Crawford provided the Board with updates on campus achievements, Campaign Cornerstones, and the strategic plan.

He highlighted the economic impact of Miami University on Ohio, and featured the achievements of many students, faculty, staff, and alumni.

He updated the Board of the Campaign Cornerstones of: Scholarships; Clinical Health Sciences; Business & Entrepreneurship; and Digital Innovation and Technology.

President Crawford also updated the Board on the status of implementation of the strategic plan, MiamiRISE.

Consent Calendar

Resolutions on the Consent Calendar, included:

- [Emerita/Emeriti](#)
- [Campus Naming](#)
- [Award of Tenure](#)
- [Appointment of Distinguished Professors](#)

Trustee Pascoe moved, Trustee Feldman seconded, and by voice vote the items on the Consent Calendar were unanimously approved, with all voting in favor and none opposed.

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning. Welcome and thank you for attending this meeting of the Miami University Board of Trustees.

It's my honor to start today by thanking Joyce and Roger Howe who were here with us yesterday. Their generous support for their alma mater allowed - among other things - the creation of the Howe Center for Writing Excellence.

Yesterday, the Academic and Student Affairs Committee - chaired by Trustee Pascoe - received an impressive presentation on the Center by its Director, Dr. Liz Wardle.

The Howes have long held that nothing in education is more important for students' careers than developing a clear and persuasive writing ability. Since 2005, the Howe Center has provided vital feedback and support to Miami students and faculty in their pursuit of effective writing.

The mission of the Center is to ensure that we support our students in developing as effective writers in college and fully prepare our graduates to excel as clear, concise, and persuasive writers in their careers, communities, and personal lives.

We are grateful to the Howes for their generosity and to Liz Wardle for leading such an impactful, and important Center. Your gifts are the kind of gestures that make this school so special.

We would also like to recognize Stacey Lowry Bretz. Stacey is a Miami University Distinguished Professor and a recipient of the Benjamin Harrison Medallion, who departs this summer to become Dean of Ohio Northern University's Getty College of Arts & Sciences. Congratulations Stacey, we thank you for your many years of dedicated service to Miami University, and wish you the very best.

Last week, Miami hosted a reception for leading employers in Greater Cleveland. In that part of the state, we have about 2,800 undergraduate and 115 graduate students and we estimate about 14,000 alumni. As with an event in Columbus earlier this year, it was a unique opportunity to both showcase the ongoing offerings at Miami and hear directly from local leaders as to their current and emerging workforce challenges. A special thanks to Jill Gaby on our Development team for her work to ensure these meetings run smoothly.

These events help promote partnerships between Miami University and Ohio's many community and business leaders. This outreach is intended to help increase the number of our students who choose to remain in Ohio after graduation so they will begin and grow their careers here. The interest and feedback in partnering is very strong and very positive. We want to raise Miami's profile around the state to showcase our talented students, faculty and leaders who work so hard to prepare students to excel in the working world of the future.

Next, highlighting another exceptional alumnus, I would like to congratulate Sean McVay – Class of 2008 – and coach of the Los Angeles Rams, the 2022 Super Bowl 56 champions. This past weekend, coach McVay was on campus as we unveiled his statue in the Cradle of Coaches Plaza at the south end of Yager Stadium.

At 36 years old he is the youngest head coach in the history of the National Football League to capture a Super Bowl Championship. Sean played wide receiver for the RedHawks from 2004 to 2007 and earned Miami's Scholar-Athlete Award his senior season. We remain very proud of the accomplished leaders we helped to create during their time at Miami and Sean is certainly one of the best in his field.

Now, to address Ohio's urgent need for more social work and mental health services, we want to be sure to share an exciting update.

To support our local communities, the U.S. Department of Education awarded Miami University nearly \$5 million to increase social worker support among several K-12 public schools in Hamilton, Northridge, and Dayton.

The purpose of this grant is twofold.

First, it brings more assistance into local schools by offering paid internships and stipends to Masters of Social Work students who will provide in-school services to those in need.

Second, it will address an ongoing workforce shortage of social workers by providing new scholarship opportunities designed to encourage more people to pursue a career in social work.

We are pleased to continue our tradition of producing top talent in this field and for the leadership of the faculty to draw down much needed financial support.

Moving on to developments in collaborations, at our regional campuses, healthcare students can now earn their bachelor's degrees at no cost to them, thanks to three Southwest Ohio healthcare partners.

Kettering Health Hamilton, Premier Health Atrium Medical Center, and Butler County General Health District have joined Miami Regionals' Work Plus initiative.

With Work Plus, students work part-time - earning an income - while pursuing their degree. In turn, their employers pay their tuition.

Bringing these healthcare partners on board allows students to gain valuable work experience in their area of study while attending school. It positions them to graduate debt-free, and prepares them for immediate full-time entry into the workforce upon graduation.

And on now to one highlight of our academic excellence.

Three Miami students have been offered 2023-2024 Fulbright grants, and two others have been named as alternates.

Fulbright, the largest U.S. exchange program, provides grants for individually designed study and research projects or for English teaching assistant programs outside of the United States. Recipients of Fulbright awards are selected in an open, merit-based competition that considers leadership potential, academic and/or professional achievement, and record of service.

Since 2000, more than 80 Miami students and alumni have received Fulbright U.S. Student Program grants to conduct research or teach overseas.

In addition to Fulbright Scholars - Miami student Cameron Tiefenthaler was Ohio's only recipient of a Truman Scholarship this year. Established by Congress in 1975 as a living memorial to President Truman, the Truman Scholarship inspires and supports Americans from diverse backgrounds to choose public service.

This year's Truman Scholars were selected from 705 candidates nominated by 275 colleges and universities. Each scholar receives a \$30,000 scholarship for graduate studies, leadership training, career counseling, and special internship and fellowship opportunities within the federal government.

Adding to Miami's awards - we were also delighted to learn that The Myaamia Center, with support from Miami University's IT Services, has received a national CIO 100 Award for using innovative ways to deliver the "National Breath of Life: Capacity Building for Community Language Archivists Apprenticeship Program."

The National Breath of Life is housed within the Myaamia Center on our main campus and is dedicated to supporting partner communities in the training and development of community curated language archives for revitalization. It is co-directed by Daryl Baldwin, executive director of the Myaamia Center, and Gabriela Pérez Báez, associate professor of linguistics at the University of Oregon.

Then - in March - Miami earned a Voter Friendly Campus designation from the Student Affairs Administrators in Higher Education, and the Fair Elections Center's Campus Vote Project.

Miami was one of only 258 institutions in the country to earn the 2023-2024 designation, which recognizes college and university campuses committed to voter registration, education, and turnout as part of their mission.

Institutions were evaluated on a three-step process, which included developing a written plan for how the school would engage student voters in 2022, facilitating voter education and engagement efforts on campus, and writing a final analysis.

On-campus partnerships and collaboration played a key role in Miami receiving the designation. ASPIRE, the Menard Family Center for Democracy, Armstrong Student Center, Student Life Communications, the Department of Political Science, and Associated Student Government were among the partners in the Civic Engagement Coalition.

With so many accomplishments, it is always a pleasure to recognize our incredible students, faculty, staff, and alumni, and the whole Miami University community, for their achievements. We appreciate and value all you do.

Finally - as with each year - tomorrow we celebrate a very special and moving commencement ceremony. All in - 4,555 will graduate and become alumni. On behalf of our Board, we wish each of them the best of luck in the future.

Thank you, that concludes my remarks.

Love and Honor.

Reports, Ordinances and Resolutions

[Report of the Chair of University Senate Executive Committee](#)

Chair Schell welcomed Dr. Poetter who relayed the following information:

Thank you for the opportunity to share some notes with you regarding Miami University Senate's work since the beginning of Spring Semester 2023.

As you know from my March senate report, we held our January 2023 Senate Retreat on the Hamilton Campus, and we have scheduled our Fall retreat for August 23, 2023. At the Fall retreat, we typically induct new senators, share notes on and examples of how senate works, and

cover our version of “How a bill becomes a bill” or in more accurate terms, of how an idea for action or policy becomes a senate resolution on the floor of senate. It can be a long road from idea to a vote on a resolution, and it’s important for senators to know about and participate in the resolution process. We also have breakout sessions to begin deliberations about hot topics at hand, and in August we will be discussing the future of academic freedom, critical aspects of shared governance in a time of change, and other timely topics to be determined by the retreat planning team.

The past and elected chairs of senate and the senate secretary work all spring and summer - as charged to do so formally by the senate - to fill the positions on our senate committees, which generate significant action and movement with resolutions and reports on the floor of senate each year. Functioning, purposeful senate committees are a critical aspect of shared governance, offering many opportunities across the university for faculty, staff, and students to have a voice on important university matters that get heard on the senate floor. To me, there is no more exciting time in leadership than to work with a body like our university senate and ask the question on the floor, “Is there a motion to place this resolution on the floor of senate for discussion?” Music to my ears: the signal words of democracy in action.

Since my March presentation to you, the senate has heard several reports on the floor of senate including: a report by Undergraduate Dean Amy Bergerson regarding changes to midterm grade reporting procedures; a report by John Bowblis, Chair of the Benefits Committee, with an update on university benefits for faculty and staff; a report by Randi Thomas, Vice President of ASPIRE, with an update on a wide array of university projects; a report by Provost Mullenix regarding faculty composition; and a report by ASG Vice President Khenadi Grubb on ASG’s year of action.

In terms of formal senate business, we have discussed and acted on several issues in Senate Executive Committee and on the floor of senate to date and passed the following resolutions: to update the class attendance policy; to revise the senate bylaws regarding the function and composition of the Undergraduate Research Committee; to raise the cap on the TCPL faculty ratio in the College of Creative Arts; to change the structures of graduate student organizations in the graduate school to reflect current practices; to update graduate student policies related to research travel; to revise the course repeat policy; to create a new policy to support co-op experiences for undergraduate students; to make changes to the tenure track faculty promotion and tenure policy; to revise the midterm progress policy; to appoint an ad hoc committee to address important issues related to midterm progress; to oppose through a sense of the senate resolution the content and spirit of Ohio’s Senate Bill 83; to reapportion senate seats per the governance committee’s research and findings; to revise and update the TCPL policies and guidelines; to raise the TCPL cap in the College of Engineering and Computing; to revise the academic integrity policy; to revise the registration policy for graduate students; to revise the academic probation policy for graduate students; and to pass the new Cybersecurity and Networking, Bachelor of Science in Information Technology degree program in CLAAS. These are the formal, voted on items passed by university senate in regular sessions this Spring 2023.

In addition, related to senate business - including the work of our Fiscal Priorities Committee and senate sponsorship of our annual Budget Symposium for the campus in early Spring - Provost Mullenix and Lindsay Carpenter hosted their “Budget Road Shows” across the university in multiple settings of our colleges and campuses. I attended the Road Show

presentation in EHS on April 18 in McGuffey Hall. That presentation was informative, helpful, and well-received. Thanks to Liz and Lindsay and Dr. Creamer for their excellent leadership on making the financial status of the university more understandable, accessible, and transparent.

Also, in our final meeting this year on May 1, we elected Senate Executive Committee Officers for next year including Rosemary Pennington, as 2024-2025 Chair Elect; Troy Travis, as our elected staff at-large representative to the Senate Executive Committee; and Nathan French, as our elected faculty at-large representative to SEC.

And nearly last, we are so grateful to be working as a senate executive committee with such a strong and supportive provost. Senate Chair Provost Mullenix has been with us and active every step of the way through several very complex issues on the floor of senate and behind the scenes. I want to thank her personally today for her leadership, and collegueship, and friendship. Anyone in my shoes, and there will be many more, needs a strong and steadfast provost as a senate partner. This next note is critical: NONE of the business of senate can get done without the outstanding service from our recording secretary of senate, Tammy Peterson, our secretary of senate, Dana Cox, and our parliamentarian Rob Withers. And, finally, we are in a strong position with leadership succession, with Tracy Haynes, Chair Elect and now Chair, who is ready to lead on the floor of senate and beyond. Please say hello to Tracy who is here today in the gallery. She will be making the next report to the Board from this podium.

On behalf of university senate and senate executive committee, thank you for the opportunity to give a short update. And, with this year in the history books for the most part, I want to thank the Board of Trustees for your support of my service this past year as Chair of Senate Executive Committee and for the opportunity to share these updates. It has been a tremendously satisfying learning experience, all around, and I have been grateful for every opportunity to serve.

Report of the Student Body President

Chair Schell welcomed Amitoj Kaur and Nyah Smith. Amitoj Kaur then introduced Nyah Smith, who relayed the following:

Hello Everyone and Good morning!

It is with honor and excitement that I stand before you all today representing the Student Body and our Associated Student Government! I know I am a new face to many of you and recognize the shoes that I will fill. So, to begin, my name is Nyah Smith and I am an upcoming senior double majoring in Social Work and Public Health. I am from Canton, Ohio and got introduced to the field of social work because my family became a foster family when I was 14 years old!

Prior to my election, you could have found me in the Office of Student Activities serving as a Head SEAL Ambassador or in the many rooms of the Armstrong Student Center serving as the Chair of the Armstrong Student Center Board. I am also a proud Evans Scholar due to my long-standing caddy record and service to my community, and have been a photographer with MUF&D and UP Magazine. Finally, my favorite involvement, is being an intramural curler! I have truly taken my time here at Miami and crafted my experience into such a unique journey. It

is now with immense gratitude that I get to serve Miami University as our next Student Body President!

During my time as a Head SEAL Ambassador I had the opportunity to work with over 600 student organizations on our campus. This time allowed me to see the passion, dedication, commitment, and the will that so many of my peers have. Our students find their homes, dreams, safe spaces, and passions within so many organizations and it has been such a joy to see. It allowed me to be a part of spaces where I amplified the voices of students, along with being able to see where gaps were present within our campus experience. Student engagement and involvement are two things that I am extremely passionate about and recognize their importance.

Which led me to running alongside one of the most dedicated, driven, and hardworking humans I know, Jules Jefferson! Jules is an upcoming senior double majoring in biochemistry and nutrition with co-majors in environmental science and premedical studies, and she previously served as the Secretary of Infrastructure and Sustainability within our Associated Student Government.

Jules and I met in a student organization our freshman year called Love you Like a Sister. This organization has dedicated themselves to supporting women of color and has given us a safe space throughout the past 3 years. When I asked Jules to run with me it was over fried pickles at Skippers this past semester, that followed with immediate campaign planning.

Just before spring break, we took on 3 ½ weeks of campaigning where we ran on the slogan of #BuildingtheTable. We want to see a Miami where all students feel prepared and equipped to have a seat at the table. Which comes from a quote that I love, “May we do the work of building longer tables, not higher fences.”

We want our fellow students to feel seen, heard, and valued. Which we got to share by meeting various student organizations and even the Miami Football Team, after a long practice in their team huddle during our campaign trail! At the end we were able to receive 18 student organization endorsements and even an endorsement from the Ohio State University Student Body President and Vice President.

We won our election with over 68% of the vote! Making us the first all-Black ticket to be elected as Student Body President and Vice President at Miami University. We are still soaking in this accomplishment and are very honored to be history makers. Yet, we recognize that the work must be done and that making history comes with responsibility.

Since our election, we have gone full swing into our transition and are working to learn as much as we can! I have spent many hours in previous President Amitoj Kaur’s office and Jules has spent much time with previous Vice President Khenadi Grubb. We have also spent time with administrators such as Dr. Scott Walter, Dr. Jayne Brownell, President Crawford, Dr. Cristina Alcalde and her team in the Office of Institutional Diversity & Inclusion, our CMO Jessica Rivinius, and various community partners learning how we can best partner together, along with spending time with our fellow students to show them that we are here and we are here to represent them.

Currently, we are beginning to plan a Campus Wide Day of Service with the help and guidance of Dr. Jayne Brownell and Dr. Kimberly Vance in the Office of Student Activities. We also met with Mayor Snavelly of Oxford, to discuss how we can best serve the Oxford community. Along with City Manager Douglas Elliot. We are hoping that through this day of service we can bridge the gap between students, administrators, and the Oxford community and begin a tradition that serves not just our campus but our community as well.

Thanks to our Associated Student Government Senate we have secured \$5,000 of funding to better support student organizations and their efforts towards sustainability. We recognize that sustainable efforts are costly and want to be able to support our student organizations in the best way possible.

We also had the opportunity to connect with Dr. John Ward during our campaign and look forward to continuing to work with him and his team on a semesterly Mental Health Screening Day. We recognize that mental health is a concern on our campus and also recognize the incredible work being done by the Counseling Center and look forward to working with them throughout our term.

Additionally, we have begun to work with John Faries in Campus Services and the Wilks Center for Leadership and Service on creating an Engage Rather than Pay system for our campus parking tickets. On campus currently, if a student receives a parking violation it costs them \$75. Which we recognize can be a feat for our students and we look forward to creating a system where students can complete 4 hours of service rather than paying. Our system will be modeled after the University of Arkansas.

Along with the goals I have already discussed, we will be working with the Center for Career Exploration and Success on a Career Clothing Closet option to meet the immediate needs of students for on the fly interviews and events. As well as initiatives to create better transparency within our Student Government and our Student Body.

I have also begun the work to continue to lead the coalition for Ohio's Student Body Presidents that Amitoj worked so hard on with President Crawford.

We know that we have work to do. However, we value collaboration and have made sure to create goals and to have run on a platform that is tangible. Our team is incredible and we are so grateful that you all got to meet them after just being freshly sworn in this past week.

I look forward to working with you all and getting to know you better over the next year! Here's to building the table and continuing to serve our University and Student Body with the utmost Love and Honor!

With that I conclude my report!

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair John Pascoe relayed the following:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. Six resolutions were considered and all are recommended for approval today.

The Committee heard updates from Academic Affairs, the Vice President for Student Life, the Vice President for University Communications and Marketing, and the Vice President for Enrollment Management and Student Success. The Committee also received written reports from Associated Student Government and University Senate.

The meeting began with updates and presentations from Vice President for Enrollment Management and Student Success, Brent Shock. Vice President Shock was joined by Provost Mullenix as they gave a presentation on meeting student demand for majors, and providing an overview of the evolution of majors offerings over the past nearly ten years. He then provided an update on the EMSS Division and on the outcomes from the meeting with business leaders in Columbus. He was followed by Assistant Vice President and Director of Admission, Bethany Perkins, who provided the Committee with the first enrollment update since the May 1 confirmation deadline. Applications for Fall entry were up for all areas, and admissions were up 6.5% overall, while confirmations were down 1.5% overall. She also shared that this year the university received an increase over last year of 46.2% in requests from applicants for additional financial aid. Among graduate programs confirmations are up, year over year.

The Committee then heard from Vice President for Student Life Jayne Brownell. Dr. Brownell updated the Committee on Student Life matters and informed the Committee that at the next meeting there will be a robust update on the recently completed work of the Mental Health Task Force.

Vice President for University Communications and Marketing, Jessica Rivinius, then updated the Committee on UCM overall, and on social media marketing; reviewing delivery platforms, target audiences, strategies and results.

Provost Mullenix then provided an Academic Affairs update, and presented six resolutions: a new degree in Cybersecurity and Networking, revisions to the tenure policy, and four resolutions regarding TCPL faculty, all are recommended for approval by the Board today.

Professor Liz Wardle then informed the Committee on the Howe Center for Writing Excellence, and their initiatives and multiple points of intervention to help enhance writing skill and ability.

Professor Ellen Yeziarski, then updated the Committee on the Center for Teaching Excellence, the mission of which is to model and promote engagement with scholarly and reflective teaching practices to support the academic development of all faculty and students. Their work helps support instructor learning, and to build a scholarly teaching community.

The Committee also received several written reports, including reports on student wellness, student engagement, the Center for Student Diversity and Inclusion, and MiamiRISE. These and the other written reports received will be included in the meeting's minutes.

Thank you, that concludes my report.

Resolutions

New Degree, Bachelor in Cybersecurity and Networking

Provost Mullenix spoke in support of the resolution which creates a new, in demand degree in Cybersecurity and Networking within the College of Liberal Arts and Applied Sciences. Trustee Haines then moved, Trustee Burgess seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Tenure Policy

Provost Mullenix spoke in support of the resolution which provides revised guidance regarding the eligibility for promotion. Trustee Feldman then moved, Trustee Anderson seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

TCPL Policy

TCPL Dossier and Evaluation

TCPL Cap in CCA

TCPL Cap in CEC

The four resolutions addressing TCPL caps and policies were considered in a single vote. Provost Mullenix spoke in support of the resolutions which raise the cap on the percent of TCP faculty within the College of Creative Arts and the College of Engineering and Computing, revise TCPL policy, and address TCPL dossier and evaluation guidelines. Trustee Robinson then moved, Trustee Burgess seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Mark Sullivan relayed the following:

Madam Chairperson and Members of the Board of Trustees:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. There were five presentations and two resolutions presented during the meeting. Both resolutions are recommended for approval later in today's meeting.

Each spring the Committee meets with the University's independent auditor to review the audit plan for the annual audit engagement. Jim Creeden from FORVIS presented their audit plan and solicited feedback on the plan from the Committee. It is expected that the auditors will present the audited financial statements and related reports at the Committee's December meeting.

The Committee also received a presentation on the state of technology at the university by the university's Chief Information Officer, David Seidl. His report was informative, and I want to recognize the exceptional work done by Mr. Seidl and the technology staff.

Mr. Seidl's presentation prompted some questions from the Committee about cybersecurity. Cyberattacks are a serious problem today, and the Committee is pleased with the exceptional work that Mr. Seidl and his team have provided on this issue and the absence of any serious breaches at Miami. Mr. Seidl also shared information with the Committee about the implementation of the new ERP which is progressing nicely.

Cody Powell provided the Committee with an update on the university's progress with capital projects including a presentation about the facility condition index. The facility condition index is rising and is now above the target level. This reflects a decline in the overall condition of Miami's buildings and reduced spending on the renewal of existing buildings. This is due to the need to redirect position vacancy savings away from capital projects to balance the budget and the recent prioritization of new construction projects over renovation projects in order to respond to current academic priorities. However, the initiation of the Bachelor Hall project and the removal of Williams Hall will improve this situation. This report is presented annually and will continue to receive the attention of the Committee.

Mr. Powell also informed the committee about the successful completion of the Clinical Health Science and Wellness building and the progress being made on the McVey Data Science building and Ogden Hall. Mr. Powell and his team were complimented by the Committee for their outstanding work on managing supply chain problems and their ability to deliver projects on time and on budget.

The Committee continued its February discussion of the budget yesterday. A budget for fiscal year 2024 will be considered at the June meeting. However, most of yesterday's discussion was about recent enrollment trends and the difficulty of growing net tuition revenue in today's extremely competitive student recruitment environment. Net tuition for the incoming student cohort on the Oxford Campus is slightly down compared to fall 2022. With the growth in applications and the pandemic ending, the Committee was hopeful that some reduction in tuition discounting and growth in net tuition for this class would occur.

The news regarding the state appropriation also was not as good as expected. Most of the increases proposed by the Governor were cut in the budget passed out of the Ohio House, although about a 1.3% increase in the appropriation was approved. However, there is optimism that some restoration of the increases in the Governor's budget will occur in the Ohio Senate or during the conference committee proceedings.

These budget issues are not unique to Ohio as several flagship universities in other states

are reporting similar or even more negative forecasts for tuition revenue and state support. The Committee discussed these very strong headwinds with Dr. Creamer as it continues to study these trends. With the forecast for smaller high school graduating classes in the second half of this decade and a continued emphasis on affordability by families, the recruitment of students is almost certain to become even more competitive throughout this decade. When enrollment pressures like this occur, the University must be able to favorably differentiate its programs and services from those institutions it competes against. The university's strategic plan identified these challenges and continues to offer guidance on how to respond to these issues. Unfortunately, the trends are even more unfavorable than what was anticipated during the planning process.

In addition to the presentations at the meeting, the Committee considered two resolutions. The first is to authorize the University to be reimbursed for eligible capital expenditures should it issue new debt in the future. Certain capital expenditures are being incurred today that may be appropriate to fund through a possible new debt issuance. However, this resolution does not authorize any new debt and the resolution is only intended to offer improved flexibility to the University around its capital planning.

Lastly, each year the Committee reviews its charter to make sure it is appropriate for today's and tomorrow's needs. In light of the growing revenue problem, the resolution proposes that additional financial ratio analysis and debt rating oversight occur more frequently by the Committee. As a result of the proposed changes to the charter, additional reviews of the university's financial ratios and its bond rating will occur each year.

Both of the proposed resolutions were unanimously endorsed by the Committee and are recommended for approval by the Board of Trustees.

There was no report by the Investment Subcommittee at yesterday's meeting since the subcommittee will not meet again until the June meeting.

Madam Chairperson, that concludes the report for the Finance and Audit Committee.

Ordinances and Resolutions

Resolutions

Bond Resolution - Debt Reimbursement

Senior Vice President Creamer spoke in support of the resolution which was not a request for new debt, but would allow for reimbursement from bond proceeds for earlier, associated expenditures. Trustee Anderson then moved, Trustee Burgess seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Revisions to the Finance and Audit Committee Charter

Senior Vice President Creamer spoke in support of the resolution. Trustee Robinson then moved, Trustee Burgess seconded, and by voice vote, the resolution was unanimously approved, with all voting in favor and none opposed.

Student Trustee Reports

Student Trustee Fazio relayed the following:

Thank you, madam chair,

It has been quite the adjustment not having Dawson here. He is a friend and a good mentor, and one I can always go to, but I also owe thanks to many of the people here for helping me over the last few months.

Unfortunately, I can't introduce the next student trustee today, but I am optimistic that we will have that pleasure soon.

I am proud to be working alongside a new Student Body President and Vice-President. Nyah and Jules ran an impressive campaign, and managed an equally impressive smooth transition into office. It has been a pleasure to get to know both of them better.

We've begun transitioning the relationship between the new ASG administration and the student trustees. It didn't take long after the election was over to have our first meeting of what will be many. Over the last year, the Student Trustees and Associated Student Government have worked together to accomplish a great deal. Our long-standing partnership has meant a lot to everyone involved, and I am grateful to have the opportunity to continue it with these amazing people.

As we navigate an era where the activities of higher education are increasingly scrutinized under a political lens, ASG will remain a crucial avenue for Miami students to have a voice in their education. I could not feel more comfortable knowing this avenue is in their hands.

Since our last meeting, I have continued the work on mental health we described in March. I continued serving on Dr. Brownell's mental health task force, and had the privilege of helping provide the student perspective on mental health at Miami. I worked with a number of other students, from former trustee Cosgrove, to the president of the mental health student organization HAWKS. The discussions we had were not easy, but many people were willing to share some of the darkest moments of their own lives to help us better the lives of others. It was humbling to work alongside people so dedicated to the success of Miami students that they were willing to share such personal and traumatic experiences over zoom at 8:30 am on a Thursday.

I was also able to meet with a number of student organizations that focus on mental health and wellbeing. We discussed the ways our students are supporting each other and destigmatizing the struggles that so many people face. We also discussed what mental health could look like here in the future, and what it might take to get there. The conversations I had uplifted me, knowing that there are so many people right here, on campus, willing to share the

load of others' struggles. I am excited to continue to work with these groups and share their insight.

Unfortunately, I cannot say that this semester has been entirely positive for me. Over spring break, I underwent surgery to repair a torn ligament in my left shoulder. While my shoulder is mostly back in its socket, I was left with only my right hand for over a month. My dominant hand was immobilized, and I struggled to do a great many things that usually present no challenge. I was in pain, and frustrated. But I have had the fortune of being at a university that values accessibility, and has supported me throughout the last few months.

I don't have an easy time asking for help, but I found myself at the Miller center shortly after my surgery. When I needed testing accommodations faster than their computer system would allow, they found a solution. When I couldn't write to take notes in class, they found a solution. For me, this setback has been temporary. But for so many students, what they struggle with is not. So many of my peers at Miami struggle with a form of impairment every day, with no end in sight. I watched them work with students to resolve accessibility issues in classes, residence halls, and dining halls to unlock their potential. It was an inspiring process to watch, and my experience emphasized to me that even when it is difficult, expensive, or impractical, we must continue to give every Miami student the opportunity to achieve their full potential.

As I wrap up my sophomore year, I find myself reminded almost every day that Miami is a place full of good, caring people. I'm grateful for the ones I have come to know. I'm excited, and just a little scared for what is coming in the next few years. I'm glad that I get to have the next two years with the people I have found here.

With Love and Honor, I conclude my report.

Other Business

No additional business was conducted.

Executive Session

Trustee Haines moved, Trustee Pascoe seconded, and by unanimous roll call vote, with nine voting in favor and none opposed, the Board convened to Executive Session to consult with counsel, review pending litigation, for matters required to be kept confidential - trade secrets, for personnel matters - the hiring of public employees, for preparations for negotiations with public employees, and for the purchase or sale of property; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

No additional business was conducted.

Adjournment of Meeting

With no other business to come before the Board, Trustee Burgess moved, Trustee Anderson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the Board adjourned at 1:30 p.m.

Written Reports

- [Office of Institutional Diversity and Inclusion Newsletter](#)



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

Board of Trustees



University Updates
May 2023



Campus Updates



Today's Themes

Strategic Plan



Campaign Cornerstones



Note: Data centric presentation—data provided by Provost, OVPRI, Graduate School, Inst. Research & Effectiveness, Honors College, & EMSS



Campus Updates

Economic Impact & ROI of Education



Miami University

\$3.8 B

52.4 K

**Economic
Impact**

Jobs

IUC—14 Ohio Publics

\$68.9 B

866.7 K

**Economic
Impact**

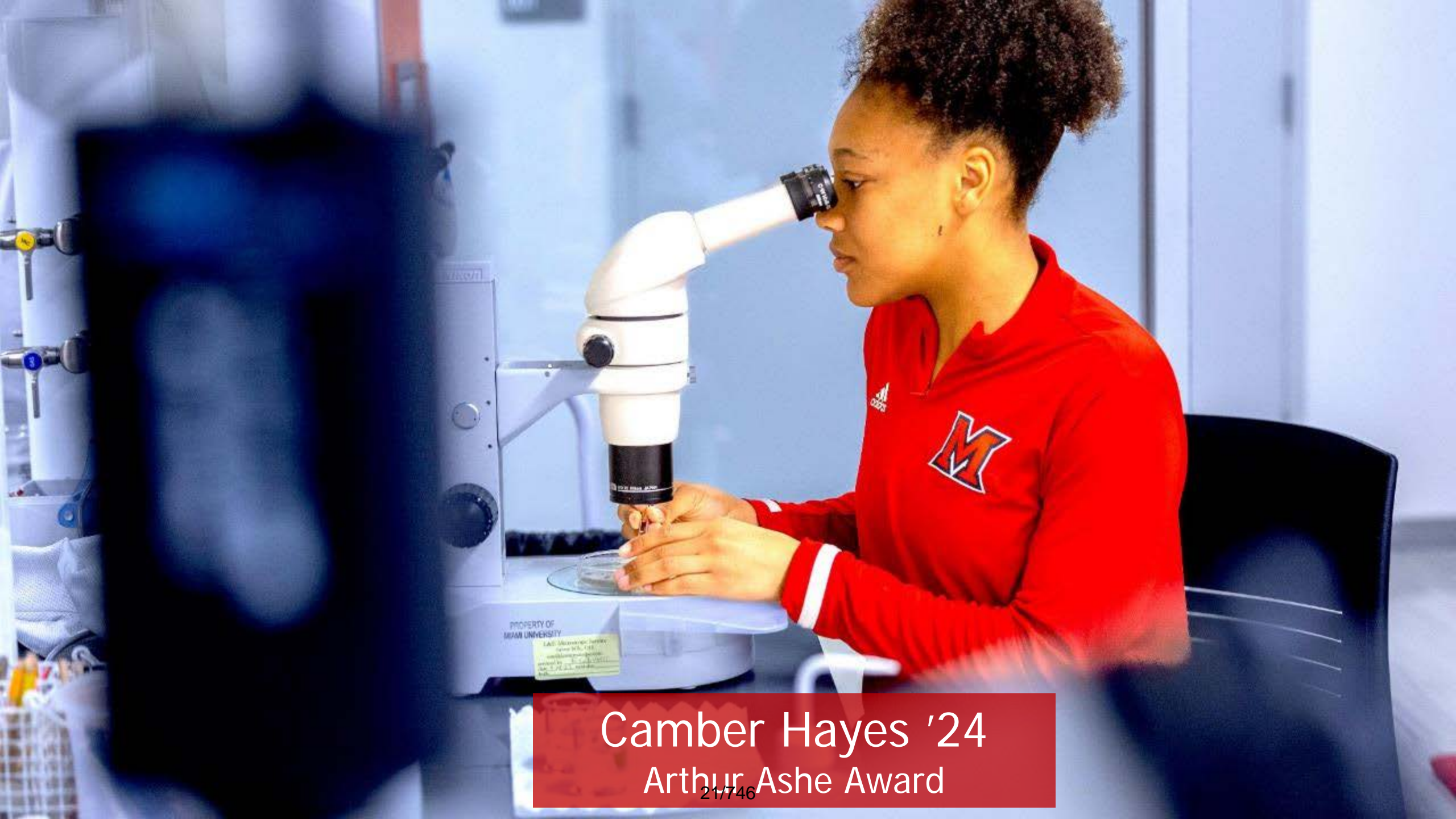
Jobs

\$1.1 B

Start-Up Impact

\$1.7 B

Start-Up Impact



Camber Hayes '24
Arthur Ashe Award

Student & Graduate Excellence



Mona-Mae Juwillie '19
USAID Payne Int'l Fellowship



Levi Grimm
Reagan Civic Leaders Fellowship



Cameron Tiefenthaler
Truman Scholar



| Phi Beta Kappa Honorary Society | | | |
|---------------------------------|------|------|------|
| Year | 2021 | 2022 | 2023 |
| Total # | 99 | 91 | 134 |

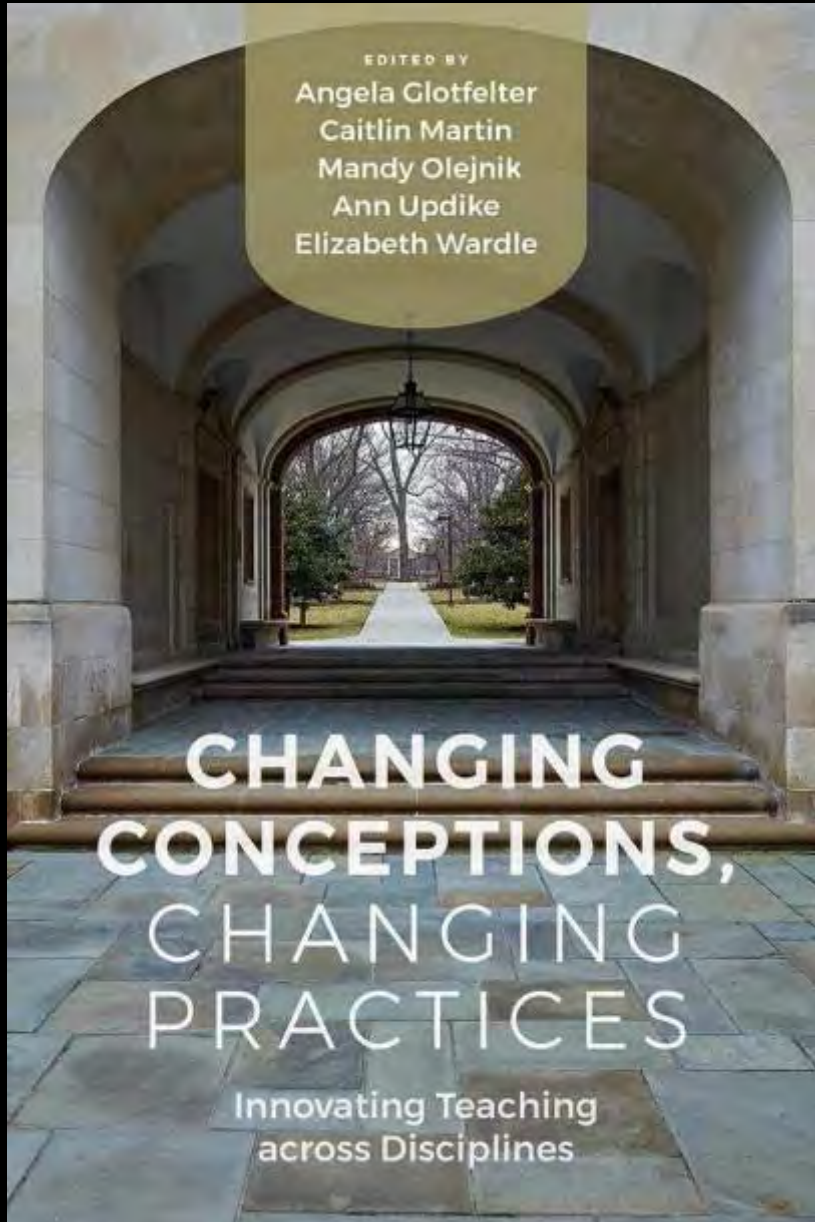
Engaging our Peers



Influencing Peer Campaign

Sent 1,163

Mostly Presidents, Provosts, VPs
& Donors, Friends & BoT



EHS Graduate Ranking
64th Public (Improved 40 spots)
2nd in Ohio





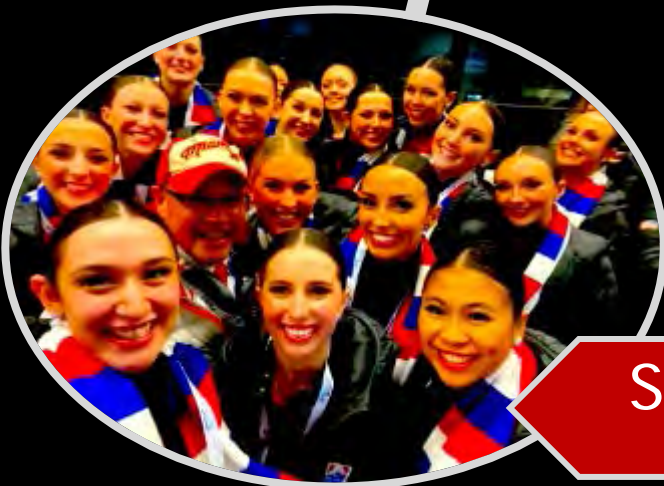
Sean McVay '08
Cradle of Coaches



Softball
MAC Champs (X4)

M-Swim/Dive
MAC Champs (X3)

Spring 2023 Athletic Success Sustained Excellence



Senior Syncro
Int'l Ranking (X2)

Collegiate Syncro
National Champs (X21)





Crawford Bootcamp

Saturday Morning Exercise

27/746



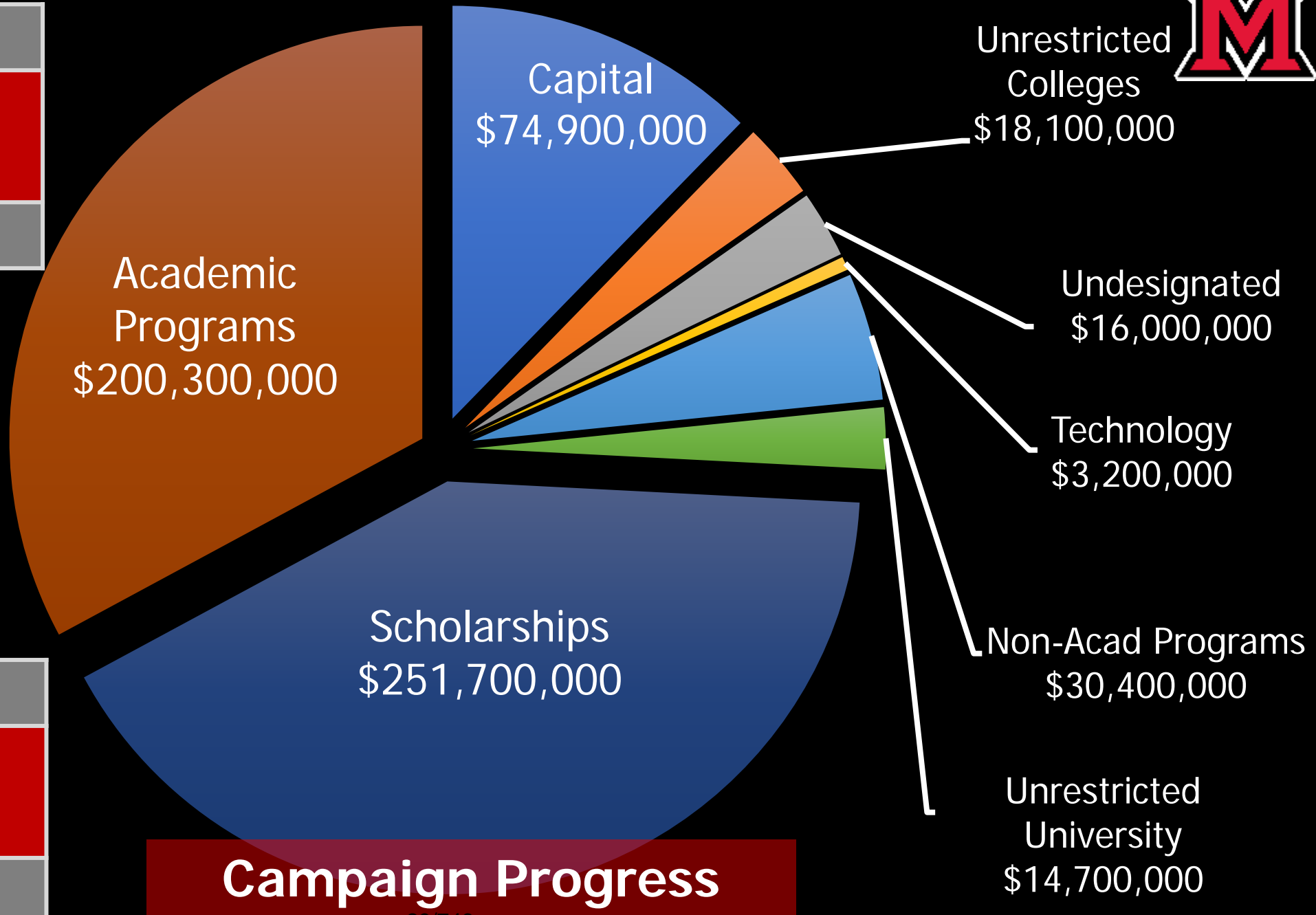
Campaign



Academic
85 %
\$ 517.9 M

Total
\$ 609.3 M

Non-Academic
15 %
\$ 91.4 M



Campaign Progress



Scholarships



Clinical Health Sciences

Campaign Cornerstones



Business & Entrepreneurship



Digital Innovation & Technology

A black graduation cap with a gold tassel is the central focus. The word "SCHOLARSHIP" is written in white, hand-drawn capital letters across the top of the cap. The cap is placed on a stack of US dollar bills, with a \$100 bill and a \$20 bill clearly visible. The background is slightly blurred, emphasizing the cap and the money.

SCHOLARSHIP

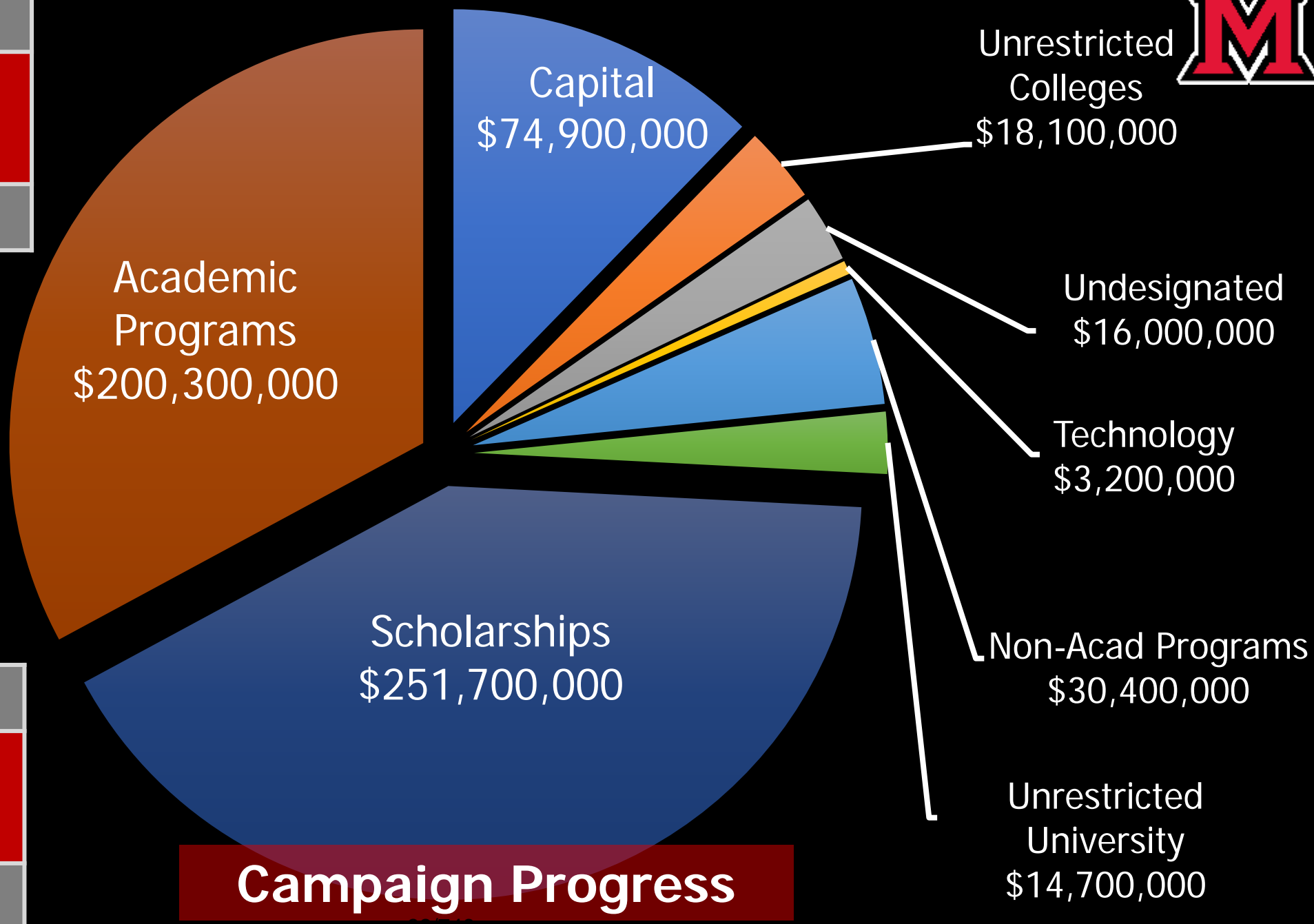
Scholarships



Scholarships
41.3 %
\$ 251.7 M

Total
\$ 609.3 M

Non-Scholarships
58.7 %
\$ 357.6 M



Campaign Progress

Campaign — Scholarships



Strategic Importance

Increasing competitive landscape—decreasing high school demographics, decreasing state support, decreasing international interest—need- & merit-based aid critical to attract best students.

Strategic Impact

Enhance competitiveness by attracting top students to honors programs, supporting diversity, rural, first generation, access, etc., thereby impacting reputation & ranking, retention, graduation, & placement rates, overall competitiveness, through academic excellence.

Strategic Goal

Raise approximately \$ 450 M, or ~ 45% of the campaign total, to support merit & need-based aid, & further advance academic excellence.

| Progress (Goal \$ 450 M) | |
|--------------------------|------------|
| Raised | \$ 249.8 M |
| Bequest | \$ 152.2 M |
| Pledge | \$ 41.8 M |
| Cash | \$ 55.8 M |



Clinical Health Sciences

Campaign — Clinical Health Sciences



| Nursing (Oxford) <i>Launched 2018 BSN & 2022 MSN</i> | | | | | |
|--|-------------|-------------|-------------|-------------|-------------|
| | 2018 | 2019 | 2020 | 2021 | 2022 |
| BSN | 497 | 538 | 572 | 616 | 646 |
| MSN | — | — | — | — | 19 |

| Physician Associate (Oxford) <i>Launched 2018 BSN & 2022 MSN</i> | | |
|--|--|---|
| | 2023 <i>(inaugural year)</i> | 2024 <i>(accreditation limit)</i> |
| PA Class | 26 | Max 40 |



Clinical Health Sciences & Wellness

(Nursing, Physician Associate, Speech Pathology, TriHealth, Speech & Hearing Clinic)

Campaign — Clinical Health Sciences



Strategic Importance

Focusing on the clinical health sciences—nursing, physician associate program, speech pathology & audiology—attracting students to these in-demand & growing fields, leveraging campus excellence, positioning Miami for growth & enhanced reputation.

Strategic Impact

Significantly impacting Ohio & country, by supplying highly skilled nurses, known for leadership qualities & technology prowess, to the high-need marketplace, enhancing partnerships, reputation & improving health.

Strategic Goal

To be the best clinical science program in country—w/o a medical school—creating the most sought after graduates in the country. Build P³ partnerships & collaborations across student health & wellbeing.

| Progress (Goal \$ 150 M) | |
|--------------------------|----------|
| Tri-Health | \$ 3 M |
| Stryker | \$ 1.6 M |
| Bowman | \$ 500 K |
| State | \$ 22 M |
| Named Spaces | \$ 375 K |



Digital Innovation & Technology

Campaign — Digital Innovation & Technology

Data Science & Computer Science

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------------------------|-------|-------|-------|-------|-------|
| Bachelor* | 1,539 | 1,607 | 1,638 | 1,715 | 1,867 |
| Sports Analytics (minor) | — | — | 19 | 33 | 41 |

*Data Analytics, Data Science/Statistics, Math/Statistics, Statistics, Computer Science & Software Engineering, Systems Analysis, Health Information Technology, Information Technology, Information Systems, Information Systems & Analytics, Cybersecurity Management, ETBD

Data Science & Computer Science

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|-----------|------|------|------|------|------|
| MS | 63 | 61 | 54 | 60 | 73 |

Statistics, Computer Science



McVey Data Science Building

(Computer Science & Software Engineering, Statistics, ETBD, Ctr. for Analytics & Data Science, Armstrong Institute)

Campaign — Digital Innovation & Technology



Strategic Importance

Focusing on the data & computer sciences—across multiple colleges & degree programs—attracting students to these in-demand & emerging fields, leveraging campus excellence, positioning Miami for future growth & enhanced reputation in STEM fields.

Strategic Impact

Significant industry, academic, & worldwide growth in data sciences across all industry spaces—from fintech, healthcare, to manufacturing, etc.—deliver top talent to industry, enhancing partnerships & reputation.

Strategic Goal

To create a transdisciplinary, boundary-breaking, effort in the data & computer sciences, clustering all programs in an innovative building, growing partnerships, & the go to institution for data talent & solutions.

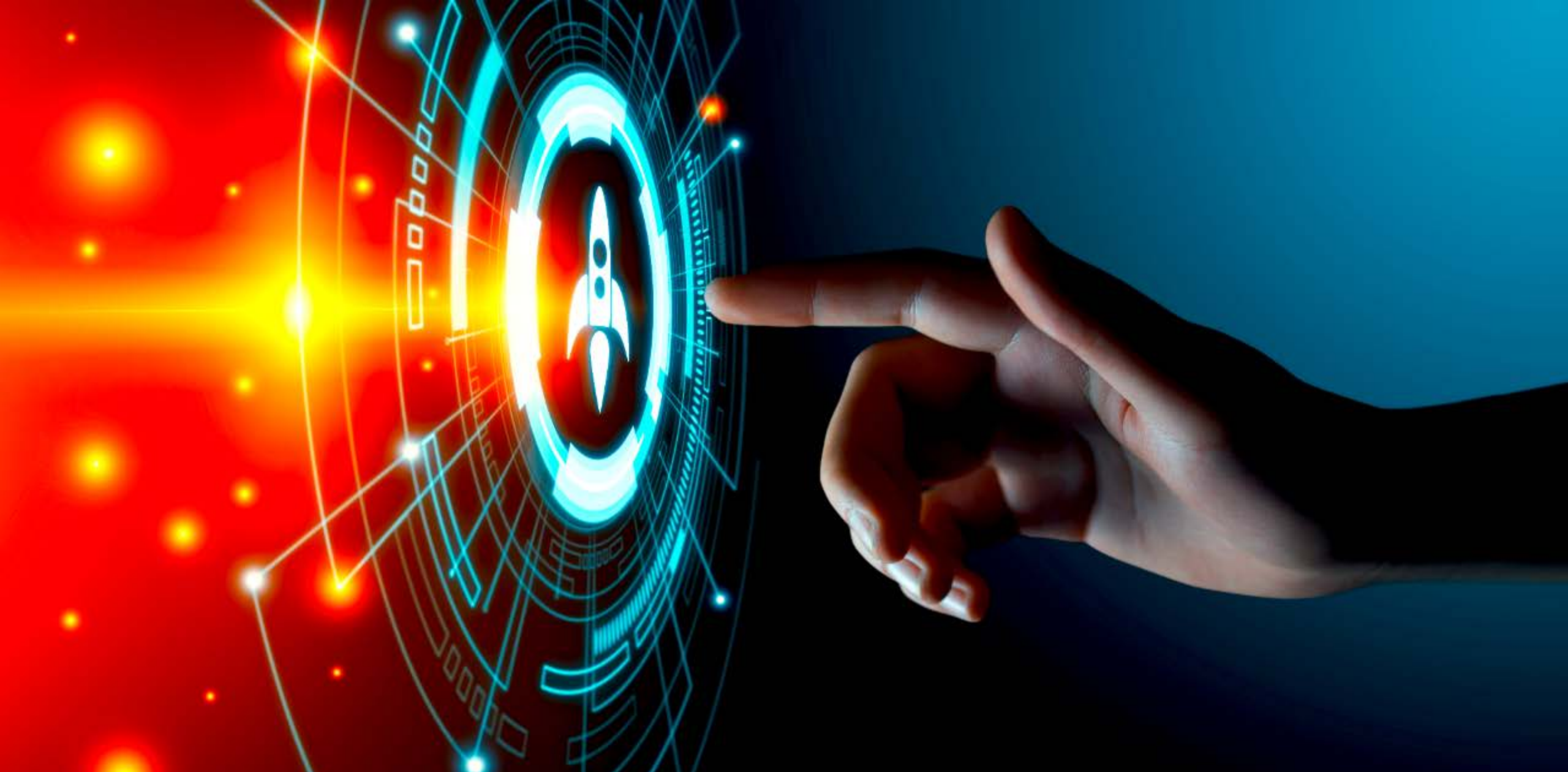
Progress (Goal \$ 100 M)

McVey Naming

\$ 20 M

CADS Suite

\$ 250 K



Business & Entrepreneurship

Campaign — Business & Entrepreneurship



Entrepreneurship (FSB)

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|--|------|------|------|------|------|
| Co-major | 208 | 282 | 322 | 335 | 281 |
| Minor | 152 | 178 | 200 | 206 | 204 |
| Breadth (<i>Majors Represented</i>) | 42 | 51 | 57 | 66 | 62 |
| Arts Mgt/Eship | — | — | — | 18 | 46 |

FSB Business, Commerce Regionals, CAS Org. Ldr.

| | 2018 | 2019 | 2020 | 2021 | 2022 |
|---------------------------------------|-------|-------|-------|-------|-------|
| FSB | 4,365 | 4,600 | 4,710 | 4,971 | 5,064 |
| Regionals (<i>commerce</i>) | 553 | 663 | 672 | 624 | 580 |
| CAS (<i>Org. Leadership</i>) | — | — | 13 | 61 | 100 |

Campaign — Business & Entrepreneurship



→ Leverage reputation & ranking of FSB & John Altman Institute for Entrepreneurship

Business Professional Masters

| | 2020 | 2021 | 2022 |
|--|------|------|------|
| New MS <i>(MEET, MSBA, MSiM)</i> | 34 | 34 | 48 |
| MBA | 69 | 79 | 105 |

Work + Regionals

| | 2019 | 2020 | 2021 | 2022 | 2023 |
|--------------------|------|------|------|------|------|
| # Students | 23 | 17 | 22 | 40 | 50 |
| # Companies | 6 | 5 | 8 | 14 | 19 |

Lee & Rosemary Fisher Innovation College@Elm



Campaign — Business & Entrepreneurship



Strategic Importance

Entrepreneurship maintains top nat'l preeminence for decades & FSB continues to increase in ranking. Novel FYIC attracts students & businesses. Business & entrepreneurship collaborates broadly across campus, elevating student learning, breadth & opportunity.

Strategic Impact

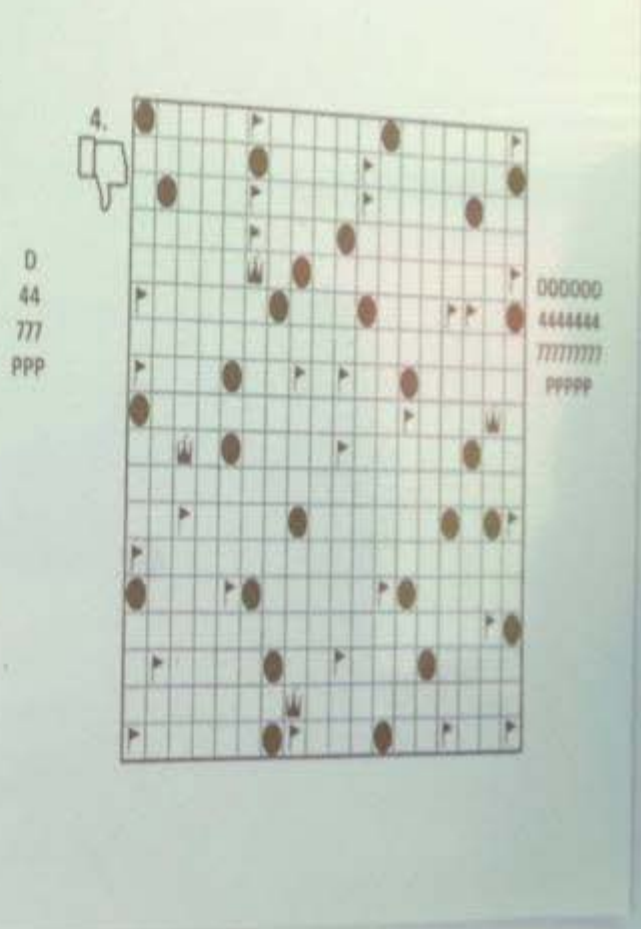
Increasing interest in the professional disciplines continues to rise. Strong nat'l & int'l reputation attracts students. Entrepreneurship & business can further impact local Oxford Economy.

Strategic Goal

Expand business & entrepreneurship offers further, engaging CAS & CCA, launch business incubator in Oxford to attract graduates & community startups, connect with community arts, investors & industry.

Progress (Goal \$ 300 M)

| | |
|---------------|---------|
| Farmer | \$ 40 M |
| Other FSB | \$ 75 M |
| Fisher Naming | \$ 6 M |
| Elm Funding | \$ 12 M |



Strategic Plan

30 Recommendations

- Innovate
- Invest
- Invigorate
- Implement

Bob Applebaum

Julia Guichard

Strategic Plan – 100% Completed



Recommendations 100% Completed



| | | | | | | | | | | | | |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|
| Start | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | Complete |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|

- Honors College
- Miami Plan Transformation
- Review Undergraduate Programs
- DEI Committee
- Strategic Planning Committee
- Program Review Revision
- Review Graduate Programs
- Curricular Process Redesign



Strategic Plan (#1) – Honors College



Live
Well

Recommendation #1:

We recommend that Miami enhance & revise the current **University Honors program** to become an **exceptional and more selective Honors College** on the Oxford campus. We propose an Honors College Planning Committee composed of divisional representatives, honors program leadership, a representative from Enrollment Management and Student Success, current honors students and residence life staff, appointed by the president to develop an implementation plan. We also propose that advising and support for National Fellowships be integrated with honors administration.

Explore the
World



Engage Your
Future



Honors College & Presidential Fellows

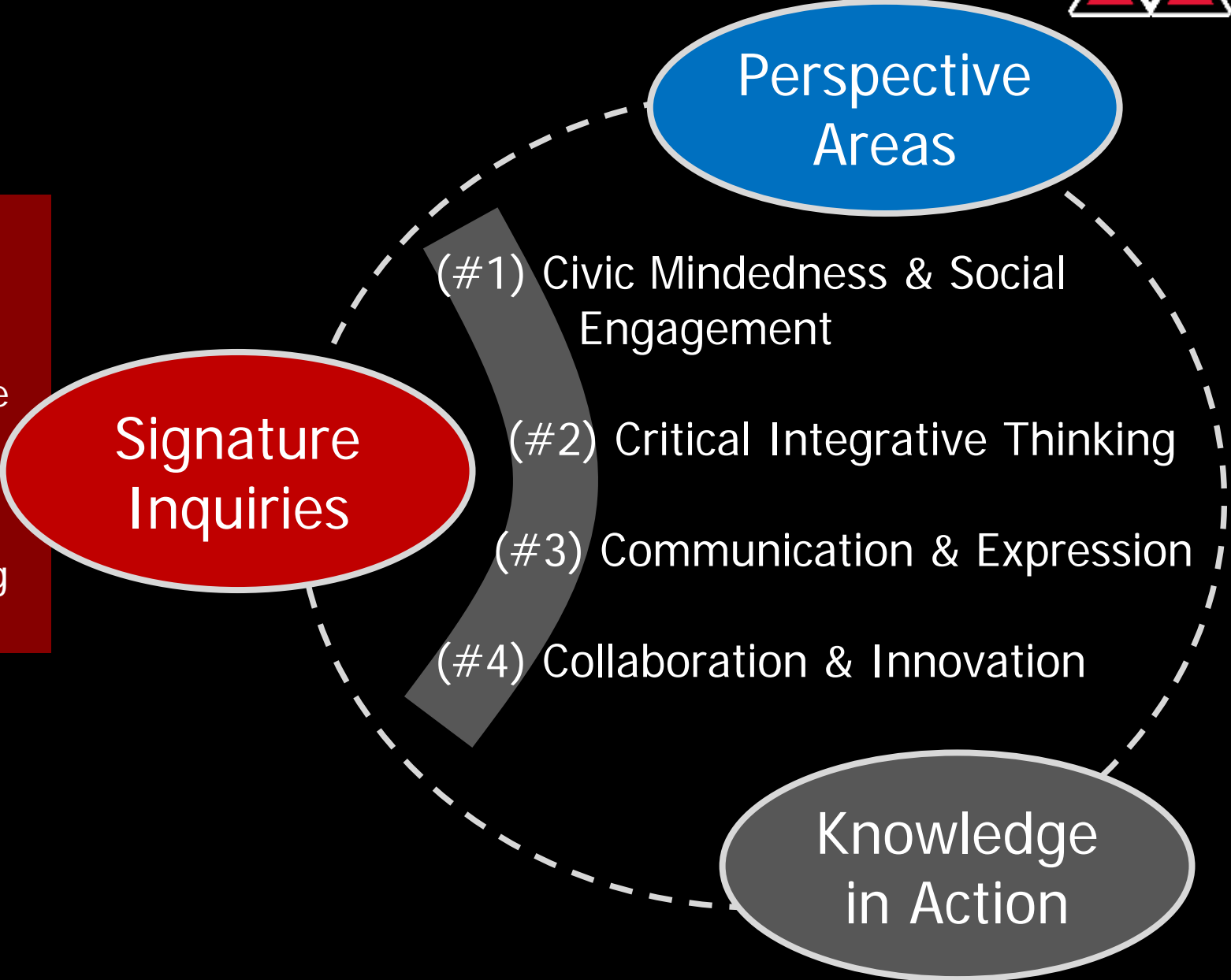


| Honors Program | | | Honors College | |
|--|--------|--------|----------------|--------|
| | 2019 | 2020 | 2021 | 2022 |
| Students (#) <i>(Entering Class)</i> | 405 | 581 | 478 | 476 |
| Diversity (%) | 22.5 % | 19.4 % | 24.3 % | 18.3 % |
| <GPA> <i>High School</i> | 4.27 | 4.25 | 4.26 | 4.40 |
| <GPA> <i>Miami</i> | 3.77 | 3.68 | 3.74 | 3.72 |
| # Majors | 70 | 82 | 82 | 88 |

| Presidential Fellows | | | | |
|--|--------|--------|--------|--------|
| | 2019 | 2020 | 2021 | 2022 |
| Students (#) <i>(Entering Class)</i> | 12 | 15 | 17 | 18 |
| Diversity (%) | 41.7 % | 40.0 % | 35.3 % | 33.3 % |
| <GPA> <i>High School</i> | 4.45 | 4.56 | 4.37 | 4.67 |
| <GPA> <i>Miami</i> | 3.81 | 3.65 | 3.90 | 3.91 |
| # Majors | 11 | 13 | 16 | 14 |

Strategic Plan (#17) – GMP Transformation

Recommendation #17:
We recommend transforming the Global Miami Plan to better prepare students for success. We propose that the provost create a committee with broad representation to engage in a comprehensive review of the Miami Plan and recommend revisions. (This process should be in addition to the ongoing work of the Liberal Education Council.)



Strategic Plan — 90% Completed



Recommendations 90% Completed



| | | | | | | | | | | | | |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|
| Start | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | Complete |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|

- Research Culture
- Revenue Generating Grad Programs
- Research Infrastructure
- Curricular Innovation



Strategic Plan (#9) — Research Culture



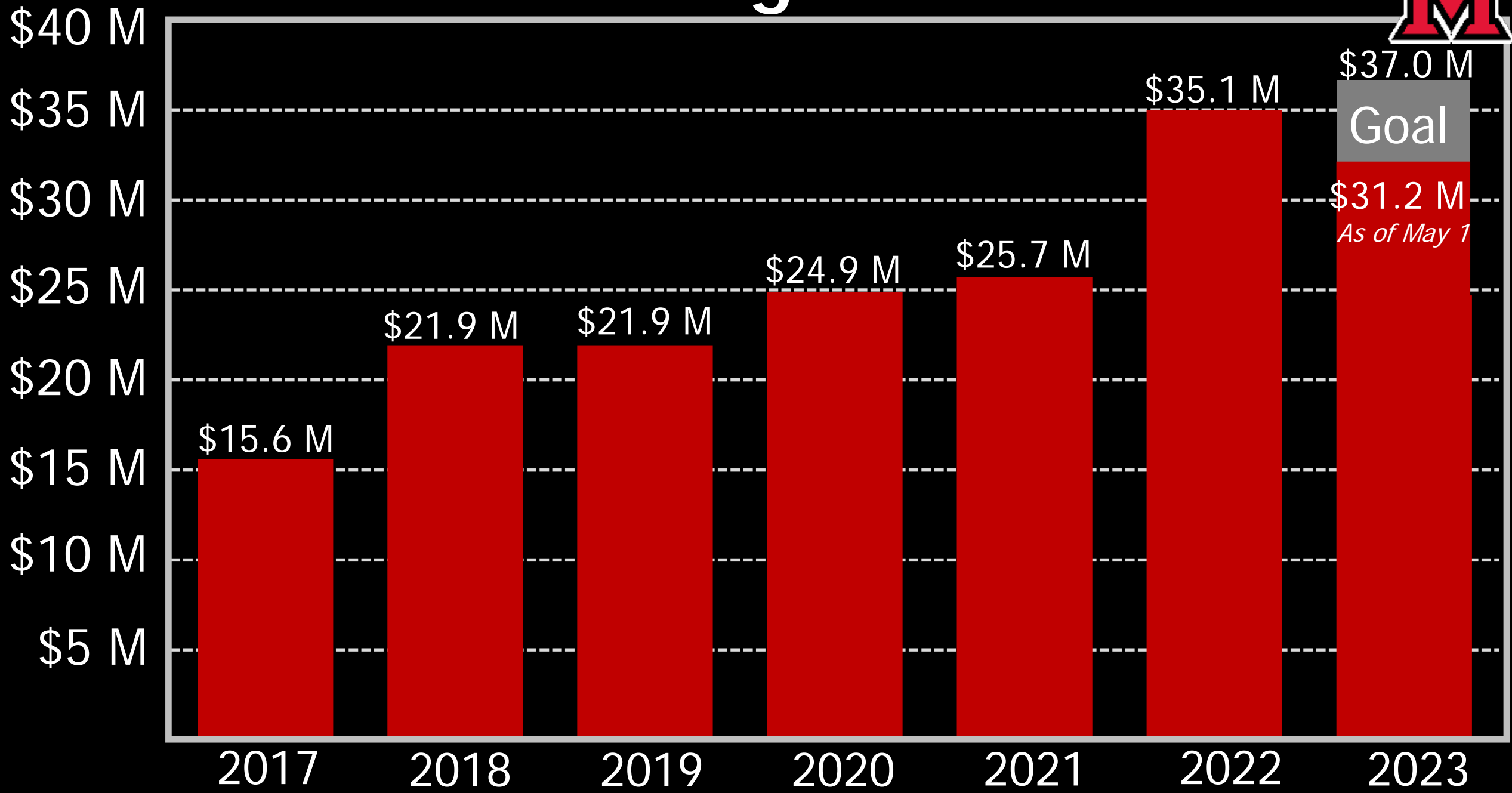
Recommendation #9:

We recommend that Miami improve its approach to incentivizing faculty engagement in externally funded research where relevant and ensure that departments and/or divisions enforce clear criteria for measuring research productivity in the allocation of workload.

Example Research Strategies

| | |
|----|---|
| #1 | Office Support & Outreach to Campus (advice, budgets, compliance, etc.) |
| #2 | Cornerstone Grants (TS Model) |
| #3 | Cost Sharing Grants (personnel & equipment) |
| #4 | Building out research collaborations |
| #5 | Assembling Transdisciplinary Teams |
| #6 | Diversify Portfolio (industry, foundations, etc.) |
| #7 | Applied Research College@ Elm |

Research Funding Excellence



Strategic Plan (#22) — Revenue Generating

Recommendation #22:

We recommend that Miami launch a systematic plan, led by the provost's office in conjunction with divisions, to diversify revenue streams by developing additional educational experiences such as professional graduate degrees and certificates, specialized workshops and training opportunities. The plan should include expansion into additional areas that could tap into Miami's extensive alumni network.

Certificates for Alumni (3)

Mini-MBA Certificate (FSB)

Diversity, Equity & Inclusion (OIDI)

Writing Institute (Howe)

Graduate Examples (20)

Physician Associate (Med. Sci.)

Nursing (Doctorate/MSN)

Clinical Engineering (MS)

Business-Analytics (MSBA)

Business Management (MSiM)

E-ship & Emerging Tech (MEET)

Certificate Examples (10)

Data Science (Cleveland Clinic)

Medical Sales (Stryker)

eSports Management

Manufacturing

Sports Analytics

Ohio Writing Project

Strategic Plan (#22) — Revenue Generating

Revenue Generating Graduate Programs

| | 2020 | 2021 | 2022 |
|--------------------------------|------|------|------|
| All Fee Paying Masters* | 563 | 544 | 688 |

*Accountancy, Athletic Training, Project Dragonfly, Biomedical Sciences, Business Administration, Business Analytics, Management, Clinical Engineering, Computer Science (non-thesis), Curriculum & Instruction, EdD Education Leadership, Entrepreneurship and Emerging Technologies, Environmental Science, Esports Management, Family Nurse Practitioner, Learning Sciences and Human Development, Nurse Executive Leader, Physician Associate, Social Work, Special Education, Sports Analytics

Revenue Generating Masters Programs

| | 2020 | 2021 | 2022 |
|--------------------------------|------|------|------|
| New Fee Paying Masters* | 103 | 113 | 172 |

*MEET, PA, Nursing, MBA, MSBA, MSiM (from Boldly Creative)

Strategic Plan — 80% Completed



Recommendations 80% Completed



| | | | | | | | | | | | | |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|
| Start | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | Complete |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|

- Strategic Enrollment Plan
- Sustainability Recommendations
- Student Retention Strategies
- Nat'l Reputation Teaching & Learning
- Cross Disciplinary Research



Strategic Plan (#11) — Retention Strategies

Recommendation #11:
 We recommend that Miami increase and coordinate student retention efforts with technology and effective intervention strategies. We should leverage predictive analytics to direct and implement early targeted interventions based on best practices, creating a culture of data-informed intervention and support.

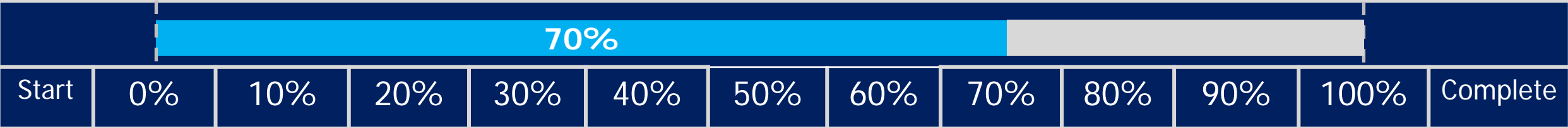
| Retention | | | |
|-----------|------|------|------|
| | 2019 | 2020 | 2021 |
| Retention | 88% | 89% | 89% |

| Example Retention Strategies | |
|------------------------------|--|
| EAB Navigate | Advising Proactive, data-driven tool for early identification |
| Winter Thrive | 2.0 < GPA < 2.4, Predictive Analytics (Civitas), Student success course during J-term (14/14) |
| Sprints in Reserve | Drop a course, take a lighter load while staying full-time |
| Deep Dive Data | Intersectionality of GPA, diversity, first-gen, Pell, etc., create communication & intervention strategy |
| Coordinate Care | EMSS, Student Life, & Academics Case Management strategy |

Strategic Plan — 70% Completed



Recommendations 70% Completed



| Start | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | Complete |
|--|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|
| External Visibility of Research | | | | | | | | | | | | |
| Strategic Resource Alignment | | | | | | | | | | | | |
| Strategic Facilities Planning | | | | | | | | | | | | |
| Plan for Online Learning | | | | | | | | | | | | |
| Academic Structure Reorganization | | | | | | | | | | | | |
| City of Oxford Relationship | | | | | | | | | | | | |
| Scholarship Endowment | | | | | | | | | | | | |
| Strategic Alignment of Faculty Resources | | | | | | | | | | | | |
| Academic Student Life Partnerships | | | | | | | | | | | | |
| Cross-Unit Curricular Collaborations | | | | | | | | | | | | |





Strategic Plan (#26) — Align Facilities

Recommendation #26:
We recommend that Miami coordinate and align facility planning with the overall strategic plan.



Fisher College@Elm
(February 2023)



Clinical Health
(March 2023)



Bachelor Hall
(December 2025)



McVey Data Sciences
(December 2023)



Center for Performing Arts
(Concept Stage)

Strategic Plan — 60% Completed



Recommendations 60% Completed



| | | | | | | | | | | | | |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|
| Start | 0% | 10% | 20% | 30% | 40% | 50% | 60% | 70% | 80% | 90% | 100% | Complete |
|-------|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|----------|

Marketing of Strengths

Study Abroad

Redesign Advising System



Strategic Plan (#29) — Market Strengths



Recommendation #29:

We recommend that Miami clearly define and aggressively market our brand as closely coupled with student success and the dedication of talented faculty and staff.

Campaign

For love. For honor. For those who will.



Nat'l & Int'l Placements

Faculty, Staff & Students in Media

| Year | # | <Month> | # Nat'l | <Nat'l Month> |
|------|------|---------|---------|---------------|
| 2019 | 250 | 20.83 | 116 | 9.67 |
| 2020 | 235 | 19.58 | 109 | 9.08 |
| 2021 | 900 | 75.00 | 603 | 50.25 |
| 2022 | 1400 | 116.67 | 753 | 62.75 |

Teacher-Scholar Model

Advancing our Brand



<https://miamioh.edu/academic-programs/teacher-scholar/>



Strategic Plan

- Much has changed
- Wrap-up current plan
- Prioritize every dollar
- Next round of investments

Thank You!

May 12, 2023
Consent Calendar

RESOLUTION R2023-34

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

Maria Alvarez
Spanish & Portuguese

Cathy Bishop-Clark
Computer & Information Technology

Sheila Croucher
Global & Intercultural Studies

Yvette Harman
Finance

Roxanne Ornelas
Geography

Nancy Solomon
Biology

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

Ayodele Abatan
Engineering Technology

Robert Applebam
Sociology & Gerontology

Marek Dollar
Mechanical & Manufacturing Engineering

Brian Keane
Biological Sciences & Biology

Timothy Krehbiel
Management

David Marshall
Finance

James Moller
Mechanical & Manufacturing Engineering

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

Kimberly Wachenheim
Teaching, Curriculum, and Educational Inquiry

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

Patrick Schur
Information Systems & Analytics

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

Leslie Omaitis
Regional Student Services - Middletown

Cheryl Stewart
Speech Pathology & Audiology

Approved by the Board of Trustees
May 12, 2023



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

May 12, 2023
Consent Calendar

RESOLUTION R2023-35

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

McVey Data Science

The committee moved to amend the name of the Richard M. McVey Data Science Building, which was approved by the Board of Trustees on September 25, 2020, to henceforth be known as McVey Data Science.

Gonzalez Center for Analytics and Data Science Learning Lab

Located in McVey Data Science

Jo Harker Study Room

Located in the Armstrong Student Center

Eugenia Mills Faculty/Staff Office

Located in University Hall on the Hamilton campus

*Approved by the Board of Trustees
May 12, 2023*



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

May 12, 2023
Consent Calendar

RESOLUTION R2023-36

BE IT RESOLVED, that the Board of Trustees hereby approves the award of tenure to the following new faculty, effective at the start of their appointment:

Matthew Moore
Chair & Associate Professor
Family Science & Social Work

*Approved by the Board of Trustees
May 12, 2023*



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

May 12, 2023
Consent Calendar

RESOLUTION R2023-37

BE IT RESOLVED: that the Board of Trustees approves the recommendations from the President and Provost that the following individuals be awarded the appointment of University Distinguished Professor:

Brett Smith

Distinguished Professor of Entrepreneurship

Michael Vanni

Distinguished Professor of Biology

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Provost, University Senate

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, 20212022 Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academicaffairs/universitysenate>

May 10, 2023

To: Board of Trustees, Academic and Student Affairs Committee

From: Tom Poetter, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees May 10, 2023 Meeting

Executive Committee of University Senate membership:

- Tom Poetter, (Educational Leadership), Chair
- Tracy Haynes (Biology), Chair Elect
- Jen Green, (Psychology), Past Chair
- Rosemary Pennington, (Media, Journalism, & Film), At Large Member
- Michael Gallo, (ASG), Undergraduate Student
- Evan Gallagher, Graduate Student
- Liz Mullenix, Chair & Provost, University Senate
- Dana Cox, (Associate Provost), Secretary of University Senate
- Tammy Patterson, (Assistant for Admin Services), Recording Secretary

The following summarizes items of University Senate Business conducted since the Executive Committee submitted a report to the Board of Trustees on March 03, 2023.

- **New Business, Special Reports and Updates delivered to University Senate:**
 - **March 06, 2023**
 - SR 23-08 Class Attendance Policy Revision
 - SR 23-09 Proposal to Revise Senate Bylaw for Function and Composition of the Undergraduate Research Committee
 - SR 23-10 CCA, TCPL Cap Change
 - Midterm Grade Reporting
 - **March 27, 2023**
 - SR 23- 11 Graduate Student Organization Policy Proposal - Michael Crowder, Associate Provost and Dean of the Graduate School
 - SR 23-12 Support for Research Travel and Teaching Policy Revision Proposal - Michael Crowder, Associate Provost and Dean of the Graduate School
 - SR 23-13 Course Repeat Policy Proposal - Carolyn Haynes, Senior Associate Provost for Strategic Initiatives
 - SR 23-14 Co-operative Policy Proposal - Carolyn Haynes, Senior Associate Provost for Strategic Initiatives
 - News on University Benefits - John Bowblis, Chair, Benefits Committee and Dawn Fahner, Associate VP of Human Resources
 - University Projects of Interest - Randi Thomas, Vice President for ASPIRE
 - **April 3, 2023**
 - SR 23-xx Changes to Tenure Track and Promotion and Tenure Policy - Liz Mullenix, Provost and Executive Vice President for Academic Affairs
 - SR 23-xx Midterm Policy, ADHOC Committee and Replacement Policy - Amy Bergerson,

- Associate Provost and Dean for Undergraduate Education
 - SR 23-xx Sense of the Senate:Ohio Senate Bill 83 - Rosemary Pennington, Associate Professor and Area Coordinator of Journalism
 - Re-apportionment of Senate Seats for 2023-2024 - Joe Carlin, Director, Mallory-Wilson Center & Professor and Assistant Chair, Department of Microbiology
 - Potential Faculty Comp. Data - Liz Mullenix, Provost and Executive Vice President for Academic Affairs
- **April 10, 2023**
 - SR 23-20 TCPL Policy Changes - Dana Cox, Associate Provost for Faculty Affairs, and Tracy Haynes, Chair-Elect, Senate Executive Committee and Senior Lecturer, Department of Biology
 - SR 23-21 TCPL Guideline Changes - Dana Cox, Associate Provost for Faculty Affairs, and Tracy Haynes, Chair-Elect, Senate Executive Committee and Senior Lecturer, Department of Biology
 - SR 23-22 CEC TCPL Cap Change, Timothy Cameron, Associate Dean of Engineering and Computing Professor
 - SR 23-23 Academic Integrity Policy Revision - Brenda Quaye, Assistant Director for Academic Integrity, Ted Peters, Senior Assistant Dean, Academic Advising
 - SR 23-24 Registration Policy Proposal, Amity Noltemeyer, Associate Dean of the Graduate School, Professor of Educational Psychology.
 - SR 23-25 Probation Policy Revision - Amity Noltemeyer, Associate Dean of the Graduate School, Professor of Educational Psychology
- **April 17, 2023**
 - SR 23-26 Appointment to Standing and Advisory Committee of University Senate - Dana Cox, Secretary, University Senate and Tammy Patterson, Recording Secretary of University Senate
- **April 24, 2023**
 - SR 23-27 Cybersecurity & Networking, Bachelor of Science in Information Technology, Ande Durojaiye, Vice President and Dean College of Liberal Arts and Applied Science, Miami University Regionals
- **Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:**
 - **March 06, 2023**
 - New Minor, EDP/TCE - Primary Special Education Minor with Licensure
 - Revision of an Existing Minor, CCA/MGT - Arts Management Minor
 - Revision of an Existing Minor, FSW - Family Relationships Minor
 - Revision of an Existing Major, ART - Art Education, Bachelor of Science in Art with Multi-Age Visual Arts Licensure
 - Revision of an Existing Major, ART - Communication Design, Bachelor of Fine Arts
 - Revision of an Existing Major, ART - Studio Art - Ceramics, Metals, Painting, Photography, Printmaking, and Sculpture, Bachelor of Fine Arts
 - Revision of an Existing Major, CAS - Biomedical Science, Master of Medical Science
 - Revision of an Existing Major, ECE - Computer, Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, ECE - Electrical Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, ECE/MME - Robotics Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, MBI - Microbiology, Bachelor of Arts
 - Revision of an Existing Major, MBI - Microbiology, Bachelor of Science
 - **March 27, 2023**
 - Revision of an Existing Majors, CSE - Computer Science, Bachelor of Arts in Computer

- Science
 - Revision of an Existing Major, CSE - Computer Science, Master of Computer Science
 - Revision of an Existing Major, CSE - Software Engineering, Bachelor of Science in Software Engineering
 - Revision of an Existing Major, IES - Environmental Science, Master of Environmental Science
 - Revision of an Existing Major, MGT - Supply Chain and Operations Management, Bachelor of Science in Business
 - Revision of an Existing Major, MJF- Media and Communication, Bachelor of Arts
 - Revision of an Existing Major, POL - Diplomacy and Global Politics, Bachelor of Arts
 - Revision of an Existing Major, POL - Political Science, Bachelor of Arts
 - Revision of an Existing Major, POL- Public Administration, Bachelor of Arts
 - Revision of an Existing Major, SBS - Psychological Science, Bachelor of Arts
 - Revision of an Existing Major, SGE - Gerontological Studies, Master of Gerontological Studies
 - Revision of an Existing Major, SGE - Social Gerontology, Doctor of Philosophy
- **April 03, 2023**
 - Revision of an Existing Major, CSE - Computer Science, Bachelor of Science in Computer Science
 - Revision of an Existing Major, CSE - Cybersecurity, Bachelor of Science in Cybersecurity
 - Revision of an Existing Major, IES - Environmental Science, Master of Environmental Science
 - Revision of an Existing Major, KNH - Nutrition, Bachelor of Science in Kinesiology, Nutrition and Health
- **April 10, 2023**
 - Revision of an Existing Minor, EDP - Special Education Minor
 - Revision of an Existing Minor MJF - Journalism Minor
 - Revision of an Existing Major, CPB - Biomedical Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, CPB - Chemical Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, ECE - Engineering Management, Bachelor of Science in Engineering
 - Revision of an Existing Major, MME - Mechanical Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, MME - Smart Manufacturing Engineering, Bachelor of Science in Engineering
 - Revision of an Existing Major, STA - Data Analytics, Bachelor of Arts
 - Revision of an Existing Major, TCE - Primary Education PK-5, Bachelor of Science in Education
- **April 17, 2023**
 - Revision of an Existing Minor, BUS - Business Minor
 - Revision of an Existing Major, ENG- English: Literature, Bachelor of Arts
 - Revision of an Existing Major, ENT - Electrical and Computer Engineering Technology, Associate in Applied Science
 - Revision of an Existing Major, ENT - Mechanical Engineering Technology, Associate in Applied Science
 - Revision of an Existing Major, LLW - English Studies, Bachelor of Arts
 - Revision of an Existing Major, NSG -Nursing, Bachelor of Science in Nursing (4 year)
- **April 24, 2023**
 - New Minors, CMR - Digital Commerce Minor
 - New Minors, CMR - Sales Management Minor
 - Revision to Existing Major, ENT - Engineering Technology, Bachelor of Science in Applied

Science

The following are items of business Executive Committee anticipates that Senate will discuss during the remainder of the 2022-2023 academic year:

- New degrees
- Discussions related to budget
- Changes to the Freedom of Speech Policy
- Changes to the Parental Leave Policy

Cc: Liz Mullenix, Chair & Provost, University Senate

Dana Cox, (Associate Provost), Secretary of University Senate

Tammy Patterson, (Assistant for Admin Services), Recording Secretary

Senate Resolutions:

**SR 23-08
Class Attendance Policy Revision
March 6, 2023**

BE IT HEREBY RESOLVED that University Senate approves changes to Class Attendance Policy Revision, as outlined below:

Proposed Revised Policy (Marked Up Version):

General Attendance Policies

Every student is expected to participate in academically related activities and attend every class session for which the student is duly registered.

It is the prerogative of the individual faculty member to set attendance policy for each individual course, and it is the responsibility of the individual faculty member to inform students of that policy in the course syllabus or other written document at the first class meeting of the semester, term, or sprint part of semester or term. Instructors may take account of class absences in determining course grades.

All classes are to meet at the time ~~and location~~ listed in the official university course schedule unless changed with the consent of the entire class. **Location changes should be specified in the syllabus for the course. The instructor should communicate in writing any special course-related activities (e.g., field trips) that occur outside of the time and location in the official university course schedule as much in advance as possible.**

~~Students may be justifiably absent from classes due to religious observances, pregnancy or related conditions (including recovery from childbirth for as long as the student's doctor deems the absences to be necessary), military obligations, illness documented by a physician or other appropriate health care professional, conflicts with university-sanctioned activities documented by an appropriate university administrator, public emergencies, and documented personal or family emergencies.~~

Faculty must excuse a student's absence for military training or religious observances that require absence from a class session and other required class activities and to include a statement in their syllabi that confirms that students ~~in a full semester or term course~~ must give written notification to their instructor **at least one week prior to the requested absence, within the first two weeks of class of noting the military or religious event that prohibits class attendance and the date(s) that will be missed. The syllabus**

statement should also note that instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work **when absent due to military training or religious observances**; ~~Students enrolled in sprint or part-term courses must give written notification to their instructor within the first week of class.~~ however, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.

Instructors **should be aware of the official calendar of [Religious Holidays and Holy Days](#) provided by Academic Affairs.**

Faculty are **also** required to excuse a student's absence due to pregnancy or related conditions, including recovery from childbirth for as long as the student's doctor deems the absences to be necessary. When the student returns to classes the student must be provided the opportunity to make up any work missed. Alternatives include allowing the student to take an incomplete and complete the course at a later date, or retaking the course or taking an online course. For additional information go to: [Supporting the Academic Success of Pregnant and Parenting Students](#).

In all of the other justifiable situations (illness documented by a physician or appropriate health care official, ~~military obligations~~, university-sanctioned activities documented by an appropriate university administrator, public or documented personal/family emergencies), students are ultimately responsible for notifying the instructor in writing with as much advance notice as possible. Instructors may determine a reasonable amount of coursework that should be completed in order to make up the student's absence. Students are responsible for the prompt completion of any alternative assignments.

Students needing assistance regarding **extended** absences due to death, illness or other critical circumstance should contact the Office of the Dean of Students (Oxford) or the Student Services (regional campuses).

A student may notify the institution of any grievance with regard to this policy by following the established procedures for student grievances under the [Academic Responsibilities and Academic Grievance Policy](#).

Effective Date: Fall 2023

SR 23-09
Revision to the Senate Bylaws specific to:
Function and Composition of the Undergraduate Research Committee
March 6, 2023

Rationale:

This proposal regards changes to the functions and composition of the [Undergraduate Research Committee](#) to clarify the role of the committee as an advisory committee to the Office of Research for Undergraduates and the Associate Provost and Dean for Undergraduate Education, a selection committee for undergraduate research awards, and an advocate for undergraduate research across all Miami University Campuses. These changes were necessitated by changes to the reporting line for the Office of Research for Undergraduates, as well as the desire to ensure better representation of all University divisions on the committee.

Proposed Revisions (Clean)

Advisory to the Associate Provost and Dean for Undergraduate Education.

6.C.9.a. The Undergraduate Research Committee shall be composed of:

- Eight (8) faculty members, at least one (1) of whom shall be a member of University Senate and including at least one member from each of the academic divisions, with attention to ensuring that the University's graduate programs are represented:
 - College of Arts and Science
 - College of Creative Arts
 - College of Engineering and Computing
 - College of Education, Health, and Society
 - Farmer School of Business
 - College of Liberal Arts and Applied Science

They should also reflect the following disciplines with two (2) faculty members per disciplinary group:

- Applied sciences and natural sciences
- Business, education, and social sciences
- Humanities and creative arts
- Three (3) undergraduate student members nominated according to a procedure established by the Associated Student Government.
 - One (1) of the student members shall serve one-year terms.

- Two (2) of the student members shall serve two-year terms.
- Two (2) graduate students serving two-year terms.
- Two (2) *ex officio* nonvoting members:
 - The Director of Research for Undergraduates or their designee.
 - The Vice President for Research and Innovation or their designee.

6C.9.b. The functions of the Undergraduate Research Committee are to:

- promote quality research experiences for undergraduate students by advocating policies and procedures, encouraging undergraduate research, providing input on publicity through University Communications and Marketing, and increasing quality and recognition of undergraduate research accomplishments;
- encourage faculty/student research;
- promote research-based courses across disciplines;
- publicize available funding opportunities;
- evaluate student proposals for small grant research funding and to award undergraduate research grants;
- advise the Associate Provost and Dean for Undergraduate Education on matters relating to undergraduate research at the University;
- assist in the identification and procurement of external funding sources for undergraduate research; and
- report regularly to the University Senate.

Proposed Revisions (Marked Up)

Advisory to the Associate Provost and Dean for Undergraduate Education ~~the Associate Dean for Research and Scholarship, Office for the Advancement of Research and Scholarship.~~

6.C.9.a. The Undergraduate Research Committee shall be composed of:

- Eight (8) faculty members, at least one (1) of whom shall be a member of University Senate and including at least one member from each of the academic divisions, with attention to ensuring that the University's graduate programs are represented:
 - College of Arts and Science
 - College of Creative Arts
 - College of Engineering and Computing

- College of Education, Health, and Society
- Farmer School of Business
- College of Liberal Arts and Applied Science

They should also reflect, the following disciplinary groupings with two (2) faculty members per disciplinary group:

- Applied sciences and natural sciences
- Business, education, and social sciences
- Humanities and creative arts
- Two (2) at-large faculty members
- ~~Three~~Five (35) undergraduate student members nominated according to a procedure established by the Associated Student Government.
 - ~~Three~~ One (13) of the student members shall serve a one-year terms.
 - Two (2) of the student members shall serve two-year terms.
- ~~One~~Two (24) graduate students serving, preferably, two-year terms.
- ~~Two~~One (24) *ex officio* nonvoting members:
 - Director of Research for Undergraduates or their designee.
 - The Vice President for Research and Innovation or their designee

~~Representative from the Office for the Advancement of Research and Scholarship to be appointed by the Associate Provost for Research and Scholarship or his/her designee.~~

6C.9.b. The functions of the Undergraduate Research Committee are to

- promote quality research experiences for undergraduate students by advocating policies and procedures, encouraging undergraduate research, and increasing quality and recognition of undergraduate research accomplishments;
- ~~to~~ encourage faculty/student research;
- ~~to~~ promote research-based courses across disciplines;
- publicize available funding opportunities;
- ~~to~~ evaluate student proposals for small grant research funding and to award undergraduate research grants;
- ~~to~~ advise the Associate Provost and Dean for Undergraduate Education ~~Research and Scholarship~~ on matters relating to undergraduate research at the University;

- assist in the identification and procurement of external funding sources for undergraduate research and
- ~~to~~ report regularly to the University Senate.

SR 23-10
College of Creative Arts, TCPL Cap Change
March 6, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Teaching, Clinical Professors and Lecturers (TCPLs) Policy as outlined below:

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: ~~20.0~~ 29%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 23.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

SR 23-11
Graduate Student Organizations Policy
April 03, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Graduate Student Organization Policy Proposal as outlined below:

Proposed New or Revised Policy (Clean Version):

The Graduate School supports four (4) University--wide graduate student organizations. All four organizations are open to all graduate students.

- The Graduate Student Association is an academic, social, and governance organization that represents graduate students at Miami University. It sponsors a travel assistance fund, publishes a regular newsletter, advocates for the interests and concerns of graduate students, and organizes several social events each year. An Associate Dean for the Graduate School is the advisor. The GSA selects student representatives to the University Senate, Graduate Council, and numerous campus wide committees.
- The Graduate Students of Color Association is designed to enhance the campus life of graduate students of color by providing academic, cultural, political, and social support. This support system functions to facilitate academic excellence through tutorial, liaison and networking systems. It helps to foster diversity and pluralism among graduate students. An Associate Dean for the Graduate School is the advisor.
- Graduate Student Pride Association (GSPA) is first and foremost a safe and inclusive space for LGBTQ+ and queer graduate and professional students at Miami University. Safe spaces cultivate community for marginalized groups and are thus vital to LGBTQ+ and queer graduate students. Furthermore, GSPA will represent and give voice to the concerns of LGBTQ+ and queer graduate and professional students at Miami University. An Associate Dean for the Graduate School and the Director of LGBTQ+ Initiatives from the Center for Student Diversity and Inclusion serve as co advisors.
- International Graduate Student Association (IGSA) provides is community for international graduate students. who are in the US for their advanced degree. This group also advocates for international students to university leaders and plans social events for graduate students. An Associate Dean for the Graduate School is the advisor.

Proposed Revised Policy (Marked Up Version):

The Graduate School supports four (4) University--wide graduate student organizations. **All four organizations are open to all graduate students.**

- The Graduate Student Association **is an academic, social, and governance organization that represents graduate students at Miami University. It is open to all graduate students.** ~~It~~ sponsors a travel assistance fund, publishes a regular newsletter, advocates for the interests and concerns of graduate students, and organizes several social events each year. ~~An~~ ~~The Associate Assistant to the~~ ~~Dean~~ ~~foref~~ the Graduate School is the ~~advis~~ ~~oer~~. The GSA selects student representatives to the University Senate, Graduate Council, and numerous campus-wide committees.

- The Graduate Students of Color Association is designed to enhance the campus life of graduate students of color by providing academic, cultural, political, and social support. This support system functions to facilitate academic excellence through tutorial, liaison, and networking systems. It helps to foster diversity and pluralism among graduate students. ~~An Associate Dean for the Graduate School is the advisor. The Assistant Dean of Admissions at the Graduate School is the adviser.~~
- Graduate Student Pride Association (GSPA) ~~–The purpose of GSPA is first and foremost to provide~~ a safe and inclusive space for LGBTQ+ and queer graduate and professional students at Miami University. Safe spaces cultivate community for marginalized groups and are thus vital to LGBTQ+ and queer graduate students. Furthermore, GSPA will represent and give voice to the concerns of LGBTQ+ and queer graduate and professional students at Miami University. An Associate Dean for the Graduate School and the Director of LGBTQ+ Initiatives from the Center for Student Diversity and Inclusion serve as co-advisors.
- International Graduate Student Association (IGSA) ~~provides –a new graduate student association. It is open to all students. international graduate students. The purpose of this group is to provide~~ community for ~~international graduate students. graduate students~~ who are in the US for their advanced degree. This group ~~also~~ advocates for international students to university leaders and plans social events for graduate students. ~~An Associate Dean for the Graduate School is the advisor.~~

Effective Date: August 21, 2023

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: This change is being made to update policy to reflect current practice. Moving forward, the Graduate School and graduate student organizations will use the updated descriptions in their communications.

Additional Resources and Procedures:

N/A

SR 23-12
Support for Research Travel and Teaching Policy Revision Proposal
April 03, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Support for Research Travel and Teaching Policy Revision Proposal as outlined below:

Support for Research ~~and Travel~~ ~~and Teaching~~
Policy Proposal

Policy Title: Support for Research ~~and Travel~~ ~~and Teaching~~

Rationale: When the Graduate Student Handbook was migrated into the Policy Library, everything was migrated regardless of whether it was a policy or a practice. This has contributed to three issues:

- 1) This page in the policy library contains information on funding sources that have not been used in several years. In order to simplify things and have one travel fund, the money supporting the Graduate School Travel Fund was transferred to the GSA Travel Assistance Fund several years ago, so all travel money is dispersed through the GSA Travel Assistance Fund which allows for a simpler single-application process. Although mention of the Graduate School Travel Fund has been removed from the Graduate School webpage, the Graduate School continues to receive questions about it because it is still listed in this policy. We are requesting to remove it to eliminate all confusion, since the money still exists but has been merged with the GSA Travel Fund.
- 2) This page in the policy library also includes specific details we do not believe belong in policy but are rather related to implementation of the policy (e.g., specific due dates for applications, specific award amounts). We are requesting these be removed to allow for more efficient changes to implementation
- 3) This page also includes information on CTE grants, but we do not oversee those and cannot control changes to them. We are requesting they be removed from the policy, although we will continue to advertise and make students aware of these awards.

These proposed changes do not reflect any intent to change the funding available, but rather to make the policy better guide and reflect practice.

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

Support for Research Travel Policy Proposal

Types of Support Available

Graduate students can apply to four types of graduate awards given to recognize

significant student achievement; to support unusual expenses associated with their master or dissertation research; and to fund travel to meetings, conferences, and workshops.

The Graduate Students' Achievement Fund

A committee chaired by the Associate Dean of the Graduate School administers a fund used to recognize significant achievement in any research or creative activity that has been recognized by some external (to the home department) organization. Application forms, eligibility criteria, and deadlines are available on the [Graduate School's website](#).

Thesis and Dissertation Research Support

The Dean of the Graduate School will entertain requests for unusual expenses associated with a student's research for the master's thesis or the doctoral dissertation. Application forms, eligibility criteria, and deadlines are available on the [Graduate School's website](#).

Graduate Student Association (G.S.A.) Travel Assistance Fund

The G.S.A. Travel Assistance Fund is designed to reimburse graduate students for travel to meetings, conventions, conferences, and workshops sponsored by professional organizations. The fund is financially supported by the Graduate School and administered by G.S.A. Questions about the fund or the process should be directed to the G.S.A. officers. Student should submit their request for travel reimbursement after they have received notification that their abstract has been accepted by the conference. The [application for the G.S.A. Travel Assistance Fund](#) is available on the [Graduate School website](#).

Proposed Revised Policy (Marked Up Version):

Support for Research ~~and~~, ~~Travel~~, ~~and~~ ~~Teaching~~ **Policy Proposal**

Types of Support Available

Graduate students can apply to four types of graduate awards given to recognize significant student achievement; to support unusual expenses associated with their master or dissertation research; [and](#) to fund travel to meetings, conferences, and workshops; ~~and to fund projects that will help in the improvement of teaching.~~

The Graduate Students' Achievement Fund

A committee chaired by the Associate Dean of the Graduate School administers a

fund used to recognize significant achievement in any research or creative activity that has been recognized by some external (to the home department) organization. ~~Awards range from \$100 to \$300. Application forms, [eligibility criteria](#), and deadlines are available on the [Graduate School's website](#). [Deadlines for Round I and Round II can be viewed in the Calendar of Events and Deadlines in the front of this handbook.](#)~~

Thesis and Dissertation Research Support

The Dean of the Graduate School will entertain requests for unusual expenses associated with a student's research for the master's thesis or the doctoral dissertation. ~~[Application forms, eligibility criteria, and deadlines are available on the Graduate School's website.](#) There is no application form, but students must briefly describe their research project and explain why these expenses are necessary and offer a tentative budget. Students also must have the endorsement of their adviser and department chair. Awards will not exceed \$300 for master's students or \$600 for doctoral students, and will often be less, depending on the demand. Requests for this special funding must be made by November 1st and/or April 1st of each academic year.~~

Graduate Student Association (G.S.A.) Travel Assistance Fund

The G.S.A. Travel Assistance Fund is designed to reimburse graduate students for travel to meetings, conventions, conferences, and workshops sponsored by professional organizations. The fund is [financially supported by the Graduate School and](#) administered by G.S.A. ~~The Graduate School and G.S.A. use the same travel fund application, but q~~uestions about the fund or the process should be directed to the G.S.A. officers. Student should submit their request for travel reimbursement after they have received notification that their abstract has been accepted by the conference. ~~The [application for the G.S.A. Travel Fund and the Graduate School Travel Funds](#) is available on the [Graduate School website](#). The G.S.A. will accept two funding requests per year per student.~~

Graduate School Travel Fund

~~The Graduate School Travel Fund provides financial support to students who are presenting a paper, poster, or panel at an academic conference. To qualify for funds, students must show proof that their paper, poster, or panel has been accepted for presentation and they must receive funding from their home department. Students who apply for Graduate School Travel Funds are automatically considered for Graduate Student Association travel funds as well. To apply for Graduate School Travel funds, students should complete the Graduate Travel Fund Application. Students should submit their request for travel reimbursement after they have received notification that their abstract has been accepted by the conference. The application for the G.S.A. and the Graduate School Travel funds is available on the Graduate School website. The GSA will accept two funding requests per year per student, and the Graduate School will accept one application per year from each~~

student.

~~Grants for Graduate Award Holders to Improve Teaching~~

~~The Center for Teaching Excellence (CTE) awards grants of up to \$300 to individuals, faculty supervisors, coordinators of departmental teaching seminars, and departments to develop individual teaching skills and to supplement departmental support for TA seminars on teaching. These grants help graduate student teachers to fund modest projects designed to increase their teaching effectiveness and their students' learning. For more information and an application form, visit CTE's webpage.~~

Effective Date: August 21, 2023

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: This change is being made to update policy to reflect current practice and thus implementation is already occurring.

Additional Resources and Procedures:

N/A

SR 23-13
Course Repeat Policy
April 03, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Support for Course Repeat Policy as outlined below:

Rationale:

The Undergraduate Academic Advising Council (UAAC) was the body that was asked to craft the first version of the course repeat policy and they have periodically discussed updates and revisions. In 2018 the council discussed how there are instances when a student does worse in a repeated course; however, the way the policy is currently written it does not allow the policy to be applied because it tied to the grade in the first instance of the course. UAAC believed that a policy change had been proposed and approved for the 2019-2020 academic year, only to find out later that this is not the case. UAAC believes that this change will help support student success.

Covered Parties:

All undergraduates and prospective undergraduate students

Proposed New or Revised Policy (Clean Version):

Undergraduate Course Repeat Policy & G.P.A. Adjustment

This policy is intended to enable students who perform poorly in a course to re-take it and gain knowledge without unduly penalizing their academic record and to help improve their grade point average (G.P.A.). When used, the policy allows for a grade to be taken out of the student's GPA; however, it cannot be applied until the course has been repeated and the final letter grade is on the student's transcript. The University permits students to apply this policy as long as the following criteria are met:

1. Courses were taken for the first time during the fall semester 2012 or after.
2. A grade of C- or lower has been earned in one of the two attempts of the same course.
3. Both attempts of the courses were taken for-credit in standard-letter grade mode (A-F) at Miami University.
4. Neither attempt of the course has a transcript notation of academic dishonesty
5. Student has not been awarded their first bachelor's degree.

All attempts of a given course appear on a student's academic record with the grade earned; however, when using this policy, only the higher of the two grades for the repeated course will be included in the G.P.A. and the lower grade will include a note that indicates it has been excluded from the G.P.A. If the student earns the same or a lower grade in the repeated course, the earlier grade will remain in the calculation of the student's G.P.A. while the most recent grade will be excluded. For courses used in the application of this policy, only the higher grade will be calculated in Latin Honors distinction, University Honors, and Departmental Honors; President's and Dean's lists will not be recalculated. Students will earn the credit hours only for the instance of the course that is included in the student's G.P.A..

In instances where the department code, course number, course modifier, or cross-listing has changed, the policy can still be used as long as the department/program offering the course can verify that the repeated course is substantially the same as the original course.

Students must submit an application to have the undergraduate course repeat policy applied to their transcript. Once processed, this action is irrevocable. This policy can be used a maximum of two times on two distinct/different courses.

Items to note when using this policy:

1. When a course is repeated, all applicable tuition and required fees apply;
2. Hours earned in repeated courses count only once toward degree requirements; students who have earned a D- or higher in the first course, and choose to repeat it to use this policy, will be forfeiting those credits.

Students are strongly encouraged to consult with an academic advisor to determine whether repeating a course is advisable. Repeating a course may have an impact on financial aid, insurance, entrance to professional schools, participation in athletics, immigration status, and other matters.

After the student exceeds the parameters of this policy, the following Repeat Policy is in effect:

*A student may repeat any course for which no credit has been granted. A student may repeat only once for credit a course in which credit has previously been earned. **All** grades are counted in the cumulative average, but the credit hours earned in the course will count only **once** toward graduation. This rule does not apply to those courses designated by a department as being repeatable, nor does it supersede the Auditing Courses section on repetition of credit/no-credit courses. A*

student may, with the instructor's permission, audit a course in which hours have previously been received toward graduation (see the section of this policy titled "Auditing Courses").

Proposed Revised Policy (Marked Up Version):

Undergraduate Course Repeat Policy & G.P.A. Adjustment

This policy is intended to enable students who perform poorly in a course to re-take it and gain knowledge without unduly penalizing their academic record and to help improve their grade point average (G.P.A.). When used, the policy allows for a grade to be taken out of the student's GPA; however, it cannot be applied until the course has been repeated and the final letter grade is on the student's transcript. The University permits students to apply this policy as long as the following criteria are met:

6. Courses were taken for the first time during the fall semester 2012 or after.
7. A grade of C- or lower has been earned in ~~the original course~~ **one of the two attempts of the same course.**
8. Both attempts of the courses were taken for-credit in standard-letter grade mode (A-F) at Miami University.
9. No attempt of the course has a transcript notation of academic dishonesty
10. Student has not been awarded their first bachelor's degree.

All attempts of a given course appear on a student's academic record with the grade earned; however, when using this policy, only the higher of the two grades for the repeated course will be included in the G.P.A. and the lower grade will include a note that indicates it has been excluded from the G.P.A. If the student earns the same or a lower grade in the repeated course, the earlier grade will remain in the calculation of the student's G.P.A. while the most recent grade will be excluded. For courses used in the application of this policy, only the higher grade will be calculated in Latin Honors distinction, University Honors, and Departmental Honors; President's and Dean's lists will not be recalculated. **Students will earn the credit hours only for the instance of the course that is included in the student's G.P.A..**

In instances where the department code, course number, course modifier, or cross-listing has changed, the policy can still be used as long as the department/program offering the course can verify that the repeated course is substantially the same as the original course.

Students must submit an application to have the undergraduate course repeat policy applied to their transcript. Once processed, this action is irrevocable. This policy can be used a maximum of two times on two distinct/different courses.

Items to note when using this policy:

3. When a course is repeated, all applicable tuition and required fees apply;
4. Hours earned in repeated courses count only once toward degree requirements; students who have earned a D- or higher in the first course, and choose to repeat it to use this policy, will be forfeiting those credits.

Students are strongly encouraged to consult with an academic advisor to determine whether repeating a course is advisable. Repeating a course may have an impact on financial aid, insurance, entrance to professional schools, participation in athletics, immigration status, and other matters.

After the student exceeds the parameters of this policy, the following Repeat Policy is in effect:

*A student may repeat any course for which no credit has been granted. A student may repeat only once for credit a course in which credit has previously been earned. **All** grades are counted in the cumulative average, but the credit hours earned in the course will count only **once** toward graduation. This rule does not apply to those courses designated by a department as being repeatable, nor does it supersede the Auditing Courses section on repetition of credit/no-credit courses. A student may, with the instructor's permission, audit a course in which hours have previously been received toward graduation (see the section of this policy titled "Auditing Courses").*

~~The academic action status of a student in a prior semester will not change as a result of repeating a course (see the policy "Grades and Scholarship" section "Scholastic Regulations").~~

Effective Date: August 2023

Responsible Parties: Senior Associate Registrar

SR 23-14
Co-Operative Education Programs (“Co-ops”) Policy
April 3, 2023

BE IT HEREBY RESOLVED that University Senate approves the Co-Operative Education Programs (“Co-ops”) Policy as outlined below:

Covered Parties: Undergraduate students

Defined Terms:

Cooperative education (“Co-op”): is a partnership between students, Miami University, and employers that formally integrates students’ academic study with work experience in cooperating employer organizations and:

- Alternates or combines periods of academic study and work experience in appropriate fields as an integral part of the student’s major or degree program;
- Provides students with compensation from the cooperative employer in the form of wages or salaries for work performed;
- Evaluates each participating student’s performance in the cooperative position, both from the perspective of Miami University and the student’s cooperative employer;
- Provides participating students with academic credit from Miami University upon successful completion of their cooperative education program;
- Counts as a requirement for the overall degree or certificate program for which a percentage of the total program is acceptable to the chancellor of the Ohio Department of Higher Education.

Put simply, Co-ops have the following features: full-time employment or a combination of employment and academic courses that are the equivalent of a full-time schedule; compensation; relationship to the student’s discipline or career path; supervision; evaluation; and alignment with the dates of the semester or term.

Co-op Employer: The organization or corporation employing the student for the duration of the term that student is working in a Co-op position.

Co-op Application: System that Miami uses (currently Handshake) to process student applications for credit for Co-ops, review details of the experience, and manage communication between student, faculty/staff supervisor (Miami Co-op Supervisor), and Co-op employer.

Miami Co-op Supervisor: Students completing Co-ops must have a faculty member in the department granting the Co-op serve as the Miami Co-op Supervisor.

Proposed Policy (Undergraduate)

Overview

Miami University supports and encourages Co-op opportunities for students. The purpose of this policy is to identify the different features of Co-ops available to Miami students and to set forth the responsibilities of the student, the University, and the Co-op Employer.

General Information

Co-ops alternate or combine periods of academic study and work experience in appropriate fields as an integral part of the student's major or degree program. Co-ops feature: full-time employment or a combination of employment and academic courses that are the equivalent of a full-time schedule; compensation; relationship to the student's discipline or career path; supervision; evaluation; and alignment with the dates of the semester or term

Cooperative education programs are developed and overseen by the academic department and are designed to meet a degree program requirement.

It is important to emphasize that Miami University awards academic credit for the learning outcomes gained through the experience, rather than for the *experience itself*. To receive academic credit, the Co-op must be a legitimate learning experience benefitting the student with measurable learning outcomes and not just a work experience in a degree-related field.

While the majority of Co-op employers will be organizations and businesses external to Miami, Miami University may, in rare situations, sponsor Co-ops if the work experience advances measurable learning outcomes and the professional development of the student.

Once accepted for the Co-op program, eligible students should complete the online application for Co-ops in consultation with the faculty advisor and employment supervisor (available on the Miami University Center for Career Exploration and Student Success website). The faculty advisor should also develop a Memorandum of Understanding with the employer and submit it through Buyway.

Minimum Eligibility Qualifications for Students

Students must:

1. Be in good academic standing with Miami University and have maintained at least a 2.00 cumulative grade point average prior to applying for and enrolling in a Co-op. Individual departments/colleges or programs and/or employers may require a higher GPA;

2. Have completed a minimum of 24 GPA hours earned at Miami and counted toward the GPA (for continuing students); or completed at least 12 GPA hours earned at Miami (for transfer students). Hours earned through the College Credit Plus program are excluded;
3. Be currently enrolled at Miami University and approved by the department for Co-op participation.

The department, program, or Co-op employer may require a criminal record background check or a review of the student's University disciplinary record and take that information into account when awarding Co-ops. The cost of the criminal record background check may be incurred by the student.

International students on an F-1 visa wishing to pursue Co-ops in the United States should consult the guidelines for [Curricular Practical Training \(CPT\)](#) and Miami's [International Student & Scholar Services](#). CPT allows students on an F-1 visa to engage in employment in the United States as long as it is an integral part of their curriculum. CPT must be secured for each Co-op experience in the United States. When a Co-op is secured, students must first meet with their advisor at International Student and Scholar Services to begin the CPT work authorization paperwork. If they do not already possess a social security number (SSN) and they are going to work in a paid Co-op position, they must apply for a social security card with the Social Security Office. (Please note: some jobs also require social security cards for background check purposes.) Students cannot apply for a social security card until they have secured CPT and it is within 30 days of their Co-op start date. Resident Aliens (green card holders) have no special work authorization requirements.

Co-op Schedules

Most undergraduate Co-op programs enable students to alternate classes with full-time employment through University-approved employers. Generally, students are on Co-op for a six-month period, alternating with a semester of classroom study. However, in some situations, a Co-op may have a shorter duration (e.g., one semester or term). While the majority of Co-op positions are full-time (32-40 hours per week), to receive credit for Co-op, students must work a minimum of 20 hours per week.

Note: If a student is to be considered full-time for financial aid purposes and enrollment reporting, the student would need to satisfy a minimum number of hours (work and/or courses) equivalent to at least 12 credits per semester. Note: Students in Co-op programs enroll in a 0.5 credit Co-op course (numbered 340C) for each semester or term of the Co-op and only are obligated to pay for tuition for that course.

Each department that grants Co-ops determines the scheduling of Co-ops and Co-op cycles. Academic credits will not be awarded retroactively for Co-op duties performed at an earlier time.

Salary

Students pursuing Co-ops should be provided a salary and benefits. Co-op salaries are the decision of the employer and vary by major and level of experience, but it is expected that student employees will be paid a wage comparable to other employees with similar responsibilities.

Housing and Relocation

Housing and the costs associated with relocation are ultimately the responsibility of the student. While it is not a requirement, some Co-op employers may cover all or part of relocation and/or housing costs. Locating appropriate housing can be a challenge for students; therefore, many Co-op employers do provide some guidance to help prepare the student for relocation.

Consultants and Independent Contractors

Miami University does not support Co-op students being hired as independent contractors. It is in the best interests of Co-op students and Co-op employers to hire students as regular full-time employees. Due to the supervision and relationship implications of the relationship between an organization and an independent contractor as well as the tax implications for students, it is never appropriate that a Co-op student should be considered or paid in this manner.

Benefits and Health Insurance

While working, Co-op student employees are full-time students, and they can retain their current health insurance plan. Any benefits, such as vacation days or paid holidays, are at the discretion of the employer. Any questions about benefits or eligibility should be directed to the employer's Human Resources specialist.

Taxes

Co-op students are considered employees of the company; therefore, all federal and state laws and regulations apply. Co-op employers are responsible for withholding all deductions required by federal and state income tax laws from the wages of Co-op student-employees. Students with an F-1 visa pay all applicable federal, state and city/local taxes. However, they are exempt from paying FICA (Medicare and Social Security) taxes.

General Expectations for Students:

Before and during a Co-op, students must:

1. Work with the department to receive a Co-op placement with an employer.
2. Receive and accept the offer letter from the employer and meet with their Miami Co-op Supervisor.
3. Complete the Co-op Application (in collaboration with the faculty supervisor (Miami Co-op Supervisor) on the Center for Career Exploration & Student Success website) which includes the Learning Plan.
4. Each Co-op discipline has a set of at least two courses, one completed prior to the initial Co-op for preparatory training and then a Co-op course (numbered 340C) during each of the registered work experiences. Both courses should carry a minimum of 0.5 credits.
5. Complete the 0.5-credit Co-op preparation course prior to the student's first Co-op experience.
6. Register and pay for a Co-op course (numbered 340C, typically taken as Credit/No Credit, and carrying at least 0.5 credits) for each work session (including summer) and during a standard part of term; this secures the student's spot as a full-time Miami student and serves to aid in students' professional growth while completing the Co-op work session through a series of course deliverables. The 0.5-credit Co-op (340C) course plus a minimum of 450 work hours ensures that students retain active "full-time" status with the university during their work sessions.
7. Once a student has accepted an offer, the student is expected to complete the work session. Students may attempt to renegotiate the timing or other particulars of their work term, but should not renege on an accepted offer absent unusual and significant circumstances that prevent the student from completing the terms of the Co-op. Reneging on an accepted offer could result in dismissal from this particular Co-op experience. Students are strongly advised to communicate with their Miami Co-op Supervisor and Co-op Employer before reneging on an accepted offer.
8. When it is absolutely necessary to resign from the Co-op program, students should communicate with their Miami Co-op Supervisor and then submit a formal resignation to the company. Students should work with the Miami Co-op Supervisor to craft an appropriate resignation letter; this letter should be sent to the employer. Student should also confer with the Miami Co-op Supervisor on the withdrawal or other implications related to the 340C course.

9. Abide by the Miami University Code of Student Conduct at all times and act in a professional manner that represents themselves, their program and Miami University.
10. Understand and follow the policies, procedures, rules and regulations of the Co-op Employer.
11. Perform the Co-op duties for the hours and duration specified. While students are on Co-op, they should abide by Co-op employer policies, procedures and holiday calendar. Students do not follow the Miami University academic calendar during the Co-op work period. Failure to maintain the Co-op hours may result in a loss or reduction of academic credit hours, a reduced or failing grade or administrative withdrawal from the Co-op.
12. Fulfill all of the academic assignments, reflections and reporting requirements of the departmental Co-op course. Failure to meet the goals of the Learning Plan and course may result in a loss or reduction of academic credit or a reduced or failing grade.
13. Communicate regularly with the student's faculty mentor.
14. If the Co-op involves research with human subjects (e.g., interviewing, collecting data) or animals, complete the appropriate Human Subjects or Animal Research Training as required.
15. Understand they are solely responsible for any financial obligations incurred by the student for their participation in the Co-op; this includes, but is not limited to, background checks, travel and housing arrangements.
16. Understand they are solely responsible for the payment of any medical care for injuries alleged to have resulted from their Co-op experiences.

Note: Students pursuing a co-operative program may be considered for Title IV Aid if the is credit-based and a required part of the degree program.

General Expectations for Co-op Employers

Co-op employers will be aware of and in compliance with federal, state, and local statutes, including the Fair Labor Standards Act (FLSA), that may govern the relationship between employers and Co-op student employees (including minimum wage and overtime).

For Co-ops, employers should:

1. Designate a full-time professional as the Co-op Employer Supervisor.
2. Complete the appropriate portion of the Co-op Application.

3. Enter into the Learning Plan with the student and the University as articulated in the Co-op Application.
4. Submit to the Miami Co-op Supervisor a final evaluation of the student's performance in the Co-op by the deadline specified by the department.
5. Provide pertinent policies and procedures, including federal, state and local workplace safety regulations, to the student before or at the beginning of the co-operative work experience. Co-op students should undertake the same safety training as full-time employees.
6. Provide the agreed-upon relevant education/training to the student.
7. Maintain regular communication with the Miami Supervisor about the student's work activities during the Co-op. Any conflicts should be quickly resolved by communication among the student, Miami Co-op Supervisor, and employer.
8. Provide student employees a wage comparable to other employees who have similar responsibilities.
9. Notify the student and the Miami Co-op Supervisor of any decision to remove the student from the Co-op prior to the agreed upon time specifying the reasons for terminating the employment.
10. Ensure the student understands where and to whom the student should report any concerns regarding the internship experience including but not limited to discrimination, sexual misconduct or harassment.
11. Fully comply with all applicable state and federal laws including wage and hour laws. This includes withholding all deductions required by federal and state income tax laws from the wages of Co-op student-employees. Students with an F-1 visa pay all applicable federal, state and city/local taxes. However, they are exempt from paying FICA (Medicare and Social Security) taxes.
12. Contact the Miami Co-op Supervisor if the student is exhibiting signs of psychological or emotional distress, and provide any additional resources available through the company.

Expectations for Miami Co-op Supervising Department and Faculty

If offering Co-ops that meet requirements for an academic program, the Miami department should:

1. Work with the Career Services unit on campus to develop and execute plans for the Co-op.

2. Designate one or more faculty members to serve as Miami Co-op Supervisors, set up Co-op experiences with employers, and foster ongoing communications with employers to ensure that Co-op experiences meet Miami's expectations for cooperative education programs.
3. Create an oversight coordinator or coordinating committee to ensure departmental policies and procedures are in place and effective, advance strong employer relations, and handle complaints and programs.
4. Collaborate with Career Services to provide a preparatory training course for students to complete prior to the first Co-op experience.
5. Offer a second course (numbered 340C) for students to complete concurrently during the Co-op work experience to ensure that students are meeting the learning objectives, reflecting on the work experience and are enrolled as Miami students during the work experience.
6. Complete a fully executed Memorandum of Understanding between Miami University and the employer.

For Co-ops, the departmental faculty supervisor (Miami Co-op Supervisor) should:

1. Ensure that the appropriate Co-op Application is completed, including the Learning Plan and all portions by the employer and student.
2. Ensure that the student has completed the preparatory Co-op course prior to the work experience and is enrolled in the concurrent Co-op course during the work experience.
3. Maintain regular communication about the student's work activities during the employment period. Any conflicts should be quickly resolved by communication among the Miami Co-op Supervisor, student and employer.

Expectations for Career Services

1. Maintain Co-op Application (currently Handshake), the software that collects student requests for internship/Co-op credit and enables the workflow to gather Co-op approvals from Co-op Employers and Miami Co-op Supervisors.
2. Assist departments in Co-op position searches without guaranteeing placements. Career Services will cultivate relationships with new and existing employers in line with student interests and academic program offerings.

3. Assist departments with developing and offering a pre-Co-op professional development course.
4. Document communications with the student and the employer regarding Co-op expectations and activities.
5. During the Co-op experience, serve as a resource to students, Co-op employer and Miami Co-op Supervisor. Assist in the completion and collection of evaluations and help resolve any conflicts among the student, employer, and Miami Co-op Supervisor.
6. Ensure that the student understands where and to whom the student should report any concerns regarding the internship experience, including but not limited to discrimination, sexual misconduct or harassment.

Effective Date: August 2023

Responsible Parties:

Center for Career Exploration & Student Success (Oxford Campus)

Career Services & Professional Development (Regionals)

University Registrar

Academic Departments

Office of Provost

Implementation:

Application and guidelines will be put on the Center for Career Exploration & Student Success website by August 1, 2023.

Related References and Resources:

[Center for Career Exploration & Student Success](#) (Oxford Campus)

[Career Services & Professional Development](#) (Regional Campuses)

[Miami University Internship Application](#) (via Handshake)

SR 23-15
Midterm Grade Policy
April 10, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Midterm Grade Policy as outlined below:

Revised Policy (Clean Version)

Midterm Progress Reports

In the fall and spring semesters, instructors are required to submit midterm progress reports by the end of the seventh week of classes for all undergraduate students who have 45 or fewer earned credits at Miami University. This requirement applies only to full-semester and twelve-week Q-sprint classes during the fall and spring semesters; it does not apply to other fall and spring semester sprint classes or for the winter and summer terms. Midterm progress reports are accessible online through *Bannerweb*. Instructors are encouraged to submit midterm progress reports for all other students.

Midterm progress report due dates will be posted three years in advance.

Proposed Revised Policy (Marked Up Version):

Midterm ~~Grades~~ Progress Reports

In the fall and spring semesters, instructors are required to submit midterm ~~grades~~ **progress reports** by the end of the ~~eighth~~ **seventh** week of classes for all undergraduate students who have 45 or fewer earned credits at Miami University. This requirement applies only to full-semester and twelve-week Q-sprint classes during the fall and spring semesters; it does not apply to other fall and spring semester sprint classes or for the winter and summer terms. Midterm ~~grades~~ **progress reports** are accessible online through *Bannerweb*. Instructors are encouraged to submit midterm ~~grades~~ **progress reports** for all other students.

Midterm progress report due dates will be posted three years in advance.

Covered Parties: all undergraduate students

SR 23-16
Ad-hoc Senate Committee on Midterm Progress
April 10, 2023

BE IT HEREBY RESOLVED that University Senate approves Ad-hoc Senate Committee on Midterm Progress as outlined below:

Proposal for Ad-hoc Senate Committee to explore Miami University’s approach to academic progress for students.

The Miami University Senate Executive Committee supports the establishment of an ad hoc committee to explore the University’s approaches to academic progress for students. The committee’s charge will be to examine the University’s approach to attendance, early alerts, mid-term progress reports and other student success related policies and bring back to the Senate information regarding best practices and recommendations for future efforts to support students’ academic progress.

The ad hoc Committee will investigate the following questions:

1. How can we help support students’ academic progress?
2. How can midterm progress reports and early reporting processes (e.g., early alert) work together better?
3. What is the role of professional and faculty advisors in these processes?
4. How can we improve communication and direction for faculty members and connect classrooms more closely with student success supports and professional advising?
5. Can we establish a training curriculum and schedule regarding the early alert process through midterm progress reporting that can be shared widely with faculty and advisors and other critical staff?
6. What best practices exist in peer university settings for identifying students who are at-risk for not making progress?

The ad hoc committee will also explore the current [attendance policy](#), with particular attention to the drop portion of the policy explicated below:

A department may, at its discretion, drop from a course any student who is absent from the first class meeting of a semester, term or sprint part of semester or term unless by the end of the day (11:59 p.m.) of the first class meeting the student notifies the department or instructor of his or her intention to take the course. When possible, departments and instructors should reinstate a student who, for reasons beyond his or her control, was unable to contact the department or instructor by this deadline. The

determination of individual class attendance requirements and their enforcement at the Dolibois European Center is governed by the attendance policy of the Center.

The ad hoc committee on midterm progress will be constituted by university senate by the end of academic year 2022-2023 and serve during the academic year 2023-2024. The committee will share a report of its findings and recommendations with university senate by early spring 2024 and if necessary, shepherd with the university senate during spring 2024 new or revised policy to support future work among faculty, staff, and students on academic progress. The ad hoc committee will be comprised of 10 members: 2 co-chairs (Amy Bergerson and Amanda Euen); 2 senators elected by university senate during Spring semester 2023; 2 faculty members; 2 professional advisors; 1 member of the student success committee; and 1 undergraduate student senator elected by ASG. The 7 members appointed by university senate will be chosen collaboratively by the Senate Executive Committee and the ad hoc committee co-chairs.

SR 23-17
Sense of the Senate: Ohio Senate Bill 83
April 10, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Sense of the Senate: Ohio Senate Bill 83 as outlined below:

Whereas we as representatives of the Miami Community have an unwavering commitment to liberal arts undergraduate education, which means students are exposed to a diversity of experiences and viewpoints that strengthen our democracy and republic;

Whereas, the government of Miami University – vested in eleven trustees appointed by the governor with the advice and consent of the senate – is entrusted with maintaining Miami’s “invaluable heritage of high scholastic standards” and maintaining “maximum freedom of scholastic inquiry and action” for the benefit of the citizens of Ohio and the United States;

Whereas we understand that part of our mission is to empower faculty, students and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society;

Whereas we understand that in order to empower our faculty, students and staff in this manner we must remain committed to diversity, equity and inclusion efforts at all levels of the university;

Whereas we recognize that an inclusive approach to diversity and equity must encompass the lived experiences of all faculty, students, and staff members of Miami University;

Whereas we believe a robust higher education landscape that protects academic freedom is critical to the health of the state’s economy;

Whereas we believe a robust higher education landscape that protects academic freedom and the life of the mind is critical to the constitutional aspiration of forming a “more perfect Union;”

Whereas we recognize that the partners seeking to work with Ohio’s universities, helping to build Ohio’s future economy, and hoping to employ Ohio’s future workforce – such as Intel – identify diversity and inclusion as instrumental to creativity, innovation, and business success;

Whereas we believe Ohio Senate Bill 83 to be destructive to the very core of our mission and the foundation of higher education in Ohio;

Whereas we believe Ohio Senate Bill 83 to also be destructive to our ability to recruit diverse and qualified university employees and diverse and qualified students;

We, the members of the Miami University Senate, reaffirm our commitment to critical thinking and independent thought; to the appreciation of diverse views; to a sense of responsibility to our global future. All of which we believe to be at risk should Senate Bill 83 **be passed**. **We urge** all legislators to reject this bill that would lay waste to higher education in Ohio, putting in jeopardy the health of the state’s economy and its ability to recruit a diverse and qualified workforce.

Ohio State Senators

Rob McColley – District 1
614.466.8150

Theresa Gavarone –
District 2
614.466.8060

Michele Reynolds –
District 3
614.466.8064

George F. Lang – District 4
614.466.8072

Stephen A. Huffman –
District 5
614.466.6247

Niraj Antani – District 6
614.466.4538

Steve Wilson – District 7
614.466.9737

Louis W. Blessing, III –
District 8
614.466.8068

Catherine D. Ingram –
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614.466.5980

Bob D. Hackett – District
10
614.466.3780

Paula Hicks-Hudson –
District 11
614.466.5204

Matt Huffman – District 12
614.466.7584

Nathan H. Manning –
District 13
614.644.7613

Terry Johnson – District 14
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Hearcel F. Craig – District
15
614.466.5131

Stephanie Kunze – District
16
614.466.5981

Shane Wilkin – District 17
614.466.8156

Jerry C. Cirino – District
18
614.644.7718

Andrew O. Brenner –
District 19
614.466.8086

Tim Schaffer – District 20
614.466.8076

Kent Smith – District 21
614.466.4857

Mark Romanchuk –
District 22
614.466.7505

Nickie J. Antonio –
District 23
614.466.5123

Matt Dolan – District 24
614.466.8056

William P. Demora –
District 25
614.466.4583

Bill Reineke – District 26
614.466.8049

Kristina D. Roegner –
District 27
614.466.4823

Vernon Sykes – District 28
614.466.7041

Kirk Shuring – District 29
614.466.0626

Frank Hoagland – District
30
614.466.6508

Al Landis – District 31
614.466.5838

Sandra O'Brien – District
32
614.466.7182

Michael A. Rulli – District
33
614.466.8285

SR 23-18
Proposal to Amend Senate Bylaws Related to Reapportionment

April 10, 2023

Rationale

The size of Faculty Assembly for this distribution was 907 for 34 seats, which equated to each senator representing, on average, 26.7 constituents. That necessitated some shifts in representational units expressed below.

Proposed Changes (Marked Up)

Senate ByLaws

Section 1. Election of Thirty-Four (34) Divisional Faculty Members of University Senate

1.B. The thirty-four (34) seats on University Senate, which are to be filled by members of Faculty Assembly who are elected by their representational units, shall be distributed as described below. They shall serve three-year terms. Election shall be by majority vote within each representational unit.

The College of Arts and Science - 145

The College of Creative Arts - 3

The College of Education, Health, and Society - 3

The College of Engineering and Computing - 3

The Farmer School of Business - 5

The College of Liberal Arts and Applied Science - 5-4

The Libraries (all campuses) - 1

1.C. Every three (3) years, using data supplied for the fall meeting of Faculty Assembly, the Governance Committee of University Senate shall review the distribution of the above seats. The Committee may recommend the redistribution of the thirty-four (34) seats if necessary to maintain the proportional representation of the full-time equivalent

faculty assigned to and within the divisions. Seats shall be allocated proportionally to full-time faculty equivalents by division, then by caucus within divisions, provided that each division indicated above is allocated at least one seat. Senate must approve any redistribution of the above. Senate, on recommendation of the Governance Committee, may lengthen or shorten some terms by one year if that is necessary to accommodate redistribution while maintaining staggered terms.

1.D. Within each division, the seats shall be apportioned as indicated below:

College of Arts and Science

Humanities

English + Spanish & Portuguese + ACE - 2

French. & Italian & Classical Studies + German, Russian, Asian and Middle Eastern Languages & Cultures - 1

History + Comparative Religion + Philosophy - 1

Global

Global and Intercultural Studies + Western Program + Anthropology + Political Science + Geography - 2

Science - Biological

Biology + Microbiology + Physician Associate Studies - 2

Science - Physical

Chemistry & Biochemistry + Physics + Statistics + Geology & Environmental Earth Science + Inst. Env. & Sustainability - 2

Mathematics - 1

~~Geography + Geology & Environmental Earth Science + Inst. Env. & Sustainability - 1~~

Science - Social

Media, Journalism, and Film - 1

Psychology + Sociology & Gerontology + Speech Pathology & Audiology - 2

College of Creative Arts

Architecture & Interior Design + ~~Emerging Technology in Business and Design~~~~Theatre~~+
~~CCA-Admin~~ - 1

Art + Arts Management/Entrepreneurship~~Emerging Technology in Business and Design~~
- 1

Music & ~~Theatre~~ - 1

College of Education, Health, and Society

~~EHS-Admin~~+ Educational Leadership + Educational Psychology - 1

Kinesiology, Nutrition & Health + Sports Leadership & Management -1

Family Science & Social Work + ~~Teaching, Curriculum and Educational Inquiry~~~~Teacher~~
~~Education~~ - 1

College of Engineering and Computing

Electrical & Computer Engineering + Chemical, Paper, and Biomedical Engineering - 1

Mechanical & Manufacturing Engineering - 1

Computer Science & Software Engineering + ~~Cybersecurity~~ - 1

Farmer School of Business

Accountancy + Economics + Finance - 2

~~Entrepreneurship~~ + Information Systems & Analytics + Management +~~Marketing~~ - 2

~~Marketing~~~~FSB-Divisional-Rep~~ - 1

College of Liberal Arts and Applied Science

~~Nursing~~ - 1

Biological Sciences + Computer & Information Technology + Engineering Technology +
Mathematical & Physical Sciences + ~~Commerce~~ ~~Nursing~~ - 2

~~Commerce~~+ Education & Society + Justice & Community Studies + Social & Behavioral
Sciences - 1

Humanities & Creative Arts + Languages, Literatures & Writing + Interdisciplinary & Communication Studies - 1

Proposed Changes (Clean)

Senate ByLaws

Section 1. Election of Thirty-Four (34) Divisional Faculty Members of University Senate

1.B. The thirty-four (34) seats on University Senate, which are to be filled by members of Faculty Assembly who are elected by their representational units, shall be distributed as described below. They shall serve three-year terms. Election shall be by majority vote within each representational unit.

The College of Arts and Science - 14

The College of Creative Arts - 3

The College of Education, Health, and Society - 3

The College of Engineering and Computing - 3

The Farmer School of Business - 5

The College of Liberal Arts and Applied Science - 5

The Libraries (all campuses) - 1

1.C. Every three (3) years, using data supplied for the fall meeting of Faculty Assembly, the Governance Committee of University Senate shall review the distribution of the above seats. The Committee may recommend the redistribution of the thirty-four (34) seats if necessary to maintain the proportional representation of the full-time equivalent faculty assigned to and within the divisions. Seats shall be allocated proportionally to full-time faculty equivalents by division, then by caucus within divisions, provided that each division indicated above is allocated at least one seat. Senate must approve any redistribution of the above. Senate, on recommendation of the Governance Committee, may lengthen or shorten some terms by one year if that is necessary to accommodate redistribution while maintaining staggered terms.

1.D. Within each division, the seats shall be apportioned as indicated below:

College of Arts and Science

Humanities

English + Spanish & Portuguese + ACE - 2

French, Italian & Classical Studies + German, Russian, Asian and Middle Eastern Languages & Cultures - 1

History + Comparative Religion + Philosophy - 1

Global

Global and Intercultural Studies + Western Program + Anthropology + Political Science + Geography - 2

Science - Biological

Biology + Microbiology + Physician Associate Studies - 2

Science - Physical

Chemistry & Biochemistry + Physics + Statistics + Geology & Environmental Earth Science + Inst. Env. & Sustainability - 2

Mathematics - 1

Science - Social

Media, Journalism, and Film - 1

Psychology + Sociology & Gerontology + Speech Pathology & Audiology - 2

College of Creative Arts

Architecture & Interior Design + Emerging Technology in Business and Design - 1

Art + Arts Management/Entrepreneurship - 1

Music & Theatre - 1

College of Education, Health, and Society

Educational Leadership + Educational Psychology - 1

Kinesiology, Nutrition & Health + Sports Leadership & Management - 1

Family Science & Social Work + Teaching, Curriculum and Educational Inquiry - 1

College of Engineering and Computing

Electrical & Computer Engineering + Chemical, Paper, and Biomedical Engineering - 1

Mechanical & Manufacturing Engineering - 1

Computer Science & Software Engineering + Cybersecurity - 1

Farmer School of Business

Accountancy + Economics + Finance - 2

Entrepreneurship + Information Systems & Analytics + Management - 2

Marketing - 1

College of Liberal Arts and Applied Science

Nursing - 1

Biological Sciences + Computer & Information Technology + Engineering Technology +
Mathematical & Physical Sciences + Commerce - 2

Education & Society + Justice & Community Studies + Social & Behavioral Sciences - 1

Humanities & Creative Arts + Languages, Literatures & Writing + Interdisciplinary &
Communication Studies - 1

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Proposal to Amend Senate Bylaws Related to Reapportionment.

| | |
|--|---|
| | Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| | Do Not Approve |

Gregory P. Crawford, President

Date

cc: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

SR 23-19
Changes to Tenure Track and Promotion and Tenure Policy
April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Tenure Track and Promotion and Tenure Policy as outlined below:

Proposed changes (Clean Version)

Purpose of Tenure and Promotion

The best faculty members combine intense intellectual curiosity with a talent for high-quality teaching, active prosecution of research, scholarly and/or creative work, and a demonstrable commitment to productive professional service. The University seeks to reward through tenure and promotion those persons who exhibit the highest standards of teaching, research, and service.

Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent (see policy “Principles of Academic Freedom”). Such activity is the essence of the search for truth and knowledge, and is primary to the University. This atmosphere is necessary as the University seeks to attract, maintain, and nurture a diverse and exceptional faculty. Promotion is a means of recognizing meritorious performance and professional accomplishment.

Each candidate for tenure and promotion is judged individually on the criteria, not relative to other candidates. Fulltime members of the faculty serving with a rank of Professor, Associate Professor, Assistant Professor, or Senior Instructor either are tenured or are serving a prescribed probationary period. The probationary period is intended to give the individual an opportunity for professional growth and to give the University an opportunity to assess the individual’s qualifications for a continuing appointment. If a candidate demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. However, it is not anticipated that all individuals will be able to demonstrate the high quality of professional performance required to achieve tenure.

Eligibility for Tenure

Tenure at Miami University is conferred by the Board of Trustees upon the positive recommendation of the President. Eligibility for tenure requires that a person:

1. Serve as a fulltime member of the faculty;
2. Be engaged at least fifty percent (50%) of his or her appointment in regular teaching assignments and research, except when in the judgment of the department, the department chair, the program director (when appropriate), the divisional dean, and the Provost, a faculty member’s responsibilities warrant the protection of tenure; and
3. Have an appointment with a tenure-eligible rank.

Eligibility for Promotion

Eligibility for promotion, unlike tenure, does not require that the person be engaged at least 50% of his or her appointment in regular teaching assignments or research.

A person with a fulltime tenure-eligible appointment who has not attained the rank of Associate Professor will be promoted to that rank upon the award of tenure. However, a person with a fulltime tenure-eligible

appointment may apply for promotion to Associate Professor without making a simultaneous application for tenure.

Anyone seeking promotion to Professor must meet the criteria as outlined by their departments, divisions, and the university. While there is no minimum time in rank required for Associate Professors, faculty members will typically need to spend enough time in rank to achieve a cumulative record of teaching, research/creative activity, and professional service as defined in Miami's policy regarding requirements for Professor. All faculty members planning to apply for promotion to Professor are strongly encouraged to engage in a formative evaluation with their promotion committee prior to seeking promotion.

If a candidate seeking promotion to Professor is denied, eligibility for promotion and re-submission will re-open after one academic year following receiving the denial.

Proposed Changes (Marked Up Version)

[Tenure and Promotion Policy](#)

Purpose of Tenure and Promotion

The best faculty members combine intense intellectual curiosity with a talent for high-quality teaching, active prosecution of research, scholarly and/or creative work, and a demonstrable commitment to productive professional service. The University seeks to reward through tenure and promotion those persons who exhibit the highest standards of teaching, research, and service.

Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent (see policy "Principles of Academic Freedom"). Such activity is the essence of the search for truth and knowledge, and is primary to the University. This atmosphere is necessary as the University seeks to attract, maintain, and nurture a diverse and exceptional faculty. Promotion is a means of recognizing meritorious performance and professional accomplishment.

Each candidate for tenure and promotion is judged individually on the criteria, not relative to other candidates. Fulltime members of the faculty serving with a rank of Professor, Associate Professor, Assistant Professor, or Senior Instructor either are tenured or are serving a prescribed probationary period. The probationary period is intended to give the individual an opportunity for professional growth and to give the University an opportunity to assess the individual's qualifications for a continuing appointment. If a candidate demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. However, it is not anticipated that all individuals will be able to demonstrate the high quality of professional performance required to achieve tenure.

Eligibility for Tenure

Tenure at Miami University is conferred by the Board of Trustees upon the positive recommendation of the President. Eligibility for tenure requires that a person:

4. Serve as a fulltime member of the faculty;
5. Be engaged at least fifty percent (50%) of his or her appointment in regular teaching assignments and research, except when in the judgment of the department, the department chair, the program

- director (when appropriate), the divisional dean, and the Provost, a faculty member's responsibilities warrant the protection of tenure; and
6. Have an appointment with a tenure-eligible rank.

Eligibility for Promotion

Eligibility for promotion, unlike tenure, does not require that the person be engaged at least 50% of his or her appointment in regular teaching assignments or research, or that the person be a full-time member of the faculty.

A person with a fulltime tenure-eligible appointment who has not attained the rank of Associate Professor will be promoted to that rank upon the award of tenure. However, a person with a fulltime tenure-eligible appointment may apply for promotion to Associate Professor without making a simultaneous application for tenure. No minimum time in rank is required for promotion to Professor.

SR 23-20

TCPL Policy Changes

April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the TCPL Policy Changes as outlined below:

Revised Policy (Marked UP version)

Teaching, Clinical Professors and Lecturers (TCPLs)

Policy

TCPL faculty includes lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 20.0%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 29.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Professional Development Plan and Evaluation

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service (if assigned), and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean.

Plans must be flexible and open to revision, assuming faculty member, departmental, and divisional agreement. Department chairs or program directors will approve the TCPL faculty member's plan and goals as part of the annual review.

TCPLs must submit to the chair or program director (when appropriate) a written Annual Report of Professional Activities that must include information on performance of teaching responsibilities and academic advising and University service as assigned.

Departments must provide annual evaluations and provide an assessment of the TCPL faculty member's strengths and weaknesses and specific recommendations for improvement. The second and third year evaluation, must be submitted to the dean for review.

Positions

Lecturers/Clinical Lecturers (Assistant, Associate or Senior Lecturer/Clinical Lecturer)

Qualifications

A Lecturer must:

1. hold a master's (non-terminal) degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher or have documented extraordinary experience, talent, or abilities, which may include a professional license or professional certificate/degree, deemed critical to fulfilling the mission of the department or program; and
3. demonstrate effectiveness as an academic advisor (as assigned).

Assignment

1. A Lecturer's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Lecturers may be assigned academic advising and/or university service responsibilities.
3. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost, and President, a Lecturer may be assigned research or scholarship as part of workload expectations.
4. 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 in which they are appointed. To that end, if the Department uses a Promotion and Tenure Committee for evaluation and promotion of Lecturers, the department is encouraged to include Lecturer representation on the Committee when considering the promotion of Lecturers. To be eligible to serve on the Committee for candidates seeking promotion to associate, Lecturers must hold the rank of associate or senior lecturer. To be eligible to serve on the Committee for candidates seeking promotion to Senior Lecturer, Lecturers must hold the non-promotable rank of senior lecturer.

Teaching Faculty (Assistant, Associate, Full Teaching Professor/Clinical Professor)

Qualifications

A Teaching Faculty member must:

1. hold a Ph.D. or other terminal degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher, or have appropriate educational background, and significant professional experience which may include a professional license or professional certificate/degree; and
3. demonstrate effectiveness as an academic advisor (if assigned).

Assignment

1. A Teaching/Clinical faculty member's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Teaching/Clinical faculty member may be assigned academic advising and/or University service responsibilities
3. Teaching/Clinical faculty may teach graduate courses and supervise graduate students as approved by the chair, academic dean, Dean of the Graduate School and Provost.
4. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost a teaching/clinical faculty member may be assigned research or scholarship as part of workload expectations.
5. Teaching/Clinical faculty, 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 in which they are appointed. The department uses a Promotion and Tenure Committee for evaluation and promotion of Teaching/Clinical Professors, the department is encouraged to include TCPL representation on the Committee when considering the promotion of TCPL faculty. To be eligible to serve on the Committee for candidates seeking promotion to the associate rank, the Teaching/Clinical Professor must hold the rank of associate or full. To be eligible to serve on the Committee for candidates seeking promotion to the rank of full

Teaching/Clinical Professor, the Teaching /Clinical Professor must hold the rank of full Teaching/Clinical Professor.

6. A candidate is notified of the recommendations made at each level as soon as possible.

Appointments at the Rank of Assistant

Appointments to TCPL faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of non-reappointment by February 15. An assistant TCPL faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL.

Following a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the Associate level. If not promoted, the TCPL faculty member will be given one full academic year's notice of non-reappointment before July 1. A faculty member who failed to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

Promotion to the Rank of Associate

1. Faculty who wish to be considered for promotion to the associate rank are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with the Dossier Guidelines for Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and demonstrate the following criteria:
 - a. High quality teaching;
 - b. Academic advising (as assigned);
 - c. University service (as assigned);
 - d. Professional collegiality
2. The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director

(when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of Associate are renewable in three year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Promotion to Rank of Senior Lecturer/Clinical Lecturer, Teaching Professor/Clinical Professor

Persons holding the rank of associate may apply for promotion to the rank of full Teaching Professor/Clinical Professor or Senior Lecturer/Clinical Lecturer, as applicable after three years from their first promotion.

1. Faculty who wish to be considered for promotion to full are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with the Dossier Guidelines for all Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and must demonstrate the following criteria:
 - a. Cumulative record of high quality teaching;
 - b. Cumulative record of high quality academic advising (as assigned);
 - c. Continued University service (as assigned);
 - d. Distinction or excellence in some area of pedagogy or service.

The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments to the rank of Senior Lecturer/Clinical Lecturer and Teaching/Clinical Professor are renewable in five year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Extension of Time for Application to Rank of Associate

A TCPL faculty member who:

1. has or shares primary responsibility for the care of an infant or a newly-adopted child under age five, and who must commit substantial portions of time to this care;
2. faces similar responsibilities associated with a serious health condition of another person; or
3. has a serious health condition may request an extension of one year before application for promotion to associate is required.

This extension may be granted whether or not sick leave, personal leave, or family and medical leave has been taken. Written requests for such extensions must be made within one year of the birth, adoption, or serious health condition and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There may be other circumstances that require substantial amounts of time or produce excessive stress that would justify granting an extension of one year. In such cases, the TCPL faculty member may apply in writing to the Provost, who in consultation with the department chair, the program director (when appropriate), the Dean of the Regional Campuses (when appropriate), and the divisional dean, will determine whether such an extension should be granted. Any such request for an extension must be made within one year of the occurrence of the circumstance and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There is a limit of one extension.

Non-Renewal of TCPL Faculty

TCPL faculty at the rank of Associate or higher may be non-renewed for failure to perform duties and associated responsibilities in a satisfactory manner. The faculty member will first be given written notice of the deficiencies in performance and a full academic year (2 full semesters) in which to demonstrate that the problem or deficiency has been overcome. In the event the faculty member does not overcome the deficiencies, the faculty member is entitled to a full-year's notice of non-reappointment. The University may issue the notice of deficiencies and a contingent notice of non-reappointment concurrently (e.g., Give notice to the faculty member by July 1 that

in the event these deficiencies are not overcome, the TCPL faculty member's appointment will not be renewed beyond the upcoming academic year.)

Termination of TCPL Faculty

TCPL Faculty appointments may be terminated for cause at any time by the Provost. Chairs/program directors and deans may recommend termination by providing written notice specifying the reasons for the proposed termination, along with supporting documentation, to both the faculty member and the Provost.

The faculty member will receive an initial written notice specifying the reasons for the proposed termination from the Provost along with supporting documentation. The notice will be accompanied by an opportunity for the faculty member to be heard either in a meeting with the Provost or Provost's designee or to respond in writing, at the faculty member's election. Faculty members are entitled to be accompanied by an advisor of their choice (including legal counsel) to the meeting with the Provost.

If, following the meeting or receipt of the faculty member's written response, the Provost determines that termination is not appropriate, the Provost may impose one or more disciplinary sanctions and/or specify the terms and conditions under which the faculty member may remain employed. If the Provost determines that termination is appropriate, the Provost shall provide a written notice stating the reasons for termination. The decision of the Provost is final.

Position Elimination

Upon the written recommendation of the chair/program director and/or with the written approval of the dean and Provost, TCPL faculty positions may be eliminated due to budget constraints (to include lack of funds and/or lack of work) or reorganization. TCPL faculty at the rank of associate or above are entitled to at least one full academic year's advance written notice of position elimination.

If practicable, after considering the comprehensive instructional needs of the department, the chair should first seek to eliminate per credit hour, part-time and temporary faculty before eliminating Lecturers and Teaching Faculty.

If other employment has not been secured by the end of the notice period, the University will provide severance pay to a faculty member with at least five (5) academic

years of continuous full-time Miami service. The severance pay program is intended to provide financial assistance during a period of employment transition. Eligible faculty members will receive one week of severance pay for each completed academic year of continuous Miami service beyond five (5) academic years. Should the eligible faculty member secure other employment prior to or within the severance pay period (not inclusive of summer or winter term), he or she shall receive one-fourth (1/4) of the unused severance pay in a lump sum.

Faculty who participate in a University Faculty Retirement Incentive Program are not eligible for severance pay. Faculty receiving severance pay are required to notify their chair and Academic Personnel Services as soon as other employment is obtained.

Grandfather Clause-

All Assistant TCPL faculty members who began teaching at Miami in their current position prior to July 1, 2019 may elect to opt out of this policy. Upon such written election, the Assistant TCPL will be eligible to receive, but not entitled to expect, additional one-year appointments without limitation on the number of years of employment at the Assistant rank but will not be eligible for promotion. Eligible TCPLs have until December 20, 2019 to opt out and such decision is irrevocable.

Assistant TCPLs who began teaching at Miami in their current position prior to July 1, 2019 who do not opt out of this policy have four academic years before they are required to apply for promotion to the rank of Associate (i.e. until the 2022-2023 academic year.) With the approval of the department chair, program director (as appropriate), dean and Provost, a TCPL faculty member may credit up to three years of prior Miami service at the Assistant rank toward the four year promotion period.

Revised Policy (Clean Version)

Teaching, Clinical Professors and Lecturers (TCPLs)

Policy

TCPL faculty includes lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 20.0%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 29.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Professional Development Plan and Evaluation

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental and Divisional Promotion and Tenure committees as annual reports and dossiers are evaluated.

Plans must be flexible and open to revision, assuming faculty member, departmental, and divisional agreement on significant changes (indicated by dean approval). Department chairs or program directors will revisit the TCPL faculty member's plan and goals as part of the annual review process.

Beginning in their second year, TCPLs must submit to the chair or program director a Cumulative Dossier that includes information on performance of teaching responsibilities, academic advising (if assigned) and service as defined by the Professional Development Plan.

Beginning in their second year, departmental promotion committees and chairs must provide a cumulative annual assessment of the dossier, TCPL faculty member's strengths and weaknesses, and specific recommendations for improvement. The second and third year assessments must be submitted to the dean for review.

Positions

Lecturers/Clinical Lecturers (Assistant, Associate or Senior Lecturer/Clinical Lecturer)

Qualifications

A Lecturer must:

1. hold a master's (non-terminal) degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher or have documented extraordinary experience, talent, or abilities, which may include a professional license or

professional certificate/degree, deemed critical to fulfilling the mission of the department or program; and

3. demonstrate effectiveness as an academic advisor (as assigned).

Assignment

1. A Lecturer's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Lecturers may be assigned academic advising and/or university service responsibilities.
3. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost, and President, a Lecturer may be assigned research or scholarship as part of workload expectations.
4. 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 in which they are appointed. Departmental Promotion and Tenure Committees are required to have TCPL representation on the Committee when considering the promotion of Lecturers. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division.

Teaching Faculty (Assistant, Associate, Full Teaching Professor/Clinical Professor)

Qualifications

A Teaching Faculty member must:

1. hold a Ph.D. or other terminal degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher, or have appropriate educational background, and significant professional experience which may include a professional license or professional certificate/degree; and
3. demonstrate effectiveness as an academic advisor (if assigned).

Assignment

1. A Teaching/Clinical faculty member's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Teaching/Clinical faculty member may be assigned academic advising and/or University service responsibilities
3. Teaching/Clinical faculty may teach graduate courses and supervise graduate students as approved by the chair, academic dean, Dean of the Graduate School and Provost.
4. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost a teaching/clinical faculty member may be assigned research or scholarship as part of workload expectations.
5. Teaching/Clinical faculty, 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 in which they are appointed. The Departmental Promotion and Tenure Committees are required to have TCPL representation on the Committee when considering the promotion of TCPL faculty.
6. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division.
7. A candidate is notified of the recommendations made at each level as soon as possible.

Appointments at the Rank of Assistant

Appointments to TCPL faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of non-reappointment by February 15. An assistant TCPL faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL.

Following a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the Associate level. If not promoted, the TCPL faculty member will be given one full academic year's notice of non-reappointment before July 1. A faculty member who failed to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

Promotion to the Rank of Associate

1. Faculty who wish to be considered for promotion to the associate rank are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program . The dossier should be in accordance with the Dossier Guidelines for Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and demonstrate the following criteria:
 - a. High quality teaching;
 - b. Academic advising (as assigned);
 - c. Service ;
 - d. Professional collegiality
2. The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of Associate are renewable in three year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Promotion to Rank of Senior Lecturer/Clinical Lecturer, Teaching Professor/Clinical Professor

Persons who have held the rank of associate for a minimum of three years may apply for promotion to the rank of full Teaching Professor/Clinical Professor or Senior Lecturer/Clinical Lecturer.

1. Faculty who wish to be considered for promotion to full are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with the Dossier Guidelines for all Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and must demonstrate the following criteria:
 - a. Cumulative record of high quality teaching;
 - b. Cumulative record of high quality academic advising (as assigned);
 - c. Continued Service;
 - d. Distinction or excellence in some area of pedagogy or service.

The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments to the rank of Senior Lecturer/Clinical Lecturer and Teaching/Clinical Professor are renewable in five year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Extension of Time for Application to Rank of Associate

A TCPL faculty member who:

1. has or shares primary responsibility for the care of an infant or a newly-adopted child under age five, and who must commit substantial portions of time to this care;
2. faces similar responsibilities associated with a serious health condition of another person; or
3. has a serious health condition may request an extension of one year before application for promotion to associate is required.

This extension may be granted whether or not sick leave, personal leave, or family and medical leave has been taken. Written requests for such extensions must be made within one year of the birth, adoption, or serious health condition and must be made

before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There may be other circumstances that require substantial amounts of time or produce excessive stress that would justify granting an extension of one year. In such cases, the TCPL faculty member may apply in writing to the Provost, who in consultation with the department chair, the program director (when appropriate), the Dean of the Regional Campuses (when appropriate), and the divisional dean, will determine whether such an extension should be granted. Any such request for an extension must be made within one year of the occurrence of the circumstance and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There is a limit of one extension.

Non-Renewal of TCPL Faculty

TCPL faculty at the rank of Associate or higher may be non-renewed for failure to perform duties and associated responsibilities in a satisfactory manner. The faculty member will first be given written notice of the deficiencies in performance and a full academic year (2 full semesters) in which to demonstrate that the problem or deficiency has been overcome. In the event the faculty member does not overcome the deficiencies, the faculty member is entitled to a full-year's notice of non-reappointment. The University may issue the notice of deficiencies and a contingent notice of non-reappointment concurrently (e.g., Give notice to the faculty member by July 1 that in the event these deficiencies are not overcome, the TCPL faculty member's appointment will not be renewed beyond the upcoming academic year.)

Termination of TCPL Faculty

TCPL Faculty appointments may be terminated for cause at any time by the Provost. Chairs/program directors and deans may recommend termination by providing written notice specifying the reasons for the proposed termination, along with supporting documentation, to both the faculty member and the Provost.

The faculty member will receive an initial written notice specifying the reasons for the proposed termination from the Provost along with supporting documentation. The notice will be accompanied by an opportunity for the faculty member to be heard either in a

meeting with the Provost or Provost's designee or to respond in writing, at the faculty member's election. Faculty members are entitled to be accompanied by an advisor of their choice (including legal counsel) to the meeting with the Provost.

If, following the meeting or receipt of the faculty member's written response, the Provost determines that termination is not appropriate, the Provost may impose one or more disciplinary sanctions and/or specify the terms and conditions under which the faculty member may remain employed. If the Provost determines that termination is appropriate, the Provost shall provide a written notice stating the reasons for termination. The decision of the Provost is final.

Position Elimination

Upon the written recommendation of the chair/program director and/or with the written approval of the dean and Provost, TCPL faculty positions may be eliminated due to budget constraints (to include lack of funds and/or lack of work) or reorganization. TCPL faculty at the rank of associate or above are entitled to at least one full academic year's advance written notice of position elimination.

If practicable, after considering the comprehensive instructional needs of the department, the chair should first seek to eliminate per credit hour, part-time and temporary faculty before eliminating Lecturers and Teaching Faculty.

If other employment has not been secured by the end of the notice period, the University will provide severance pay to a faculty member with at least five (5) academic years of continuous full-time Miami service. The severance pay program is intended to provide financial assistance during a period of employment transition. Eligible faculty members will receive one week of severance pay for each completed academic year of continuous Miami service beyond five (5) academic years. Should the eligible faculty member secure other employment prior to or within the severance pay period (not inclusive of summer or winter term), he or she shall receive one-fourth (1/4) of the unused severance pay in a lump sum.

Faculty who participate in a University Faculty Retirement Incentive Program are not eligible for severance pay. Faculty receiving severance pay are required to notify their chair and Academic Personnel Services as soon as other employment is obtained.

Grandfather Clause-

All Assistant TCPL faculty members who began teaching at Miami in their current position prior to July 1, 2019 could elect to opt out of this policy. Upon such written election, the Assistant TCPL was eligible to receive, but not entitled to expect, additional one-year appointments without limitation on the number of years of employment at the Assistant rank but will not be eligible for promotion. Eligible TCPLs had until December 20, 2019 to opt out and such decision is irrevocable.

Assistant TCPLs who began teaching at Miami in their current position prior to July 1, 2019 who do not opt out of this policy have four academic years before they are required to apply for promotion to the rank of Associate (i.e. until the 2022-2023 academic year.) With the approval of the department chair, program director (as appropriate), dean and Provost, a TCPL faculty member may credit up to three years of prior Miami service at the Assistant rank toward the four year promotion period.

SR 23-21

TCPL Guideline Changes

April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the TCPL Guidelines as outlined below:

Proposed Revision (Clean Version)

Introduction

The Teaching, Clinical Professors and Lecturers (TCPLs) *Policy* states that appointments to Teaching Professor, Clinical Professor, Lecturers and Clinical Lecturer (TCPL) faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of non-reappointment by February 15. An assistant TCPL faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL. Following an application for promotion and a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the associate level. If not promoted, the TCPL faculty member will be given one full year's notice of non-reappointment before July 1. A faculty member who fails to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not apply for, nor achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

[The Teaching, Clinical Professors and Lecturers \(TCPLs\) Policy](#) states that faculty being considered for promotion to the associate rank are responsible for assembling and submitting a dossier, not to exceed 20 pages, of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with these dossier guidelines for and demonstrate the following criteria:

- a. High quality teaching;
- b. Academic advising (if assigned);

- c. Service;
- d. Professional collegiality

The dossier is to be evaluated by the department or program , the chair and/or program director , and the academic dean. If there is a positive recommendation for promotion from the department or program , the chair and/or program director or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of associate are renewable in three (3) year increments.

Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

The The Teaching, Clinical Professors and Lecturers (TCPLs) *Policy* states that faculty holding the rank of associate may apply for promotion to the rank of full Teaching Professor/Clinical Professor or senior Lecturer/Clinical Lecturer, as applicable after three (3) years from their first promotion. The dossier should be in accordance with these dossier guidelines for TCPL and demonstrate the following criteria:

- a. Cumulative record of high quality teaching;
- b. Cumulative record of high quality academic advising (if assigned);
- c. Continued service;
- d. Distinction or excellence in some area of pedagogy or service.

The dossier is to be evaluated by the department, or program the chair and/or program director, and the academic dean. If there is a positive recommendation promotion from the department or program , the chair and/or program director or the academic dean, the dossier will advance to the Provost for consideration and approval. Appointments at the rank of full or senior are renewable in five (5) year increments. Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

This document provides guidelines for assisting candidates in making the case for promotion and aiding those who must evaluate the candidates and make promotion recommendations and decisions. The guidelines are aids to, rather than substitutes for, the professional judgment of the candidate's colleagues.

The dossier & evaluation guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers (TCPL) faculty are reviewed and approved each year by University Senate.

Preparatory Steps

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental and Divisional Promotion and Tenure committees as annual reports and dossiers are evaluated. Plans must be approved by the dean.

Plans will be flexible and open to revision, assuming faculty member, departmental, and divisional agreement. Department chairs or program directors will revisit the faculty member's plan and goals as part of the annual review process.

The PDP plan should articulate:

- A statement of teaching and service philosophy and its potential value
- The “academic fit” with the faculty member’s expertise (as a teacher and advisor and as participant in the institution)
- Realistic objectives aligned with the criteria for the next level of promotion.

The construction of a successful teaching/service agenda may be a multi-year effort and typically involves:

- Assessment of the challenges and needs within the served department, division, or University;
- Alignment of those needs with the faculty member’s skills, knowledge, and promotion criteria;
- Building of relationships and opportunities for teaching, service and collaboration.

Engage in Ongoing Documentation

TCPL faculty members should consider documentation as an ongoing process, rather than a summary of outcomes, making it a continuous process with regular feedback from colleagues. Throughout their career at Miami, they should focus on documenting their individual contributions while providing context to the teaching and service activity, balancing attention between process and impact, and clarifying the intellectual questions that guided their teaching and service responsibilities.

Below are some possible sources to maintain on a regular basis:

Personal Evaluation

Internal Documentation

External Documentation

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Dossier Preparation

Note: You do not need to enter information for each item on the outline.

TCPL faculty should address the following questions in the dossier (not to exceed 20 pages):

Clear Goals

Significant Results

Reflective Critique

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Summary Outline for Dossier Core

(See below for detailed information about the items in this outline.)

I. Introduction

II. Teaching and Academic Advising

III. Service

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Detailed Format for Dossier Core

I. Introduction

II. Teaching and Academic Advising

III. Service

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Assistant to Associate

Upon hire, each candidate should work with their chair to develop a long-term Professional Development Plan, to be approved by the Dean, that outlines expectations and goals for teaching and service to be achieved prior to promotion. Each spring semester, the candidate meets with their chair of record to evaluate progress in relation to that established Professional Development Plan and make revisions when needed or applicable. In the spring of the second and third years, the candidate’s cumulative dossier is also submitted to the dean for formative review. Candidates are up for appointment annually with a non-reappointment notice by February 15 if not continuing.

| Date | Action |
|--------------------------|--|
| December 1 (Fourth Year) | Candidate submits complete dossier to chair. |
| December-January | Department (chair and committee, if one is in place) or program director reviews dossier. |
| February 1 | Letter from department (chair and committee, if one is in place) and candidate’s dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean’s letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

A candidate receiving a negative promotion letter in the fourth year may reapply for promotion during the fifth year, following the same timeline as above.

A candidate receiving a negative promotion letter in the fifth year may not reapply for promotion again and the contract is not renewed.

Associate to Full/Senior

Promotion to full or senior rank requires a minimum of three years in rank at the associate level.

| Date | Action |
|---|--|
| Early in the fall semester of the candidate's fourth or later year of service in rank | Candidate informs chair as well as the dean about intention to apply for promotion to full/senior. |
| December 1 | Candidate submits complete dossier to chair. |
| December-January | Department (chair and committee, if one is in place) or program director reviews dossier. |
| February 1 | Letter from department (chair and committee, if one is in place) and candidate's dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean's letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

SR 23-22
CEC, TCPL Cap Change
April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the CEC (TCPLs) Cap Change Policy as outlined below:

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 29.0%
- EHS: 26.0%
- CEC: ~~20.0~~ 29%
- FSB: 29.0%
- CLAAS: 23.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

SR 23-23
Academic Integrity Policy Revisions Proposal
April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Academic Integrity Policy Revisions Proposal as outlined below:

Academic Integrity Policy – Proposed changes for F23

Current Policy Title: Undergraduate Students Academic Integrity Policy

Proposed Policy Title: Undergraduate Students Academic Integrity Policy

Proposer Name, Title and Email: Brenda R. Quaye, Assistant Director for Academic Integrity Initiatives, quayebr@miamioh.edu; Amy Bergerson, Associate Provost and Dean of Undergraduate Education, bergera9@miamioh.edu

Rationale:

The current academic integrity policy requires a minimum sanction of suspension for two acts of dishonesty (either academic or non-academic) and dismissal if a student has a previous suspension for dishonesty.

The primary proposed revision creates an opportunity for students to petition to have the period of suspension waived or a dismissal held in abeyance. This petition process would allow decision-makers to take into consideration the context of the offenses and situation and any mitigating factors to determine if suspension or dismissal are suitable on a case-by-case basis.

The current requirement does not allow for the context of the offenses or the resultant effect of a suspension or dismissal to be considered. While separation from the university may be necessary and in the best interest of the student or university in some situations, in other situations, separating the student from the institution may be harmful to the student's ability to continue their education, receive needed resources, or to learn from the overall situation. When education or additional support from campus student support offices can address the issues that undergird the academic integrity infraction, keeping the student at the University is more beneficial than the alternative. Additionally, suspension or dismissal may be overly punitive when the offenses are relatively minor or are disparate in nature.

Finally, this proposed policy change has an equity-centered purpose. The current required suspension/dismissal sanction disparately affects international students and domestic students of color. Of the 251 suspensions and dismissals imposed since fall 2016 (excluding the current academic year), 70% have been for international students and 9% for domestic students of color. The petition process would provide an opportunity to consider the context of the student and situation and provide support needed for students to avoid future infractions.

The proposed revisions also remove the requirement to include a Code of Student Conduct dishonesty violation as a first offense for the Academic Integrity Policy. A Code of Student Conduct dishonesty violation may be considered as an aggravating factor in sanctioning but would not spur a required suspension. The Code of Student Conduct is undergoing a concurrent revision process with a parallel decoupling of the policies.

Covered Parties:

All undergraduates and prospective undergraduate students

Proposed New or Revised Policy (Clean Version - new language in red):

Introduction

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise and the acceptance of personal responsibility.

Miami demands the highest standards of conduct from its students, faculty, and staff. As a community of scholars, our fundamental purpose is the pursuit of knowledge. Integrity in academic study is based on sound disciplinary practices and expectations as well as a commitment to the values of honesty and integrity.

As stated in the Statement of **Essential** Teaching Practices a responsibility of the faculty is to “[**treat] students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student’s academic errors and scholarly responsibilities.”** Faculty also have the responsibility for “[**informing students of Miami’s Academic Integrity Policy and adhering to its principles.”**”

All Miami students are expected to be of the highest character and to behave honestly in their learning and in their behavior outside the classroom. Academic and other forms of dishonesty violate the spirit of the values espoused by Miami University and undermine the value of a Miami education for everyone, especially for the person who is dishonest. Therefore, students are encouraged to hold one another accountable and report suspected academic dishonesty to their instructors. Additionally, when students err in their academic conduct, they are expected to accept responsibility for and learn from their actions. As such, the process outlined in this policy is intended to be educational in nature and provide learning opportunities for students in maintaining personal and academic integrity.

Students are responsible for knowing and understanding these standards; misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If

students are in doubt about appropriate academic conduct in a particular situation, they should consult with the instructor of the course, the department chair/program director, the academic dean in the appropriate division, or the academic integrity staff in order to maintain the highest standards of academic integrity.

Criteria

Academic Dishonesty

Academic dishonesty is defined as engaging or attempting to engage in any activity that compromises the academic integrity of the institution or subverts the educational process, including as a means to complete or assist in the completion of an academic assignment.

An academic assignment is defined as the submission or presentation of any student work for evaluation, grade, or academic credit. This includes, but is not limited to, assignments in courses, proficiency waiver exams, and portfolios of research submitted to earn academic credit. This definition applies to work submitted face-to-face or through on-line or electronic means and work submitted for face-to-face, hybrid, and on-line courses affiliated with any of Miami University's campuses and divisions.

Academic dishonesty includes, but is not limited to, the following acts.

Acts of academic dishonesty

1. Cheating: using or attempting to use or possessing any **unauthorized** aid, information, resources, or means in the completion of an academic assignment or providing such assistance to another student. Examples of cheating include, but are not limited to:
 - o Possessing, referring to, or using in any way unauthorized textbooks, notes, study aids, websites, crib/cheat sheets, **AI tools**, or other information during an academic assignment, in paper, electronic, or other format;
 - o Possessing, referring to, or using in any way unauthorized electronic devices or other materials during an academic assignment;
 - o Looking at or using information from another student's work during an academic assignment;
 - o Receiving **unauthorized** answers, information, or materials from another individual in any academic assignment;
 - o Utilizing or soliciting another person to complete any portion of an academic assignment in place of oneself or submitting the work of another person as one's own;
 - o Submitting the identical or substantially the same assignment or portions thereof to fulfill the requirements for two or more courses without approval of the instructors involved, including when repeating a course; or submitting the

identical or substantially the same assignment or portions thereof from a previously completed course to fulfill the requirements for another course without the approval of the instructor of the latter course; or submitting the identical or substantially the same assignment or portions thereof to fulfill the requirements for two or more academic assignments within a course without the approval of the instructor;

- Completing or participating in the completion of any portion of an academic assignment for another student to submit as **their** own work, including taking a quiz or an examination for another student;
 - Providing answers, information, or materials to another student in a manner not authorized by the instructor, including one's own completed coursework.
 - **Submitting material, in whole or part, generated through an artificial intelligence output-generating program, software, or application without permission from the instructor.**
2. Plagiarism: presenting as one's own the work, the ideas, the representations, or the words of another person/source without proper attribution. Examples of plagiarism include, but are not limited to:
- Submitting material that in part or whole is not entirely one's own work without accurate and appropriate citations and attribution (including appropriate use of quotation marks);
 - Using the words, ideas, or structure/sequence of another person or source without accurate and appropriate citation and attribution (including the appropriate use of quotation marks);
 - Submitting material using translation software/devices without permission from the instructor;
3. Fabrication: falsification, invention, or manipulation of any information, citation, data, or method. Examples of fabrication include, but are not limited to:
- Changing material on a graded academic assignment and requesting re-grading for that assignment;
 - Presenting false or invented information in any academic assignment;
 - Presenting false claims regarding how information or data was collected or generated;
 - Providing an inaccurate account of how information or data was collected or generated;
 - Inventing, inaccurately presenting, or manipulating data and/or its outcomes;
 - Inventing or inaccurately presenting citations or sources;

- Changing or manipulating any grade or evaluation.
4. Unauthorized collaboration: working with another individual or individuals in any phase of or in the completion of an individual academic assignment without explicit permission from the instructor to complete the work in such a manner.
 5. Misrepresentation: falsely representing oneself **or another's** or one's **own or another's** efforts or abilities in an academic assignment or one's own or another's attendance in or ability to attend a class session or exam/quiz. Examples of misrepresentation include, but are not limited to:
 - Utilizing another person to complete any portion of an academic assignment in place of one's self;
 - Having another individual sign-in for a course or use electronic **or other means to falsely** record one's presence or participation in a class;
 - Signing another student's name or **use** electronic **or other means to falsely** record another's presence or participation in a class or on an academic assignment;
 - Including another student's name on a group project for credit when that student did not contribute to the work;
 - Including one's own name on a group project when one did not contribute significantly to the work or thereby claiming credit for work completed by another group member;
 - Including unacknowledged sources or citations in an academic assignment;
 - **Presenting a false excuse or claim for not attending or not being able to attend a class session or exam/quiz or doing the same for another student.**
 6. Gaining/**giving** an unfair advantage: completing an academic assignment through use of information or means not available to other students **or providing such means to others, completing an academic assignment in an unauthorized location,** or engaging in any activity that interferes with another student's ability to complete **their** academic work. Examples of gaining/**giving** an unfair advantage include, but are not limited to:
 - Retaining, possessing, using, distributing or making public previous or current academic assignment materials when the instructor has indicated that those materials are not to be retained or shared or are to be returned to the instructor at the conclusion of the academic assignment or course (including originals, copies, reproductions, pictures and electronic or hard copy formats, or uploading to websites or providing for sale);
 - Taking pictures of, making copies of, or reproducing any academic assignment materials when the instructor has indicated that those materials are not to be copied or reproduced in any form;

- Completing an academic assignment in a location not authorized by the instructor;
- Obstructing or interfering with another student's academic work or ability to gain access to information to be used in the completion of an academic assignment;
- Taking or using another student's work without his or her knowledge;
- Removing academic assignment materials from an instructor's office, classroom, computer, or any other University space (physical or virtual/electronic);
- Violating the procedures described to maintain the integrity of an academic assignment, including any procedures associated with online proctoring;
- Aiding another student in committing or attempting to commit academic dishonesty.

Attempts to engage in any of the above actions will be treated the same as completed acts.

Students may be held responsible for committing academic dishonesty while enrolled even if they withdraw from the course.

Procedures for Reporting and Adjudicating Cases of Academic Dishonesty

Academic dishonesty weakens the quality of education and the academic culture for all members of the Miami University community. All members of the Miami University community are expected to uphold the principles of academic integrity and to deter and report academic dishonesty.

Procedures for reporting alleged academic dishonesty

If academic dishonesty is suspected to have occurred within a course, the course instructor who suspects that a student has engaged in academic dishonesty shall report the alleged incident to the Assistant Director for Academic Integrity in a timely manner. If academic dishonesty is suspected to have occurred on an academic assignment that is not within a course (e.g., proficiency waiver examination, portfolio or research submitted for credit), the person in charge of the academic assignment shall report the alleged incident to the Assistant Director for Academic Integrity.

Other persons, including students, who believe they have knowledge of academic dishonesty, should report the alleged dishonesty to the instructor of the course or person in charge of the academic assignment in which the dishonesty is alleged to have occurred. If, after reasonable inquiry, the course instructor or person in charge of the academic assignment finds the report credible, they will report the alleged incident to the Assistant Director for Academic Integrity.

In reporting the alleged incident to the Assistant Director for Academic Integrity, the course instructor or person in charge of the academic assignment (herein referred to as the instructor) shall provide a report of the incident and include the relevant documentation. The instructor is encouraged to communicate to the student suspected of committing academic dishonesty that they have been reported to the Assistant Director for Academic Integrity.

Once a report has been submitted to the Assistant Director for Academic Integrity, the Assistant Director for Academic Integrity may meet with the instructor to discuss the criteria for academic dishonesty, hearing procedures, the nature of the information, or to request more information.

Notice and Procedural Review

Upon receipt of a referral, an academic integrity staff member will notify the student of the report and schedule a procedural review with the student.

The notice will include a copy of the instructor's report with all supporting documentation; the date, time, and location of the procedural review, which will be held no sooner than five university class days from the date of the notice; and the Student Guide to Academic Dishonesty.

The purpose of the procedural review is to review the report from the instructor, provide an explanation of the academic integrity process, discuss the reported student's options, and advise the student regarding the proposed sanctions for the alleged violation(s).

If the student fails to appear at the procedural review, the case will be referred to the appropriate department chair/program director for a hearing. Procedural reviews may be rescheduled at the discretion of the Assistant Director for Academic Integrity.

Selection of a Hearing/Outcome Option

The student must, no later than two university class days from the date of the procedural review, select one of two resolution options and return the signed Academic Integrity Resolution Option form to the integrity staff member handling their case.

The options are:

1. Accept responsibility for committing academic dishonesty as alleged and the proposed sanction(s)* or
2. Request a hearing with the department chair/program director of the department/program in which the alleged violation arose.

If the student accepts responsibility, the academic integrity staff will notify the instructor and appropriate department chair/program director of the student's decision. The academic integrity staff will impose the sanction(s) accepted by the student. If the student accepts responsibility, the finding is final, and the student may not appeal. If the reported student requests a hearing, the academic integrity staff will notify the student and the appropriate

department chair/program director of the student's decision. The department chair/program director has the right to require a single hearing for cases involving multiple students.

*If the case is not a first offense, see process below for petitioning to waive a period of suspension or hold a dismissal in abeyance.

Hearing Notice

If the student elects to have a hearing or fails to notify the **academic integrity staff** of the option selected within two university class days from the date of the procedural review, a hearing will be scheduled, and the student will be notified, of the date, time, and location of the hearing. The hearing will be scheduled no sooner than five university class days from the date of notification.

Hearing Procedures

The hearing will be conducted by the department chair/program director (herein referred to as the hearing officer). A student may request that a designee conduct the hearing. (Refer to Section 1.5.I)

Hearings will be held with all parties physically present. In the event not all parties are able to be physically present, hearings may be held via video, phone, teleconferencing or other means. Students may bring an advisor of their choice and up to two persons for support to the hearing. However, the advisor or support persons may not speak on behalf of the student. If an advisor or support person is determined to be unreasonably interfering with the hearing, they may be asked to leave.

At the hearing, the instructor will present the information supporting the allegation of academic dishonesty, including any supporting factual witnesses or information. The student will be afforded the opportunity to respond **verbally or** by submitting a written statement **or evidence**, with any supporting factual witnesses, and to ask questions of the instructor and witnesses called by the instructor. The hearing officer may ask questions of all parties involved in order to understand the full nature of the situation and the evidence presented by both parties.

To the extent possible or necessary, the hearing should serve as an opportunity to have an educational conversation with the student about academic integrity.

If the student fails to attend the hearing, the hearing may be held in the student's absence.

Hearing Outcome

Following the hearing, the hearing officer shall review all of the documentation and testimony and determine whether the student has committed an act of academic dishonesty. **The standard of review used to determine responsibility is a "preponderance" standard. This determination is based on the greater weight of the information and does not require a standard beyond a reasonable doubt.**

The hearing officer will submit the finding, rationale, and sanctions to be imposed for a responsible finding to the academic integrity staff. The academic integrity staff will send the hearing finding letter to the student, instructor, hearing officer, and any other relevant university personnel.

If a student is found Not Responsible, the finding letter will include the rationale for the finding. If the hearing officer determines that no violation of the Academic Integrity Policy has occurred, but that the student may benefit therefrom, the hearing officer may direct the student to successfully complete an educational seminar conducted by the academic integrity staff within a specified period of time. Such information will be outlined in the hearing finding letter sent to the student.

If the hearing officer concludes that the student is responsible for committing academic dishonesty, the hearing officer will contact the academic integrity staff to determine if the student has a previous dishonesty offense (either academic dishonesty or a dishonesty violation of the Code of Student Conduct). If the offense is a first offense of academic dishonesty, the hearing officer, after conferring with the instructor and academic integrity staff, will determine the appropriate sanctions to impose based on the sanctioning guidelines in this policy.

The hearing finding letter for a responsible finding for a first offense of academic dishonesty will include the rationale for the finding and the sanction(s) imposed. The hearing finding letter also will include a statement of the student's right to appeal the decision of the hearing officer as outlined in this policy and include instructions for submitting an appeal and the deadline by which to do so.

If the student has been responsible for a previous academic dishonesty offense, the minimum sanction imposed will be suspension for at least one semester. If the student has previously been suspended for academic dishonesty (including a period of suspension that has been waived) or had a dismissal held in abeyance, dismissal from the university will be the minimum sanction imposed.

The hearing finding letter for a student who has been responsible for a previous academic dishonesty offense will include the rationale for the finding, the grade-related and educational sanctions imposed, and the suspension/dismissal effective dates. The hearing finding letter will include a statement of the student's right to appeal the decision of the hearing officer as outlined in this policy and include instructions for submitting an appeal and the deadline by which to do so. The student also will be provided with instructions for submitting a petition to waive a period of suspension or to hold a dismissal in abeyance and the deadline by which to submit the petition.

A student who is submitting an appeal based on procedural error or new evidence (see below), should submit the appeal before submitting a petition regarding suspension/dismissal imposition. If the appeal is denied, a petition regarding the suspension or dismissal can be submitted.

Once the appeal or petition deadline has passed and if no appeal or petition has been submitted, the academic integrity staff will, notify the instructor, the hearing officer, and any other relevant university personnel, if action by their office is required, that the case is fully resolved and the sanctions can be imposed.

Suspension/Dismissal Imposition Decision

A student found responsible for committing academic dishonesty who has a previous responsible finding for academic dishonesty, may submit a petition to waive a period of suspension or hold a dismissal in abeyance. The petition must be submitted within five University business days from the date the written decision was sent. If a petition is submitted, the hearing officer may submit a statement/recommendation with regard to the imposition of the suspension/dismissal sanction. The student's petition, hearing finding letter and recommendation, and case materials from the student's dishonesty cases with responsible outcomes will be sent to the Interdivisional (ID) Committee of Advisors for consideration. The ID Committee will review all of the materials and determine whether to grant a student's petition. The ID Committee will consider the hearing officer's recommendation, student petition, severity of the behavior, nature of the offenses, nature and worth of the academic assignment(s), and/or the presence of aggravating or mitigating circumstances in making a decision.

The ID Committee will submit its decision and rationale to the academic integrity staff. The academic integrity staff will send the decision letter to the student. The letter will include the committee's decision and rationale, restate the finding, rationale, and imposed sanctions from the hearing officer, provide suspension/dismissal effective dates if the student's petition is denied. The decision of the ID Committee is final.

Sanctions

The purpose of sanctions is to hold students accountable for their academic integrity offenses in a manner that is appropriate to the nature of the offense as well as to provide education for students around the greater issues involved in their situations. Sanctions for academic integrity offenses take into consideration previous academic dishonesty offenses and may take into consideration previous Code of Student Conduct Dishonesty offenses.

Miami University recognizes that each case of academic dishonesty is unique and sanctions should be appropriate to the offense; therefore, the severity of the offense, based on the nature of the offense and nature of the academic assignment, will be considered in determining the appropriate sanction(s) to impose.

The sanctions imposed for a responsible finding in a hearing may differ from the proposed sanctions provided to a student during a Procedural Review meeting if different sanctions are deemed appropriate.

No sanctions will be imposed until after the appeal deadline has passed or an appeal that has been submitted is fully resolved.

Sanctioning Guidelines for First Offenses

For a first violation of the Academic Integrity Policy considered to be low severity, when the student has no previous violation or Code of Student Conduct Dishonesty violation, a student typically will receive:

- A grade of zero (0) on the academic assignment(s) in question.
- An additional reduction in the final course grade (e.g., 10% reduction).
- Participation in an online academic integrity workshop. There will be a fee of \$200 to the student for the workshop.

If the offense involves a major assignment or exam, in addition to the above, the sanctions also may include:

- A significant reduction of the course grade, including the possible specification of a course letter grade of F or NCR (no credit) for a course taken credit/no credit.

For a first violation of the Academic Integrity Policy considered to be high severity, when the student has no previous Code of Student Conduct Dishonesty violation, the student typically will receive:

- A grade of zero (0) on the academic assignment(s) in question.
- A significant reduction of the course grade (e.g., more than 10%), including the possible specification of a course letter grade of F or NCR (no credit) for a course taken credit/no credit.
- Participation in an online academic integrity workshop. There will be a fee of \$200 to the student for the workshop.

If the offense involves a major assignment or exam, in addition to the above, the sanctions also may include:

- A grade of F or Y or a grade of ADF or ADY in the course. A grade of ADF/ADY is a letter grade of F or Y (no credit) for the entire course with a transcript notation of "Academic Dishonesty (class) and the recording of a grade of either ADF for F or ADY for credit/no credit.

When a student accepts responsibility for or is found responsible for violating the academic integrity policy, the academic integrity staff and/or hearing officer will consider the type and severity of the behavior, nature of the offense, nature and worth of the academic assignment, and consult with the instructor in determining appropriate sanctions to propose and/or impose.

A previous Code of Student Conduct Dishonesty violation may be taken into consideration as an aggravating circumstance in determining appropriate sanctions. More severe sanctions could be imposed due to a previous Code of Student Conduct Dishonesty offense.

First offenses may result in suspension or dismissal due to the severity of the behavior and/or presence of aggravating circumstances.

Sanctioning Guidelines for Students with Previous Academic Dishonesty Offenses

For a second violation of the Academic Integrity Policy, a student typically will receive:

- A grade of F or Y or a grade of ADF or ADY in the course. A grade of ADF/ADY is a letter grade of F or Y (no credit) for the entire course with a transcript notation of “Academic Dishonesty (class) and the recording of a grade of either ADF for F or ADY for credit/no credit.
- Participation in an educational workshop with the academic integrity staff

And a minimum of one semester suspension will be imposed.

For a second violation of the Academic Integrity Policy, the academic integrity staff and/or hearing officer, in consultation with the instructor, may choose to propose or impose grade-related or educational sanctions other than those listed above, depending on the type and severity of the behavior, nature of the offense, nature and worth of the academic assignment, and/or the presence of aggravating or mitigating circumstances. A previous Code of Student Conduct Dishonesty violation may be taken into consideration as an aggravating circumstance.

If a student previously has been suspended for academic dishonesty, the minimum sanction imposed will be dismissal from the university.

Petition to Waive a Period of Suspension or Hold a Dismissal in Abeyance

The minimum sanction to be imposed for multiple offenses of academic dishonesty is either suspension or dismissal.

A student may petition to waive the period of suspension or to hold the dismissal in abeyance, and to appeal the petition decision (see above).

ADF/ADY Sanction

If the sanction is the ADF/ADY, this denotes failure for the course with transcript notation of “Academic Dishonesty (class)” and the recording of a grade of either ADF for F or ADY for credit/no credit. The Office of the University Registrar will record the grade of ADF or ADY for the course with a transcript notation of “Academic Dishonesty (class).” If the student officially drops or withdraws from the course, and the sanction is an F/Y or ADF/ADY for the course, a grade of ADF or ADY will be imposed with a transcript notation of “Academic Dishonesty

(class).” A student, who is sanctioned to an ADF/ADY, may not change their grading option after the date of the academic dishonesty occurrence.

A course with a transcript notation of Academic Dishonesty is not eligible to be retaken using the Undergraduate Course Repeat Policy.

Suspension and Dismissal

If the sanction is suspension, the Office of the University Registrar will place the notice “Academic **Integrity** Suspension” on the student’s academic record. Similarly, dismissal for academic dishonesty will be noted on the student’s academic record as “Academic **Integrity** Dismissal.” If a petition to waive a period of suspension or hold a dismissal in abeyance is granted, this will be noted on the transcript.

1. Suspension may begin either immediately or at the close of the current academic semester or term as provided in the final decision. A sanction of dismissal will take effect immediately.
2. Suspension is a sanction that terminates the student’s enrollment for a specified period of time. The effective dates of the suspension will be provided to the student in the finding letter.
3. Suspensions will not be for less than the remainder of the current academic semester nor more than the remainder of the current academic semester plus up to two succeeding semesters. (Note that a student may not be suspended solely for either winter and/or summer term.) Suspended students may not attend any term or semester at Miami during a period of suspension (either in person or online).
4. Dismissals permanently separate the student from the University without any opportunity to re-enroll in the future.
5. Academic credit earned elsewhere during a period of suspension will not be accepted in transfer. Incomplete grades may not be removed during periods of suspension or dismissal.

A student who has been dismissed or suspended from the University is denied all privileges afforded a student and must vacate campus. Students who are dismissed or suspended may not enter any Miami University campus/or other University property at any time for any reason in the absence of the express written consent of the Dean of Students or designee. To seek such permission, a suspended or dismissed student must file a written request with the academic integrity staff for entrance for a limited, specific purpose. During the period of suspension or dismissal, a student may not attend classes or participate in University-related activities, whether they occur on or off campus. All assigned educational sanctions must be completed prior to the conclusion of suspension, otherwise the suspension will remain in effect. Presence on campus in violation of sanctions could result in arrest. A student who has been suspended must apply for re-enrollment.

Academic Integrity Education Sanctions

If the sanction includes an educational workshop or seminar, the student will be required to pay for the seminar. Failure to complete the seminar by the stated deadline will result in a hold being placed on a student's ability to register for subsequent semesters, to change a class schedule, or eligibility to graduate.

Appeals

A student found responsible for an act of academic dishonesty may appeal the decision or sanction(s) in writing within five **University business** days of the **date of the written** decision **by the academic integrity staff**. Students who are studying abroad at the time of the notice may be given extended time to submit an appeal based on **their** ability to communicate via electronic means. The appeal submitted by the student should state the basis for the appeal, include all supporting documents, and be submitted by the student to the Assistant Director for Academic Integrity. The Assistant Director for Academic Integrity will forward the student's appeal documents and all case materials to the dean of the division in which the matter arose. The Assistant Director for Academic Integrity also will notify the reporting instructor and hearing officer that an appeal has been submitted. The hearing officer may elect to write a response to the student's appeal to be considered by the dean when deciding upon the appeal.

1. Appeals may be filed for the following reasons:
 1. inappropriate sanction;
 2. a procedural error in the hearing of the case occurred that is found to be substantial enough to have changed the outcome of the hearing, including failure to objectively evaluate all relevant evidence or error(s) related to determination of relevance; or
 3. new evidence exists that was not reasonably available at the time the determination was made that is determined to be substantial enough to have changed the outcome of the hearing.
2. If the dean concludes that procedural **error** occurred or new evidence is available, either or both of which is sufficiently substantial to have affected the outcome of the hearing, the dean will order a new hearing. The dean shall appoint a new hearing officer.
3. If the dean concludes the sanction was inappropriate, the dean will impose the appropriate sanction.

The dean will **notify the academic integrity staff of the appeal decision**. The **academic integrity staff will** send copies of the final decision letter to the student, **instructor**, the hearing officer, **and** any other appropriate persons.

If an appeal based on procedural error or new evidence is denied, a petition regarding suspension or dismissal can be submitted, as outlined above.

The decision of the dean is final. The result of any new hearing ordered by the dean may be appealed only as detailed in this policy.

Withdrawal

Should a reported student be academically dismissed or withdraw from Miami University before an academic integrity case has been fully resolved or sanctions completed, the matter may proceed in the absence of the student, and/or a comment may be placed on the student's official transcript indicating "academic misconduct action is pending at the time of withdrawal."

Academic Dishonesty Records

The Assistant Director for Academic Integrity, on behalf of the Office of the Provost, is responsible for maintaining records of any adjudication of academic dishonesty. Records of these hearings are kept confidential to the extent permitted by law.

1. Records of hearings regarding academic dishonesty resulting in a finding of not responsible will be maintained in the Office of the Provost until the end of the academic year in which the finding is made at which time they may be destroyed.
2. Records of actions resulting in **an acceptance of or** finding of responsible and sanctions other than suspensions or dismissals are maintained for seven academic years following the date the finding is made at which time they may be destroyed.
3. Records of actions resulting in **an acceptance of or** finding of responsible and a sanction of suspension or dismissal are maintained indefinitely. A notation of suspension or dismissal is reflected on the student's official University academic record (transcript) maintained by the Office of the University Registrar, **including if a period of suspension is waived or a dismissal is held in abeyance.**
4. **At any time after seven years from the date of the finding in which a sanction less than dismissal was imposed, a student or former student may petition the Provost or designee to have their records of academic dishonesty expunged. The decision to expunge will be based on the severity of the violation(s), the person's disciplinary record as a whole (including violations of the Code of Student Conduct), and evidence of good behavior since the violation(s). If the records are expunged, any notation of academic dishonesty or suspension for academic dishonesty will be removed from the official academic record maintained by the Office of the University Registrar.**
5. **A student who has been dismissed from the University may not request to have their records expunged. However, the Provost has the authority to expunge the records and remove the notation in extraordinary circumstances any time after seven academic years from the date the finding was made.**

Graduation

All Miami University academic dishonesty charges against a student must be resolved and sanctions completed before a student is eligible to graduate.

Interpretation of the Academic Integrity Policy

Any question of interpretation or application of the Academic Integrity Policy shall be referred to the Provost and Executive Vice President for Academic Affairs or designee for final determination.

Any reference to university class days in this policy does not include final exam week or winter or summer terms unless the matter arises during one of these terms.

Any reference to a particular office holder is to be read as including any person serving in an acting or interim capacity for the office and any person designated by the office holder to serve in place of the office holder. The designee must be a full-time tenured faculty member, or TCPL faculty with associate or full rank, or academic administrator but need not be from the department/program in which the matter originates.

Proposed Revised Policy (Marked Up Version):

Introduction

Miami University is a scholarly community whose members believe that excellence in education is grounded in qualities of character as well as of intellect. We respect the dignity of other persons, the rights and property of others, and the right of others to hold and express disparate beliefs. We believe in honesty, integrity, and the importance of moral conduct. We defend the freedom of inquiry that is the heart of learning and combine that freedom with the exercise and the acceptance of personal responsibility.

Miami demands the highest standards of conduct from its students, faculty, and staff. As a community of scholars, our fundamental purpose is the pursuit of knowledge. Integrity in academic study is based on sound disciplinary practices and expectations as well as a commitment to the values of honesty and integrity.

As stated in the Statement of ~~Good~~ **Essential** Teaching Practices (~~MUPIM, Section 5.4~~), a responsibility of the faculty is to “[**treat**] **students with courtesy and respect at all times. Courtesy and respect do not prohibit strong criticism directed at the student’s academic errors and scholarly responsibilities.**” ~~“...demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. Professors make every reasonable effort to foster honest academic conduct and to assure that their evaluations of students reflect students’ true merit.”~~ Faculty also have the responsibility for **“informing students of Miami’s Academic Integrity Policy and adhering to its principles.”** ~~“assuming the positive obligation to confront students suspected of academic dishonesty.”~~

All Miami students are expected to be of the highest character and to behave honestly in their learning and in their behavior outside the classroom. Academic and other forms of dishonesty violate the spirit of the values espoused by Miami University and undermine the value of a Miami education for everyone, especially for the person who is dishonest. Therefore, students are encouraged to hold one another accountable and report suspected academic dishonesty to their instructors. Additionally, when students err in their academic conduct, they are expected to accept responsibility for and learn from their actions. As such, the process outlined in this policy is intended to be educational in nature and provide learning opportunities for students in maintaining personal and academic integrity.

Students are responsible for knowing and understanding these standards; misunderstanding of the appropriate academic conduct will not be accepted as an excuse for academic dishonesty. If students ~~is~~ **are** in doubt about appropriate academic conduct in a particular situation, ~~he or she~~ **they** should consult with the instructor of the course, the department chair/program director, the academic dean in the appropriate division, or the ~~Assistant Director for Academic Integrity~~ **academic integrity staff** in order to maintain the highest standards of academic integrity.

Criteria

Academic Dishonesty

Academic dishonesty is defined as engaging or attempting to engage in any activity that compromises the academic integrity of the institution or subverts the educational process, including as a means to complete or assist in the completion of an academic assignment.

An academic assignment is defined as the submission or presentation of any student work for evaluation, grade, or academic credit. This includes, but is not limited to, assignments in courses, proficiency waiver exams, and portfolios of research submitted to earn academic credit. This definition applies to work submitted face-to-face or through on-line or electronic means and work submitted for face-to-face, hybrid, and on-line courses affiliated with any of Miami University's campuses and divisions.

Academic dishonesty includes, but is not limited to, the following acts.

Acts of academic dishonesty

1. Cheating: using or attempting to use or possessing any **unauthorized** aid, information, resources, or means in the completion of an academic assignment ~~that are not explicitly permitted by the instructor~~ or providing such assistance to another student. Examples of cheating include, but are not limited to:
 - o Possessing, referring to, or using in any way unauthorized textbooks, notes, study aids, websites, crib/cheat sheets, **AI tools**, or other information during an academic assignment, in paper, electronic, or other format;

- Possessing, referring to, or using in any way unauthorized electronic devices or other materials during an academic assignment;
 - Looking at or using information from another student's work during an academic assignment;
 - Receiving **unauthorized** answers, information, or materials from another individual in any academic assignment ~~when not explicitly permitted by the instructor;~~
 - Utilizing or soliciting another person to complete any portion of an academic assignment in place of oneself or submitting the work of another person as one's own;
 - Submitting the identical or substantially the same assignment or portions thereof to fulfill the requirements for two or more courses without approval of the instructors involved, including when repeating a course; or submitting the identical or substantially the same assignment or portions thereof from a previously completed course to fulfill the requirements for another course without the approval of the instructor of the latter course; or submitting the identical or substantially the same assignment or portions thereof to fulfill the requirements for two or more academic assignments within a course without the approval of the instructor;
 - Completing or participating in the completion of any portion of an academic assignment for another student to submit as ~~his or her~~ **their** own work, including taking a quiz or an examination for another student;
 - Providing answers, information, or materials to another student in a manner not authorized by the instructor, including one's own completed coursework.
 - **Submitting material, in whole or part, generated through an artificial intelligence output-generating program, software, or application without permission from the instructor.**
2. Plagiarism: presenting as one's own the work, the ideas, the representations, or the words of another person/source without proper attribution. Examples of plagiarism include, but are not limited to:
- Submitting material that in part or whole is not entirely one's own work without accurate and appropriate citations and attribution (including appropriate use of quotation marks);
 - Using the words, ideas, or structure/sequence of another person or source without accurate and appropriate citation and attribution (including the appropriate use of quotation marks);
 - Submitting material using translation software/devices without permission from the instructor;-

3. Fabrication: falsification, invention, or manipulation of any information, citation, data, or method. Examples of fabrication include, but are not limited to:
 - Changing material on a graded academic assignment and requesting re-grading for that assignment;
 - Presenting false or invented information in any academic assignment;
 - Presenting false claims regarding how information or data was collected or generated;
 - Providing an inaccurate account of how information or data was collected or generated;
 - Inventing, inaccurately presenting, or manipulating data and/or its outcomes;
 - Inventing or inaccurately presenting citations or sources.
 - Changing or manipulating any grade or evaluation.
4. Unauthorized collaboration: working with another individual or individuals in any phase of or in the completion of an individual academic assignment without explicit permission from the instructor to complete the work in such a manner.
5. Misrepresentation: falsely representing oneself **or another's** or one's **own or another's** efforts or abilities in an academic assignment **or one's own or another's attendance in or ability to attend a class session or exam/quiz**. Examples of misrepresentation include, but are not limited to:
 - Utilizing another person to complete any portion of an academic assignment in place of one's self;
 - Having another individual sign-in for a course or use ~~an iClicker or other~~ electronic **or other means** device to **falsely** record one's presence or participation in a class.
 - Signing another student's name or ~~use using an iClicker or other~~ electronic **or other means** device to **falsely** record another's presence or participation in a class or on an academic assignment;
 - Including another student's name on a group project for credit when that student did not contribute to the work;
 - Including one's own name on a group project when one did not contribute significantly to the work or thereby claiming credit for work completed by another group member;-
 - Including unacknowledged sources or citations in an academic assignment;
 - **Presenting a false excuse or claim for not attending or not being able to attend a class session or exam/quiz or doing the same for another student.**

6. Gaining/**giving** an unfair advantage: completing an academic assignment through use of information or means not available to other students **or providing such means to others, completing an academic assignment in an unauthorized location,** or engaging in any activity that interferes with another student's ability to complete ~~his or her~~ **their** academic work. Examples of gaining/**giving** an unfair advantage include, but are not limited to:
- Retaining, possessing, using, distributing or making public previous or current academic assignment materials when the instructor has indicated that those materials are not to be retained or shared or are to be returned to the instructor at the conclusion of the academic assignment or course (including originals, copies, reproductions, pictures and electronic or hard copy formats, or uploading to websites or providing for sale);
 - Taking pictures of, making copies of, or reproducing any academic assignment materials when the instructor has indicated that those materials are not to be copied or reproduced in any form;
 - **Completing an academic assignment in a location not authorized by the instructor;**³
 - Obstructing or interfering with another student's academic work or ability to gain access to information to be used in the completion of an academic assignment;
 - Taking or using another student's work without his or her knowledge;
 - Removing academic assignment materials from an instructor's office, classroom, computer, or any other University space (physical or virtual/electronic);
 - Violating the procedures described to maintain the integrity of an academic assignment, including any procedures associated with online proctoring;-
 - **Aiding another student in committing or attempting to commit academic dishonesty.**

Attempts to engage in any of the above actions will be treated the same as completed acts.

Students may be held responsible for committing academic dishonesty while enrolled even if ~~they~~ **the student** withdraws from the course.

Procedures for Reporting and Adjudicating Cases of Academic Dishonesty

Academic dishonesty weakens the quality of education and the academic culture for all members of the Miami University community. All members of the Miami University community are expected to uphold the principles of academic integrity and to deter and report academic dishonesty.

Procedures for reporting alleged academic dishonesty

If academic dishonesty is suspected to have occurred within a course, the course instructor who suspects that a student has engaged in academic dishonesty shall report the alleged incident to the Assistant Director for Academic Integrity in a timely manner. If academic dishonesty is suspected to have occurred on an academic assignment that is not within a course (e.g., proficiency waiver examination, portfolio or research submitted for credit), the person in charge of the academic assignment shall report the alleged incident to the Assistant Director for Academic Integrity.

Other persons, including students, who believe they have knowledge of academic dishonesty, should report the alleged dishonesty to the instructor of the course or person in charge of the academic assignment in which the dishonesty is alleged to have occurred. If, after reasonable inquiry, the course instructor or person in charge of the academic assignment finds the report credible, ~~his or her~~ **they** will report the alleged incident to the Assistant Director for Academic Integrity.

In reporting the alleged incident to the Assistant Director for Academic Integrity, the course instructor or person in charge of the academic assignment (herein referred to as the instructor) shall provide a report of the incident and include the relevant documentation. The instructor is encouraged to communicate to the student suspected of committing academic dishonesty ~~that he or she has~~ **they have** been reported to the Assistant Director for Academic Integrity.

Once a report has been submitted to the Assistant Director for Academic Integrity, the Assistant Director for Academic Integrity may meet with the instructor to discuss the criteria for academic dishonesty, hearing procedures, the nature of the information, or to request more information.

Notice and Procedural Review

Upon receipt of a referral, ~~the Assistant Director for Academic Integrity~~ **an academic integrity staff member** will notify the student of the report and schedule a procedural review with the student.

The notice will include a copy of the instructor's report with all supporting documentation; the date, time, and location of the procedural review, which will be held no sooner than five university class days from the date of the notice; and the Student Guide to Academic Dishonesty.

The purpose of the procedural review is to review the report from the instructor, provide an explanation of the academic integrity process, discuss the reported student's options, and advise the student regarding the proposed sanctions for the alleged violation(s).

If the student fails to appear at the procedural review, the case will be referred to the appropriate department chair/program director for a hearing. Procedural reviews may be rescheduled at the discretion of the Assistant Director for Academic Integrity.

Selection of a Hearing/Outcome Option.

The student must, no later than two university class days from the date of the procedural review, select one of two resolution options and return the signed Academic Integrity Resolution Option form to the ~~Assistant Director for Academic Integrity~~ **academic integrity staff member handling their case**.

The options are:

1. Accept responsibility for committing academic dishonesty as alleged and the proposed sanction(s)* or
2. Request a hearing with the department chair/program director of the department/program in which the alleged violation arose.

If the student accepts responsibility, the ~~Assistant Director for Academic Integrity~~ **academic integrity staff** will notify the instructor and appropriate department chair/program director of the student's decision. The ~~Assistant Director for Academic Integrity~~ **academic integrity staff** will impose the sanction(s) **accepted by the student**. If the student accepts responsibility, the finding is final, and the student may not appeal. If the reported student requests a hearing, the ~~Assistant Director for Academic Integrity~~ **academic integrity staff** will notify the student and the appropriate department chair/program director of the student's decision. The department chair/program director has the right to require a single hearing for cases involving multiple students.

***If the case is not a first offense, see process below for petitioning to waive a period of suspension or hold a dismissal in abeyance.**

Hearing Notice

If the student elects to have a hearing or fails to notify the ~~Assistant Director for Academic Integrity~~ **academic integrity staff** of the option selected within two university class days from the date of the procedural review, a hearing will be scheduled, and the student will be notified, of the date, time, and location of the hearing. The hearing will be scheduled no sooner than five university class days from the date of notification.

Hearing Procedures

The hearing will be conducted by the department chair/program director (herein referred to as the hearing officer). A student may request that a designee conduct the hearing. (Refer to Section 1.5.I)

Hearings will be held with all parties physically present. In the event not all parties are able to be physically present, hearings may be held via video, phone, teleconferencing or other means. Students may bring an advisor of their choice and up to two persons for support to the hearing. However, the advisor or support persons may not speak on behalf of the student. If an advisor

or support person is determined to be unreasonably interfering with the hearing, they may be asked to leave.

At the hearing, the instructor will present the information supporting the allegation of academic dishonesty, including any supporting factual witnesses or information. The student will be afforded the opportunity to respond **verbally or** by submitting a written statement **or evidence**, with any supporting factual witnesses, and to ask questions of the instructor and witnesses called by the instructor. The hearing officer may ask questions of all parties involved in order to understand the full nature of the situation and the evidence presented by both parties.

To the extent possible or necessary, the hearing should serve as an opportunity to have an educational conversation with the student about academic integrity.

If the student fails to attend the hearing, the hearing may be held in the student's absence.

Hearing Outcome Sanctioning

Following the hearing, the hearing officer shall review all of the documentation and testimony and determine whether the student has committed an act of academic dishonesty. **The standard of review used to determine responsibility is a "preponderance" standard. This determination is based on the greater weight of the information and does not require a standard beyond a reasonable doubt. The greater weight of the available information is sufficient for the hearing officer to conclude the student committed academic dishonesty.**

The hearing officer will submit the finding, rationale, and sanctions to be imposed for a responsible finding to the academic integrity staff. The academic integrity staff will send the hearing finding letter to the student, instructor, hearing officer, and any other relevant university personnel.

If a student is found Not Responsible, the finding letter will include the rationale for the finding. ~~If the hearing officer concludes that the student is not responsible for committing academic dishonesty, the hearing officer will inform, the student, the instructor, and the dean of the division in which the violation was alleged to have occurred, and the Assistant Director for Academic Integrity of this finding.~~ If the hearing officer determines that no violation of the Academic Integrity Policy has occurred, but that the student may benefit therefrom, the hearing officer may direct the student to successfully complete an educational seminar conducted by the ~~Assistant Director for Academic Integrity~~ **academic integrity staff** within a specified period of time. **Such information will be outlined in the hearing finding letter sent to the student.**

If the hearing officer concludes that the student is responsible for committing academic dishonesty, the hearing officer will contact the academic integrity staff to determine if the student has a previous dishonesty offense (either academic dishonesty or a dishonesty violation of the Code of Student Conduct). If the offense is a first offense of academic dishonesty, the hearing officer,

If the hearing officer concludes that the student is responsible for committing academic dishonesty, the hearing officer, after conferring with the instructor and academic integrity staff, will impose one or more sanction(s) determine the appropriate sanctions to impose based on the sanctioning guidelines in this policy.

1. The hearing officer will first determine whether the student has been found responsible for any previous act of dishonesty (to include academic dishonesty violations and dishonesty violations of the Code of Student Conduct).
2. If the student has not previously been found responsible for an act of dishonesty, the hearing officer will impose one or more of the following grade-related sanctions:
 - A letter grade of F, the numerical grade of zero, a percentage grade of zero (0) percent, or a reduced grade or receipt of zero credit for any academic assignment on which academic dishonesty was found to have occurred, or any other portion of the course;
 - A reduced grade for the entire course, including the possible specification of a course letter grade of F or Y (no credit) for a course taken credit/no credit;
 - A letter grade of F for the entire course with transcript notation of "Academic Dishonesty (class)" and the recording of a grade of either ADF for F or ADY for credit/no credit.
3. The following sanctions also may be imposed:
 - Participation in an online academic integrity workshop. The student will be required to pay for the workshop. Failure to complete the workshop will result in a hold being placed on a student's ability to register for subsequent semesters, to change a class schedule, or eligibility to graduate.
 - Completion of an educational seminar other than the online academic integrity workshop, listed above. Failure to complete the workshop will result in a hold being placed on a student's ability to register for subsequent semesters, to change a class schedule, or eligibility to graduate.
 - In extraordinary circumstances, the recommendation for suspension or dismissal may be recommended for a first offense.
4. If the hearing officer determines that the student has previously been found responsible for an act of dishonesty, the minimum sanction will be suspension for at least one semester.
5. If the student has previously been suspended for dishonesty, the minimum sanction will be dismissal from the University.
6. The hearing officer will provide the decision to the student, the instructor, and the Assistant Director for Academic Integrity.

The hearing finding letter for a responsible finding for a first offense of academic dishonesty will include the rationale for the finding and the sanction(s) imposed. The hearing finding letter also will include a statement of the student's right to appeal the decision of the hearing officer as outlined in this policy and include instructions for submitting an appeal and the deadline by which to do so.

- ~~The decision will include the name of the student, the student's identification number, full details of the case, and the sanction(s).~~
- ~~The decision will include a statement of the student's right to appeal the decision of the hearing officer as outlined in Section 1.5.D and include the instructions for submitting an appeal.~~
- ~~No sanctions will be imposed until after the appeal deadline has passed or an appeal that has been submitted is fully resolved.~~

~~Once the appeal deadline has passed and if no appeal has been submitted, the Assistant Director for Academic Integrity will send a copy of the final sanction letter to the student, the hearing officer, and the Office of the University Registrar if action by this office is required.~~

If the student has been responsible for a previous academic dishonesty offense, the minimum sanction imposed will be suspension for at least one semester. If the student has previously been suspended for academic dishonesty (including a period of suspension that has been waived) or had a dismissal held in abeyance, dismissal from the university will be the minimum sanction imposed.

The hearing finding letter for a student who has been responsible for a previous academic dishonesty offense will include the rationale for the finding, the grade-related and educational sanctions imposed, and the suspension/dismissal effective dates. The hearing finding letter will include a statement of the student's right to appeal the decision of the hearing officer as outlined in this policy and include instructions for submitting an appeal and the deadline by which to do so. The student also will be provided with instructions for submitting a petition to waive a period of suspension or to hold a dismissal in abeyance and the deadline by which to submit the petition.

A student who is submitting an appeal based on procedural error or new evidence (see below), should submit the appeal before submitting a petition regarding suspension/dismissal imposition. If the appeal is denied, a petition regarding the suspension or dismissal can be submitted.

Once the appeal or petition deadline has passed and if no appeal or petition has been submitted, the academic integrity staff will, notify the instructor, the hearing officer, and any other relevant university personnel, if action by their office is required, that the case is fully resolved and the sanctions can be imposed.

Suspension/Dismissal Imposition Decision

A student found responsible for committing academic dishonesty who has a previous responsible finding for academic dishonesty, may submit a petition to waive a period of suspension or hold a dismissal in abeyance. The petition must be submitted within five University business days from the date the written decision was sent. If a petition is submitted, the hearing officer may submit a statement/recommendation with regard to the imposition of the suspension/dismissal sanction. The student's petition, hearing finding letter and recommendation, and case materials from the student's dishonesty cases with responsible outcomes will be sent to the Interdivisional (ID) Committee of Advisors for consideration. The ID Committee will review all of the materials and determine whether to grant a student's petition. The ID Committee will consider the hearing officer's recommendation, student petition, severity of the behavior, nature of the offenses, nature and worth of the academic assignment(s), and/or the presence of aggravating or mitigating circumstances in making a decision.

The ID Committee will submit its decision and rationale to the academic integrity staff. The academic integrity staff will send the decision letter to the student. The letter will include the committee's decision and rationale, restate the finding, rationale, and imposed sanctions from the hearing officer, provide suspension/dismissal effective dates if the student's petition is denied. The decision of the ID Committee is final.

Sanctions

The purpose of sanctions is to hold students accountable for their academic integrity offenses in a manner that is appropriate to the nature of the offense as well as to provide education for students around the greater issues involved in their situations. Sanctions for academic integrity offenses take into consideration previous academic dishonesty offenses and may take into consideration previous Code of Student Conduct Dishonesty offenses.

Miami University recognizes that each case of academic dishonesty is unique and sanctions should be appropriate to the offense; therefore, the severity of the offense, based on the nature of the offense and nature of the academic assignment, will be considered in determining the appropriate sanction(s) to impose.

The sanctions imposed for a responsible finding in a hearing may differ from the proposed sanctions provided to a student during a Procedural Review meeting if different sanctions are deemed appropriate.

No sanctions will be imposed until after the appeal deadline has passed or an appeal that has been submitted is fully resolved.

Sanctioning Guidelines for First Offenses

For a first violation of the Academic Integrity Policy considered to be low severity, when the student has no previous Code of Student Conduct Dishonesty violation, a student typically will receive:

- A grade of zero (0) on the academic assignment(s) in question.
- An additional reduction in the final course grade (e.g., 10% reduction).
- Participation in an online academic integrity workshop. There will be a fee of \$200 to the student for the workshop.

If the offense involves a major assignment or exam, in addition to the above, the sanctions also may include:

- A significant reduction of the course grade, including the possible specification of a course letter grade of F or NCR (no credit) for a course taken credit/no credit.

For a first violation of the Academic Integrity Policy considered to be high severity, when the student has no previous Code of Student Conduct Dishonesty violation, the student typically will receive:

- A grade of zero (0) on the academic assignment(s) in question.
- A significant reduction of the course grade (e.g., more than 10%), including the possible specification of a course letter grade of F or NCR (no credit) for a course taken credit/no credit.
- Participation in an online academic integrity workshop. There will be a fee of \$200 to the student for the workshop.

If the offense involves a major assignment or exam, in addition to the above, the sanctions also may include:

- A grade of F or Y or a grade of ADF or ADY in the course. A grade of ADF/ADY is a letter grade of F or Y (no credit) for the entire course with a transcript notation of "Academic Dishonesty (class) and the recording of a grade of either ADF for F or ADY for credit/no credit.

When a student accepts responsibility for or is found responsible for violating the academic integrity policy, the academic integrity staff and/or hearing officer will consider the type and severity of the behavior, nature of the offense, nature and worth of the academic assignment, and consult with the instructor in determining appropriate sanctions to propose and/or impose.

A previous Code of Student Conduct Dishonesty violation may be taken into consideration as an aggravating circumstance in determining appropriate sanctions. More severe sanctions could be imposed due to a previous Code of Student Conduct Dishonesty offense.

First offenses may result in suspension or dismissal due to the severity of the behavior and/or presence of aggravating circumstances.

Sanctioning Guidelines for Students with Previous Academic Dishonesty Offenses

For a second violation of the Academic Integrity Policy, a student typically will receive:

- A grade of F or Y or a grade of ADF or ADY in the course. A grade of ADF/ADY is a letter grade of F or Y (no credit) for the entire course with a transcript notation of “Academic Dishonesty (class) and the recording of a grade of either ADF for F or ADY for credit/no credit.
- Participation in an educational workshop with the academic integrity staff

And a minimum of one semester suspension will be imposed.

For a second violation of the Academic Integrity Policy, the academic integrity staff and/or hearing officer, in consultation with the instructor, may choose to propose or impose grade-related or educational sanctions other than those listed above, depending on the type and severity of the behavior, nature of the offense, nature and worth of the academic assignment, and/or the presence of aggravating or mitigating circumstances. A previous Code of Student Conduct Dishonesty violation may be taken into consideration as an aggravating circumstance.

If a student previously has been suspended for academic dishonesty, the minimum sanction imposed will be dismissal from the university, including for those who have had a period of suspension waived.

Petition to Waive a Period of Suspension or Hold a Dismissal in Abeyance

The minimum sanction to be imposed for multiple offenses of academic dishonesty is either suspension or dismissal.

A student may petition to waive the period of suspension or to hold the dismissal in abeyance, and to appeal the petition decision (see above).

ADF/ADY Sanction

If the sanction is **the ADF/ADY, this denotes** failure for the course with transcript notation of “Academic Dishonesty (class)” and the recording of a grade of either ADF for F or ADY for credit/no credit. The Office of the University Registrar will record the grade of ADF or ADY for the course with a transcript notation of “Academic Dishonesty (class).” If the student officially drops or withdraws from the course, and the sanction is an F/Y or ADF/ADY for the course, a grade of ADF or ADY will be imposed with a transcript notation of “Academic Dishonesty (class).” **A student, who is sanctioned to an ADF/ADY, may not change their grading option after the date of the academic dishonesty occurrence.**

A course with a transcript notation of Academic Dishonesty is not eligible to be retaken using the Undergraduate Course Repeat Policy.

~~A student may not change his or her grading option after the date of the academic dishonesty occurrence.~~

Suspension and Dismissal

If the sanction is suspension, the Office of the University Registrar will place the notice “Academic **Integrity** Suspension” on the student’s academic record. Similarly, dismissal for academic dishonesty will be noted on the student’s academic record as “Academic **Integrity** Dismissal.” **If a petition to waive a period of suspension or hold a dismissal in abeyance is granted, this will be noted on the transcript.**

1. Suspension may begin either immediately or at the close of the current academic semester or term as provided in the final decision. A sanction of dismissal will take effect immediately.
2. **Suspension is a sanction that terminates the student’s enrollment for a specified period of time. The effective dates of the suspension will be provided to the student in the finding letter.**
3. Suspensions will not be for less than the remainder of the current academic semester nor more than the remainder of the current academic semester plus up to two succeeding semesters. (Note that a student may not be suspended solely for either winter and/or summer term.) Suspended students may not attend any term or semester at Miami during a period of suspension **(either in person or online).**
4. **Dismissals permanently separate the student from the University without any opportunity to re-enroll in the future.**
5. Academic credit earned elsewhere during a period of suspension will not be accepted in transfer. Incomplete grades may not be removed during periods of suspension or dismissal.

A student who has been dismissed or suspended from the University is denied all privileges afforded a student and must vacate campus. Students who are dismissed or suspended may not enter any Miami University campus/or other University property at any time for any reason in the absence of the express written consent of the Dean of Students or designee. To seek such permission, a suspended or dismissed student must file a written request with the academic integrity staff for entrance for a limited, specific purpose. During the period of suspension or dismissal, a student may not attend classes or participate in University-related activities, whether they occur on or off campus. All assigned educational sanctions must be completed prior to the conclusion of suspension, otherwise the suspension will remain in effect. Presence on campus in violation of sanctions could result in arrest. A student who has been suspended must apply for re-enrollment.

Academic Integrity Education Sanctions

If the sanction includes an educational workshop or seminar, the student will be required to pay for the seminar. Failure to complete the seminar by the stated deadline will result in a hold being placed on a student’s ability to register for subsequent semesters, to change a class schedule, or eligibility to graduate.

Appeals

A student found responsible for an act of academic dishonesty may appeal the decision or sanction(s) in writing within five **University business** days ~~following the student's receipt of the~~ **date of the written** decision **by the academic integrity staff**. Students who are studying abroad at the time of the notice may be given extended time to submit an appeal based on **their** ability to communicate via electronic means. The appeal submitted by the student should state the basis for the appeal, include all supporting documents, and be submitted by the student to the Assistant Director for Academic Integrity. The Assistant Director for Academic Integrity will forward the student's appeal documents and all case materials to the ~~appropriate dean for consideration,~~ the dean of the division in which the matter arose. The Assistant Director for Academic Integrity also will notify the reporting instructor and hearing officer that an appeal has been submitted. The hearing officer may elect to write a response to the student's appeal to be considered by the dean when deciding upon the appeal.

1. Appeals may be filed for the following reasons:
 1. inappropriate sanction;
 1. a procedural error in the hearing of the case occurred that is found to be substantial enough to have changed the outcome of the hearing, including failure to objectively evaluate all relevant evidence or error(s) related to determination of relevance; or
 1. new evidence exists that was not reasonably available at the time the determination was made that is determined to be substantial enough to have changed the outcome of the hearing.
 2. If the dean concludes that procedural ~~defects~~ **error** occurred or new evidence is available, either or both of which is sufficiently substantial to have affected the outcome of the hearing, the dean will order a new hearing. The dean shall appoint a new hearing officer.
 3. If the dean concludes the sanction was inappropriate, the dean will impose the appropriate sanction.

The dean will **notify the academic integrity staff of the appeal decision**. The **academic integrity staff will** send copies of the final decision letter to the student, **instructor**, and the hearing officer, ~~as well as~~ **and** any other appropriate persons.

If an appeal based on procedural error or new evidence is denied, a petition regarding suspension or dismissal can be submitted, as outlined above.

The decision of the dean is final. The result of any new hearing ordered by the dean may be appealed only as detailed in this policy.

Sanctions

~~If the sanction is failure for the course with transcript notation of "Academic Dishonesty (class)" and the recording of a grade of either ADF for F or ADY for credit/no credit, the Office of the University Registrar will record the grade of ADF or ADY for the course with a transcript notation of "Academic Dishonesty (class)." If the student officially drops or withdraws from the course, and the sanction is failure of the course, a grade of ADF or ADY will be imposed with a transcript notation of "Academic Dishonesty." A student may not change his or her grading option after the date of the academic dishonesty occurrence.~~

~~If the sanction is suspension, the Office of the University Registrar will place the notice "Academic Suspension" on the student's academic record. Similarly, dismissal for academic dishonesty will be noted on the student's academic record as "Academic Dismissal."~~

- ~~1. Suspension may begin either immediately or at the close of the current academic semester or term as provided in the final decision. A sanction of dismissal will take effect immediately.~~
- ~~2. Suspensions will not be for less than the remainder of the current academic semester nor more than the remainder of the current academic semester plus up to two succeeding semesters. (Note that a student may not be suspended solely for either winter and/or summer term.) Suspended students may not attend any term or semester at Miami during a period of suspension. Dismissals permanently separate the student from the University without any opportunity to re-enroll in the future.~~
- ~~3. Academic credit earned elsewhere during a period of suspension will not be accepted in transfer. Incomplete grades may not be removed during periods of suspension or dismissal.~~

Withdrawal

Should a reported student be academically dismissed or withdraw from Miami University before an academic integrity case has been fully resolved or sanctions completed, the matter may proceed in the absence of the student, and/or a comment may be placed on the student's official transcript indicating "academic misconduct action is pending at the time of withdrawal."

Academic Dishonesty Records

The Assistant Director for Academic Integrity, on behalf of the Office of the Provost, is responsible for maintaining records of any adjudication of academic dishonesty. Records of these hearings are kept confidential to the extent permitted by law.

1. Records of hearings regarding academic dishonesty resulting in a finding of not responsible will be maintained in the Office of the Provost until the end of the academic year in which the finding is made at which time they may be destroyed.

2. Records of actions resulting in an **acceptance of or** finding of responsible and sanctions other than suspensions or dismissals are maintained for seven academic years following the date the finding is made at which time they may be destroyed.
3. Records of actions resulting in an **acceptance of or** finding of responsible and a sanction of suspensions or dismissals are maintained indefinitely. A notation of suspension or dismissal is reflected on the student's official University academic record (transcript) maintained by the Office of the University Registrar, **including if a period of suspension is waived or a dismissal is held in abeyance.**
4. **At any time after seven years from the date of the finding in which a sanction less than dismissal was imposed, a student or former student may petition the Provost or designee to have their records of academic dishonesty expunged. The decision to expunge will be based on the severity of the violation(s), the person's disciplinary record as a whole (including violations of the Code of Student Conduct), and evidence of good behavior since the violation(s). If the records are expunged, any notation of academic dishonesty or suspension for academic dishonesty will be removed from the official academic record maintained by the Office of the University Registrar.**
5. **A student who has been dismissed from the University may not request to have their records expunged. However, the Provost has the authority to expunge the records and remove the notation in extraordinary circumstances any time after seven academic years from the date the finding was made.**

Graduation

All Miami University academic dishonesty charges against a student must be resolved and sanctions completed before a student is eligible to graduate.

Interpretation of the Academic Integrity Policy

Any question of interpretation or application of the Academic Integrity Policy shall be referred to the Provost and Executive Vice President for Academic Affairs or designee for final determination.

Any reference to university class days in this policy does not include final exam week or winter or summer terms unless the matter arises during one of these terms.

Any reference to a particular office holder is to be read as including any person serving in an acting or interim capacity for the office and any person designated by the office holder to serve in place of the office holder. The designee must be a full-time tenured faculty member, **or TCPL faculty with associate or full rank**, or academic administrator but need not be from the department/program in which the matter originates.

SR 23-24
Registration Policy Proposal
April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Registration Policy Revision as outlined below:

Registration Policy Proposal

Policy Title: Graduate Students | Registration

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale: The current policy is that undergraduate students can be admitted to a combined bachelor's/master's program – or take graduate courses as an undergraduate student – if they have earned at least 64 credit hours (and met other requirements). The 64 credit hour threshold was established because at the time these policies were established, 64 credit hours represented Junior standing. Because a 2021 policy revision changed the minimum hours for Junior standing to 62 credit hours, we believe it makes sense to adjust this policy accordingly. Rather than replace 64 hours with 62 hours, we decided to replace it with Junior or Senior standing so that regardless in credit hours shifts that may happen subsequently, it is having Junior or Senior standing that is the determining factor for eligibility.

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

Combined Bachelor's/Master's Degree

Departments and programs offering a master's degree have the option of offering a combined bachelors and master's degree program. See the specific department/program of interest for program and admission details.

- Admission Requirements: Miami students can express interest and apply in a combined degree program anytime during their undergraduate career. To matriculate in the combined program, the Miami undergraduates must have Junior or Senior standing and have a GPA of 3.00 or greater or meet the GPA requirement set by the combined degree program....

.....

Permission for Undergraduate Students to Enroll in Graduate Courses

Undergraduate students who have Junior or Senior standing and have a GPA of 3.00 or greater and having matriculated undergraduate status, may request permission to enroll in 500 or 600 level graduate courses....

Proposed Revised Policy (Marked Up Version):

Combined Bachelor's/Master's Degree

Departments and programs offering a master's degree have the option of offering a combined bachelors and master's degree program. See the specific department/program of interest for program and admission details.

- Admission Requirements: Miami students can express interest and apply in a combined degree program anytime during their undergraduate career. To matriculate in the combined program, the Miami undergraduates must have ~~earned a minimum of 64 undergraduate credit hours~~ Junior or Senior standing and have a GPA of 3.00 or greater or meet the GPA requirement set by the combined degree program....

.....

Permission for Undergraduate Students to Enroll in Graduate Courses

Undergraduate students who have ~~earned 64 or more credit hours~~ Junior or Senior standing and have a GPA of 3.00 or greater and having matriculated undergraduate status, may request permission to enroll in 500 or 600 level graduate courses....

Effective Date: August 21, 2023

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The Graduate will disseminate information about this policy change to graduate program directors, advisors, department chairs, administrators, students, and partners across campus. We will begin implementing the policy August 21, 2023.

Additional Resources and Procedures:

N/A

SR 23-25
Probation Policy Revision
April 17, 2023

BE IT HEREBY RESOLVED that University Senate approves changes to the Probation Policy Revision as outlined below:

Probation Policy Proposal

Policy Title: Graduate Students | Grades and Scholarship

Proposer Name, Title and Email: Amity Noltemeyer, Associate Dean of the Graduate School, anoltemeyer@miamioh.edu

Rationale:

As Academic Probation is currently defined in policy, a graduate student cannot be placed on probation until they have earned 9 or more cumulative Miami graduate-level grade point average hours (as opposed to earned hours). We have encountered a number of situations where students were performing poorly for multiple semesters without formal notification, due to this policy. For example, we have seen students take many un-graded (e.g., pass/fail) research or independent study credits across several semesters, so they could fail graded courses for multiple semesters before they receive a probation letter.

Occasionally, when students receive the probation letter they are surprised or did not realize the full extent of their academic concerns, and earlier notification could allow them to more effectively develop a plan and timeline to bring their performance back to the required 3.0 GPA. Furthermore, the probation letter serves as a mechanism to alerting the department to the academic performance concerns, so that the department can work together with the student to determine what supports or plan of action is needed.

We benchmarked across seven other Ohio universities and found that only one of the seven has a policy similar to ours that focuses on 9 graded hours (Ohio University), several universities place students on probation or provide academic warnings anytime the cumulative GPA goes under a 3.0 regardless of how many hours students have taken (e.g., University of Dayton, University of Toledo), and one university has a policy similar to ours but students can be placed on probation after 9 earned hours rather than 9 graded hours (Ohio State University). We are proposing a change so that academic probation will occur after 9 earned hours rather than 9 graded hours (if the cumulative GPA is below a 3.0).

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New or Revised Policy (Clean Version):

Academic Probation

A graduate student with 9 or more cumulative Miami graduate-level earned hours is placed on academic probation at the end of any semester or summer term in which his/her cumulative grade point average is less than 3.00.

Proposed Revised Policy (Marked Up Version):

Academic Probation

A graduate student with 9 or more cumulative Miami graduate-level ~~grade point average~~earned hours is placed on academic probation at the end of any semester or summer term in which his/her cumulative grade point average is less than 3.00.

Effective Date: August 21, 2023

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The Graduate will disseminate information about this policy change to graduate program directors, advisors, department chairs, administrators, students, and partners across campus. We will begin implementing the policy when we run our low GPA reports at the end of the fall 2023 semester.

Additional Resources and Procedures:

N/A

SR 23-26
Appointment to Standing and Advisory Committee of University Senate
April 17, 2023

BE IT HEREBY RESOLVED that University Senate confirm the 2023-2024 appointments to open seats of the standing and advisory committees of University Senate; and

BE IT FURTHERMORE RESOLVED that Senate authorizes Senate Executive Committee to confirm remaining 2023-2024 appointments to the standing and advisory committees of University Senate

SR 23-27

Cybersecurity & Networking, Bachelor of Science in Information Technology

April 24, 2023

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree,
Cybersecurity & Networking, Bachelor of Science of Science in Information Technology

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

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-38

WHEREAS, University Senate on April 24, 2023 passed SR 23-27, endorsing a proposed degree; Cybersecurity and Networking, Bachelor of Science in Information Technology.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a degree; Cybersecurity and Networking, Bachelor of Science in Information Technology.

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee

Tracy Haynes, Chair Elect, Senate Executive Committee

Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Curriculum Approval
SR 23-27, Cybersecurity & Networking, Bachelor of Science of Science in Information Technology

The Miami University Policy and Information Manual, Section 11.1.E, Adding a New Degree, states that a proposal for any curriculum or program leading to a new undergraduate or graduate degree shall be submitted to the President, the Board of Trustees, and the Ohio Board of Regents/Ohio Regents' Advisory Committee on Graduate Study for approval following approval by the department or program, the academic division, the Council for Undergraduate Curriculum/Graduate Council, the Council of Academic Deans, and University Senate.

On April 24, 2023, University Senate adopted SR 23-27:

SR 23-27

BE IT HEREBY RESOLVED that University Senate endorses the proposed degree, Cybersecurity & Networking, Bachelor of Science of Science in Information Technology

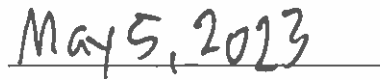
AND FURTHERMORE, that the endorsement by University Senate of the proposed degree will be forwarded to the Miami University Board of Trustees for consideration.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the Cybersecurity & Networking, Bachelor of Science of Science in Information Technology

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| <input type="checkbox"/> | Do Not Approve |


Gregory P. Crawford, President


Date

cc: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President



Directions for submitting a request for approval of undergraduate degrees/degree programs

Public institutions requesting approval from the Chancellor of the Ohio Department of Higher Education to deliver undergraduate programs are required to complete and submit the enclosed proposal as part of the approval process. If the institution has not already done so, it must submit an Initial Inquiry to begin the review process. Questions about the Initial Inquiry or the proposal template may be submitted to Matt Exline, director for program approval operations, at (614) 728-3095 or mexline@highered.ohio.gov. Once the initial inquiry is received, an institutional mentor will be assigned to the institution to assist in the development and review of the request.

Depending on the nature of the request, the institution may be asked to submit additional information in the form of a **supplement or supplements** (e.g., online course offerings, off-campus locations, flexible delivery schedules etc.). The institutional mentor will assist the institution in determining what forms are needed to complete the review the process.

If the request also requires the approval of the Higher Learning Commission (HLC), or if the institution also intends to pursue programmatic/specialized accreditation for the request, the institution may submit materials prepared for HLC or the programmatic/specialized accrediting body in lieu of submitting this proposal and any applicable supplement forms.

If the institution is submitting a request for an **educator preparation program**, additional information will be requested to complete the review.

The institutional mentor will provide directions for submitting the request. Electronic submission of all review materials is required. The proposal itself must remain a Microsoft Word document. Appendix items should be clearly labeled and may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. If the electronic documents are too numerous or too cumbersome to email, you may copy them to a USB drive and then mail the drive to our office.

**REQUEST FOR APPROVAL
SUBMITTED BY:**

Miami University

Bachelor of Science in Information Technology in Cybersecurity & Networking

16 May 2023

REQUEST

Date of submission: 16 May 2023

Name of institution: Miami University

Degree/degree program title: Bachelor of Science in Information Technology in Cybersecurity & Networking

Six-digit CIP code (format: XX.XXXX): 11.0103

Approved/existing programs with same first two CIP code digits (format: CIP code, program name):

11.0103 Health Information Technology

11.0103 Information Technology

11.0204 Games + Simulation

11.0701 Computer Science

Total Number of Hours in Program: 124

Primary institutional contact for the request

Name: Carolyn Haynes

Title: Senior Associate Provost

Phone number: 513 529 6717

E-mail: haynesca@miamioh.edu

Delivery sites: Regional Campuses (Hamilton, Middletown)

Date that the request was approved by the institution's governing board (e.g. Board of Trustees, Board of Directors):

12 May 2023

Proposed start date:

1 January 2024

Institution's programs: associate, bachelor's, master's, educational specialist, doctoral degrees (total 210 degree/majors)

Educator Preparation Programs:

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

Licensure No

Endorsement No

SECTION 1: INTRODUCTION

1.1 *Provide a brief summary of the request that will serve as an introduction for the reviewers.*

The Computer and Information Technology (CIT) department proposes a Cybersecurity & Networking major in the bachelor's degree in Information Technology (IT). This major expands the cybersecurity offerings of the concentration to meet the cybersecurity workforce needs. The outcomes for the IT degree align with the Association for Computing Machinery (ACM) 2020 Computing Curriculum. The Cybersecurity & Network major aligns with the CSEC 2017 recommendations for cybersecurity majors/concentrations within the context of this degree (see supporting document IEEE ACM CSEC 2017 attached document). According to the ACM, "Cybersecurity (CSEC) is a highly interdisciplinary field of study. Specific degree programs are often associated conceptually and practically with one of the established disciplines in a way that has a significant effect on the fundamental identity of the program."

First and foremost, this proposed major is an Information Technology degree. Just as the ACM defines Computer Science, Information Technology, and Information Systems as separate but important disciplines, Cybersecurity curriculum has differing focuses based on these disciplines.

Given the existing CIT cybersecurity/networking concentration and the CIT Cyber Range along with updated course offerings and student demand, this major is a natural next step, attracting more students by promoting a deeply focused major easily identifiable for graduates and their potential employers. To further provide depth of knowledge and context, this proposed major includes Engineering Technology and Political Science. This proposed major advantages current students and as a major will increase enrollments. It also provides a clearer pathway with partners at Warren County Career Center (WCCC) and Sinclair Community College.

This applied program is specifically designed to prepare students for the cybersecurity workforce. Students are specifically prepared by having the opportunity to practice cybersecurity skills in a virtual environment and can earn multiple desirable professional certifications. As an IT degree, it is aligned with the CIT Associate degree that students can earn along the way. Students with the AAS degree are also prepared for some of the professional certifications listed below. These AAS graduates are well prepared for internships and can enter the workforce while finishing their BS degree.

SECTION 2: ACCREDITATION

2.1 Regional accreditation

- *Original date of accreditation:* 1913
- *Date of last review:* 2019

- *Date of next review: 2025-2026*

2.2 Results of the last accreditation review

- *Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an appendix item.*

Miami University is accredited by the [Higher Learning Commission](#) (HLC). HLC accredits degree-granting post-secondary educational institutions in the North Central region of the United States. Miami's most recent comprehensive [accreditation review](#) was in 2015 with a mid-cycle review in 2019, and the next reaccreditation review will occur in 2025-2026. Miami was granted full accreditation with no concerns or monitoring at its last review.

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.***

HLC has authorized Miami to offer this degree program, and it is not subject to any specialized accreditation process. Please see HLC Institutional Status Report in Appendix.

SECTION 3: LEADERSHIP—INSTITUTION

3.1 Mission statement

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

See: <https://miamioh.edu/policy-library/mission-values/>

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 Life, Vice President for Enrollment Management & Student Success, Vice President for University Advancement, Vice President for Information Technology, Vice President for Diversity & Inclusion, Vice President of ASPIRE, General Counsel, Secretary to the Board of Trustees, Vice President of University Communications & Marketing, 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 Liberal Arts & 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: <https://miamioh.edu/about-miami/leadership/>

SECTION 4: ACADEMIC LEADERSHIP—PROGRAM

4.1 Organizational structure

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

This program will be housed in the Department of Computer Information Technology which is in the College of Liberal Arts & Applied Science on Miami's Regional Campuses. The dean of Miami's College of Liberal Arts & Applied Science reports directly to the Provost and Executive Vice President of Academic Affairs.

The faculty and staff for the program are in the Department of Computer Information Technology, and the department chair is Marianne Murphy.

- *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.*

This program will be coordinated by Professor Anthony Rose. Professor Rose's CV is in the attachments.

- *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.*

The Department of Computer Information Technology has a Curriculum Committee. Meetings are held regularly during the fall and spring semesters. All curriculum is also approved by the faculty in the department at faculty meetings which are held monthly during the fall and spring semesters. The department chair serves as the meeting facilitator.

Once the proposal for this program was approved at the departmental level, it moved to the College Undergraduate Curriculum Committee which must review and approve the proposal.

The proposal was also approved by a university-level curriculum committee, Council of Undergraduate Curriculum. This body is a University Senate committee and includes faculty representation from all academic divisions. It was also approved by the Council of Academic Deans, University Senate, and the Board of Trustees.

The department also has identified appropriate faculty to coordinate assessment process for the program to ensure its quality over time. Program faculty are involved in developing the assessment plan, reviewing assessment data, and identifying strategies for improvement.

4.2 Program development

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

This major aligns with the Miami University goals to provide innovative educational opportunities that help students succeed. The learning objectives address the university's diversity, equity, and inclusion initiatives. Additionally, as an online program, this major aligns with the regional goal of providing easier access to education. Potential students are seeking cybersecurity education. According to Eric Secor, Regional Associate Director of Admission at Miami Regionals, "Cyber" is the number one search term used by these students.

This major also supports the mission and goals of the university by offering an inclusive program open to a diverse audience. As an open access campus, it has been our experience that online access to education opens the doors for many students who otherwise would

not have that opportunity such as adult learners with families, working professionals who desire upward mobility, and students with neurodiverse requirements for learning. Our online offerings are completely accessible, offering diverse content, assistive technology compatibility, multimedia technologies with text alternatives, and students multiple ways to participate with the instructors and other students. Financial barriers are reduced by providing low cost and no cost software, books, and servers. These attributes provide equitable access to educational opportunities that provide a pathway to further education and high demand careers.

- *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.*

Miami requires ideas for new programs and majors be reviewed by the Miami Academic Program Incubator which conducts a needs assessment on each program idea. See the demand analyses in the appendices which demonstrates that the degree is in demand by employers in the state and nation.

- *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 CIT department meets regularly with the CIT External Advisory Board whose members are listed below and have no term limit. The Board offered guidance on the proposal.

- Kim Braun Sr., Programmer/Analyst at Ohio National Financial Services
- Kevin Clay, Senior Project Manager, Senior Project Manager, Financial Services Company
- Susan Melton, Vice President of Information Technology, Dermatologists of Central States
- David Morgan, Director, Information Technology at Graceworks Lutheran Services
- Steve Motil, Director Analytics Delivery, Analytics COE, Optum
- Jeff Northup, Director Of Knowledge Management, Director Of Knowledge Management, Concentrix
- JD Whitlock, CIO, Dayton Children's Hospital
- Mike Witters, Senior Director, IT Architecture and Platform Development, Winsupply

CIT reviewed the Association for Computing Machinery (ACM) 2020 Computing Curriculum and the Cybersecurity (CSEC) 2017 recommendations for cybersecurity majors within the context of a computing degree.

- *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 are no plans to pursue accreditation for this program at this time.

4.3 Collaboration with other Ohio institutions

- *Indicate whether any public institution(s) within a thirty-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.*

Similar programs are offered at University of Cincinnati and University of Toledo. The CIT IT degree was compared to the curriculum of the BS in Information Technology at the University of Cincinnati (UC) and University of Toledo (UT). The primary difference is that the BS in IT at Miami has more free electives and therefore, these other programs are more likely to provide a guided depth area. Though students are guided to take electives that support their concentration, both competitive programs provide a deeper knowledge base for their majors. UT graduates have significant business preparation and UC graduates have a deeper focus in Cybersecurity, Data Technologies, Game Development and Simulation, Networking and Systems, or Software Application Development. To compete with these programs, this major provides a defined focus on the deeper knowledge and skill sets that a major facilitates. Deepening the cybersecurity offerings and marketing a major in Cybersecurity & Networking rather than a general IT major with a Cybersecurity/Network concentration group will attract more students and, as a major, is easily identifiable for our graduates and their potential employers.

- *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.*

This program was not developed in collaboration with other universities.

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.*

There will be no change in the admissions requirements for this program compared to the current admission requirements for undergraduate students. Admission to the program will follow Miami University admissions standards. There is a direct admit to the major once the student is admitted to Miami University.

Miami University Regionals has an open admission policy, and information about requirements for admission can be found on the Miami Regionals Admission webpage at <https://miamioh.edu/regionals/admission/apply/index.html>.

- *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 Department of Higher Education' 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.).*

The program being proposed will abide by all applicable transfer credit policies. Policies governing the transcription of credit are authorized by Miami's Academic Policy Committee and University Senate and are aligned with the ODHE transfer and articulation policies. Described in the [General Bulletin](#), these policies articulate the standards for AP and CLEP credit, minimum length of study requirements, credit-hour equivalency, the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for graduation requirements, including the number of credits that must be completed at Miami. The Bulletin also explains the specific course credit students receive for completion of the OT36 (which is a set of core courses equivalent to 36-40 semester hours that all Ohio public colleges and universities have agreed count for credit at any Ohio school) as well as Transfer Assurance Guides, Military Transfer Assurance Guides and Career-Technical Assurance Guides. All Miami courses that count for TAG, MTAG, CTAG, iTAG or OT36 credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami also has a procedure for students to propose other courses taken at other universities to count for degree and major program requirements. Students provide syllabi and assignment prompts which are reviewed by the appropriate department for possible course equivalencies.

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.*

The student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution and on the Regional campuses are adequate to support the 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.*

The student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program.

SECTION 6: CURRICULUM

6.1 Introduction

- Provide a brief description of the proposed program as it would appear in the institution's catalog.

The Bachelor of Science in Information Technology with a major in Cybersecurity & Networking addresses the technology and processes used by IT and Network professionals to protect an organizations' computer systems and networks from digital attacks. This program provides hands on instruction in computing, routers and switches with a focus on security including designing secure networks, penetration testing, cryptography, and ethical hacking. Additionally, students who complete the program will obtain a strong background in technology including database, problem-solving, systems analysis, and project management skills as well as a foundation in the politics of cybersecurity. Students are prepared for the following professional certifications: Certified Ethical Hacker, Cisco CCNA Routing & Switching, Cisco CCNA Security, CompTIA Cybersecurity Analyst, CompTIA Network+, CompTIA Security +, ICAgile ICP, ICAgile ICP-FDO, and Microsoft MCSE.

6.2 Program goals and objectives

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

The learning outcomes for this program include:

- 1) Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- 2) Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- 3) Communicate effectively in a variety of professional contexts.
- 4) Recognize professional responsibilities and make informed judgments in computing practice based on culturally sensitive, legal and ethical principles.
- 5) Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.
- 6) Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.
- 7) Demonstrate the ability to build, maintain, and secure organizational IT assets.

| Course Alignment with Program Learning Outcomes | | | | | | | | |
|---|--|--------|--------|--------|--------|--------|--------|--------|
| Proposed Cybersecurity Major | | PL O 1 | PL O 2 | PL O 3 | PL O 4 | PL O 5 | PL O 6 | PL O 7 |
| Information Technology Core | | | | | | | | |
| CIT 168 | Information Technology Tools and Techniques for Org. | X | | | | | X | X |
| CIT 205 | Agile Launchpad I | X | | | | X | X | |
| CIT 214 | Database Design and Development | X | | | | X | X | X |

| | | | | | | | | |
|---|--|---|---|---|---|---|---|---|
| CIT 262 | Technology, Ethics, and Global Society | | | | X | X | | |
| CIT 268 | Introduction to Human-Computer Interaction | X | | | | | X | |
| CIT 273 | Web Application Development | X | | | | | X | |
| CIT 348 | Information Management and Retrieval | X | | | | X | | |
| CIT 357 | Current Practices in Information Technology | X | | | | | X | |
| CIT 376 | IT for Organizations | | | | | | X | X |
| CIT 448 | Global and Strategic Issues in Information Technology | | | | X | X | | |
| CIT 457 | IT Project Lifecycle I: Requirements and Design | X | X | X | | | X | X |
| CIT 458 | IT Project Lifecycle II: Implementation and Deployment | X | X | X | X | | X | X |
| CSE 163 | Introduction to Computer Concepts and Programming | X | | | | | | |
| Other Courses | | | | | | | | |
| EGS 305* | Integrative Writing in Global Contexts | | | X | | | | |
| ENG 313/EGS 215 | Technical or Workplace Writing | | | X | | | | |
| STC 135 | Principles of Public Speaking | | | X | | | | |
| Cybersecurity & Networking Major | | | | | | | | |
| CIT 225 | Fundamentals of DevOps [ICAgile] | | | | | X | | |
| CIT 258 | Introduction to Global Cybersecurity | | | | | X | | X |
| CIT 281 | Enterprise Network Infrastructure | X | | | | X | | |
| CIT 284 | Enterprise Server Installation and Configuration | X | | | | X | | |
| CIT 358 | Information Technology Assurance and Security | | | | X | | | X |
| CIT 386 | Designing/Deploying Secure Networks | | | | | | | X |
| POL 271 | World Politics | | | | | | | X |
| POL 388 | Politics of Cybersecurity | | | | | | | X |

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/core/technical, general education, elective) and indicate if they are new or existing courses. Please do not remove any columns from the table below and ensure that all fields are complete.

| Course (name/number) | No. of credit hours (q/s) | Major/ Core/ Technical | General Education | Elective | OTM, TAG or CT ² equivalent course | New/Existing Course |
|--|---------------------------|------------------------|-------------------|----------|---|---------------------|
| CIT 168, Information Technology Tools & Techniques for Organizations | 4 | X | | | | Existing |
| CIT 205, Agile Launchpad I | 3 | X | X | | | Existing |

| | | | | | | |
|--|---|---|---|--|--|----------|
| CIT 214, Database Design & Development | 3 | X | | | | Existing |
| CIT 262, Technology, Ethics & Global Society | 3 | X | | | | Existing |
| CIT 268, Intro to Human-Computer Interaction | 3 | X | | | | Existing |
| CIT 273, Web Application Development | 3 | X | | | | Existing |
| CIT 348, Information Management & Retrieval | 3 | X | | | | Existing |
| CIT 357, Current Practices in Information Technology | 3 | X | | | | Existing |
| CIT 376, IT for Organizations | 3 | X | | | | Existing |
| CIT 448, Global & Strategic Issues in Information Technology | 3 | X | | | | Existing |
| CIT 457, IT Project Lifecycle I: Requirements and Design | 3 | X | X | | | Existing |
| CIT 458, IT Project Lifecycle II: Implementation & Deployment | 4 | X | X | | | Existing |
| CSE 163, Introduction to Computer Concepts & Programming | 3 | X | X | | | Existing |
| Select 6 credits from the list below: <ul style="list-style-type: none"> • CIT 102, Digital Media and Design Tools • CIT 201, Advanced Spreadsheets and Analytics • CIT 231, Healthcare Information Technology • CIT 253, Contemporary Programming Languages • CIT 306, Agile: Business Value Analysis • CIT 306, Agile: Business Value Analysis • CIT 307, Agile: Project Management | 6 | X | | | | Existing |

| | | | | | | |
|---|---|---|---|--|---|----------|
| <ul style="list-style-type: none"> • CIT 331, Healthcare Workflow and Process Improvement • CIT 338, Business Intelligence Tools • CSE 153, Introduction to C/C++ Programming • CSE 174, Fundamentals of Programming and Problem Solving • CSE 271, Object-Oriented Programming • CSE 274, Data Abstraction and Data Structures | | | | | | |
| CIT 225, Fundamentals of Dev/Ops [ICAgile] | 3 | X | | | | Existing |
| CIT 258, Introduction to Global Cybersecurity | 3 | X | | | | Existing |
| CIT 263, Advanced Topics in Programming | 3 | X | | | | Existing |
| CIT 281, Enterprise Network Infrastructure | 3 | X | | | | Existing |
| CIT 284, Enterprise Server Installation and Configuration | 3 | X | | | | Existing |
| CIT 358, Information Technology Assurance and Security | 3 | X | | | | Existing |
| CIT 386, Designing/Deploying Secure Networks | 3 | X | | | | Existing |
| POL 271, World Politics | 3 | X | X | | X | Existing |
| POL 388, Politics of Cybersecurity | 3 | X | | | | Existing |
| EGS 305, Integrative Writing in Global Contexts | 3 | X | X | | | Existing |
| ENG 111, Composition & Rhetoric | 3 | X | X | | X | Existing |
| ENG 313, Technical Writing OR EGS 215, Workplace Writing | 3 | X | X | | | Existing |
| MTH 122, College Algebra (or higher) | 3 | X | X | | X | New |
| STA 261, Statistics OR STA 301, Applied Statistics | 4 | X | X | | X | Existing |

| | | | | | | |
|--|---|---|---|--|--|----------|
| STC 135, Principles of Public Speaking | 3 | X | X | | | Existing |
|--|---|---|---|--|--|----------|

*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.***

CIT 168, Information Technology Tools & Techniques for Organizations

An introduction to fundamental IT tools and techniques to solve technological problems for organizations. Students will use software and/or hardware tools to explore network fundamentals, web programming, data management and storage, and operating systems.
3 Lec. 1 Lab.

CIT 205, Agile Launchpad I

Agile is a term for a set of values, principles, and practices that have been shown to improve the efficiency, productivity, and quality of software development and delivery. The key objectives are to deliver working software that meets the needs of a customer while mitigating risk in the development process. This set of courses addresses the theory and practice of Agile in the context of globally dispersed teams. Students will learn and apply the values, principles, and practices of Agile while working in multi-disciplinary international teams. The course includes a significant practicum experience in which students collaborate with developers in other countries such as Australia, India, or China to develop working software using the Agile approach. Students will need to collaborate across time zones, cultural differences, and communication barriers. EL.

CIT 214, Database Design and Development

Practical and applied approach to database management design and development. Introduction to database planning, design and management, data modeling and representation, and fundamental concepts of database access. Includes the study of design models with a focus on the relational model and includes the commonly used database systems. Will include hands-on experiences.
Prerequisite: CIT 168.

CIT 262, Technology, Ethics & Global Society

Inquiry into a wide range of information technology issues, from moral responsibilities affecting professionals to wider ethical concerns associated with information technology in day-to-day living. Topics include general aspects of ethics; common ethical theories; professional codes of ethics in IT; privacy, security and reliability in using computer systems and the internet; issues and responsibilities in internet usage; legal issues in IT; global perspectives of computing issues; and general problems related to ethical and responsible computing. Not open to first-year students. IIB, IIC.
Prerequisites: ENG 109 or ENG 111.

CIT 268, Intro to Human-Computer Interaction

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

Prerequisite: CIT 168.

CIT 273, Web Application Development

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.

Prerequisite: CIT 214 or permission of instructor.

CIT 348, Information Management & Retrieval

This course will apply information technology to databases to support decision making. It will address information technology techniques as they apply to information lifecycle issues in a variety of domains. This course will include hands-on use of current information technology for organizational needs analysis, data acquisition and storage through data contextualization, and information retrieval effective use. Participants will analyze new tools and techniques for suitability to specific information management and retrieval objectives. Topics include data storage and retrieval techniques, data transformation, tool analysis and evaluation, information presentation, data mining, and organizational information need analysis.

Prerequisites: CIT 214 and STA 261 .

CIT 357, Current Practices in Information Technology

Investigation of current practices, tools, and applications of Information Technology. Emphasis is on structured research techniques, critical analysis, and presentation of technical materials.

Prerequisite: CIT 338; or CIT 307 and (CSE 153 or CSE 174); or CIT 358; or CSE 271.

CIT 376, IT for Organizations

This course explores the management of the many aspects of an IT organization. It further examines the relationship and alignment between the IT functions and its' support of the overall strategic goals of the organization.

Prerequisite: CIT 205.

CIT 448, Global & Strategic Issues in Information Technology

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: CIT 262/CSE 262 or permission of instructor.

CIT 457, IT Project Lifecycle I: Requirements and Design

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

Prerequisites: CIT 357 and senior standing.

CIT 458, IT Project Lifecycle II: Implementation & Deployment

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

Prerequisite: CIT 457.

CSE 163, Introduction to Computer Concepts & Programming

Introduction to computers in data processing, survey of various hardware and software concepts, and analysis and solution of problems by computer programming. Lecture/laboratory, project-oriented course to provide numerous opportunities to analyze problems, formulate alternative solutions, implement solutions, and assess their effectiveness. No prior knowledge of computer concepts or programming assumed. V.

Prerequisite: ACT Math score of 19 or higher, OR SAT Math Score of 510 or higher, or permission of instructor.

CIT 102, Digital Media and Design Tools

Practical and applied approach to digital media and design tools using industry standard software. The type of software studied will vary, and the course may be repeated for different software tools. The particular software used for the course will be specified as a note on the schedule. Up to six hours of credit may be applied toward graduation.

CIT 201, Advanced Spreadsheets and Analytics

Hands-on instruction in advanced spreadsheet techniques using current popular software and information retrieval tools. Additionally, students will be introduced to basic analytic methods.

Prerequisites: CIT 101S or CIT 154 or CMR 181 or CSE 148.

CIT 231, Healthcare Information Technology

This course provides a background into the history of, and a current overview of, healthcare IT in the US and around the world. Students will examine how clinical, financial, and administrative data flows through the healthcare organization, and how information technology can be used to improve patient outcomes. III.B.

CIT 253, Contemporary Programming Languages

Presents syntax and semantics of a particular programming language currently popular in industrial or academic settings. Addresses fundamental program construction, good software design and programming style, and development of applications focused on the strengths and special features of the language. Covers fundamental and advanced topics in the language. Course may present languages such as C++ (in 253.C), Perl (in 253.P), and others as they may emerge.

Prerequisite: CSE 163 or CSE 174,

CIT 306, Agile: Business Value Analysis

Agile is a term for a set of values, principles, and practices that have been shown to improve the efficiency, productivity, and quality of software development and delivery. This course focuses on value-driven project delivery, the accompanying mindset, and key agile practices designed to emphasize customer value. Additionally, the course explores creating organizational and team environments conducive to frequent and transparent collaboration between the business and development teams. Students who complete this course earn the ICAgile Business Value Analysis certification. This certification provides an excellent foundation in value-based agile solutions delivery.

Prerequisite: CIT 205.

CIT 307, Agile: Project Management

The key objectives of this course focus on core components of agile project management as distinct from traditional project management, and on equipping course participants with strategies and techniques for successful Lean and Agile project implementation. Agile is a term for a set of values,

principles, and practices that have been shown to improve the efficiency, productivity, and quality of software development and delivery. A servant leadership mindset and approach is critical to empowering agile teams to produce great results. Students will practice the role of an agile project manager and a facilitator of agile practices towards achieving desired outcomes. Students who complete this course will earn the ICAgile Project Management certification. This certification also takes a much more in-depth look at the fundamental agile concepts of adaptive planning, customer collaboration, and value-driven delivery in dynamic and sometimes highly constrained environments. In addition, the learning outcomes address agile approaches to standard project management processes such as metrics, reporting, and contract management.

Prerequisite: CIT 205.

CIT 331, Healthcare Workflow and Process Improvement

Examination of how data can be used to improve workflow and assist in continuous quality improvement in healthcare settings. Emphasis is on the analysis of data needs, interpretation of workflow analysis.

Prerequisite: CIT 231.

Co-requisite: CIT 338.

CIT 338, Business Intelligence Tools

This course is designed as an exploration of the business intelligence tools used by organizations in decision making. Students will be introduced to a variety of analytic tools. These tools will be used to employ a variety of techniques to discover and analyze small and large data sets.

Prerequisite: CIT 201 or CMR 282.

CSE 153, Introduction to C/C++ Programming

Introduction to use of C/C++ programming language as an aid to solving mathematical and scientific problems. Students design, write, and implement programs.

CSE 174, Fundamentals of Programming and Problem Solving

Algorithm development and refinement in problem solving. Modular programming using sequence, selection, and repetition control structures. Program debugging and testing. Formatted input/output. Data files. Fundamental data types. User-defined data types: structured and enumerated. Arrays and arrays of structures. Simple sorting and searching algorithms. Character data and string processing. Algorithm efficiency considerations. Classes, objects, and introduction to object-oriented programming.
2 Lec. 1 Lab.

Prerequisite: Earn a grade of C or better in MTH 102, or an ACT Math Score of 22 or higher, or an SAT Math Score of 530 or higher, or a Miami International Math Placement Test score of 8 or higher, or a Miami Precalc Placement Test score of 8 or higher, or successful completion of MTH 025.

Prerequisite or Co-requisite: MTH 125 or MTH 151 or MTH 249 or MTH 251.

CSE 271, Object-Oriented Programming

The design and implementation of software using object-oriented programming techniques including inheritance, polymorphism, object persistence, and operator overloading. Students will analyze program specifications and identify appropriate objects and classes. Additional programming topics include dynamic memory recursion, using existing object libraries, and binary/ASCII file processing.
Prerequisite: CSE 174 with a grade of C- or better or equivalent.

CSE 274, Data Abstraction and Data Structures

Abstract data types and their implementation as data structures using object-oriented programming. Use of object-oriented principles in the selection and analysis of various ADT implementations. Sequential and linked storage representations: lists, stacks, queues, and tables. Nonlinear data structures: trees and graphs. Recursion, sorting, searching, and algorithm complexity.
Prerequisites: C- or higher in CSE 271.

CIT 225, Fundamentals of Dev/Ops [ICAgile]

An introduction to DevOps thinking as an extension to Agile. Introduces the concepts of configuration management, continuous integration and continuous delivery that support DevOps and covers the cultural changes required for successful DevOps implementation. This course leads to an ICAgile certification.
Prerequisite: CIT 205 and CSE 163.

CIT 258, Introduction to Global Cybersecurity

An introduction to global cybersecurity. Provides practical experience in evaluating, monitoring, and hardening assets against cyber threats. This course leads to the CompTIA Security+ certification.

CIT 263, Advanced Topics in Programming

Topics include using data from multiple sources, creating and deploying modules, and integrating advanced features of the programming language. Additional concentration on debugging, error detection, and testing programs for robustness.
Prerequisite: CSE 163.

CIT 281, Enterprise Network Infrastructure

Introduces the design and implementation of enterprise networks using industry-standard infrastructure operating systems. Topics will include selection of routing protocols, router configuration, advanced topics in network addressing, LAN switch configuration, VLAN configuration, inter-VLAN routing, port security, and enterprise wireless design.
Prerequisite: CIT 168.

CIT 284, Enterprise Server Installation and Configuration

Covers the installation and configuration of industry-standard server solutions. Students will use virtual machines, and explore virtual networking. Topics will include client and server operating system

selection, installation, management and troubleshooting; design and implementation of a directory services model; user-creation and management; and implementation of a variety of server-based applications and services.

Prerequisite: CIT 168.

CIT 358, Information Technology Assurance and Security

A hands-on course allowing students to assess the security posture of an enterprise environment. Students will evaluate fundamental threat vectors and utilize current exploitation techniques to penetrate systems (red team/blue team) in a simulated network. Prepares students for Ethical Hacking Certification.

Prerequisite: CIT 258.

CIT 386, Designing/Deploying Secure Networks

Integrates clients, servers and infrastructure components into a secure network design. Students will learn about common network-based vulnerabilities, corresponding mitigation solutions, and structured testing methods. Topics will include infrastructure security concepts, protocols, and devices. Students will learn about device hardening, configuration of server and router-based ACLs, and firewall configuration concepts.

Prerequisites: [CIT 281](#) and [CIT 284](#).

POL 271, World Politics

Introduction to international politics, with emphasis on factors and processes producing harmony and conflict in interactions within the international system. IIC, IIIB. CAS-C.

POL 388, Politics of Cybersecurity

This course covers the international politics of cybersecurity with a focus of international security. The course utilizes case studies such as China and Russia to learn about the challenges to U.S. cybersecurity. The course engages with major questions of cybersecurity including: does cyber fundamentally reshape the balance of power? Does cyber favor the attacker or defender? What is cyberwar and will it take place? Can offensive cyber operations be deterred? And what kinds of effects does cyber have on international security issues? The course then goes on to explore the role of private and non-governmental actors in cyber, and their role in U.S. cybersecurity policy.

Prerequisite: POL 271.

EGS 305, Integrative Writing in Global Contexts

Through this advanced composition course, students develop and exercise means to integrate multiple perspectives and disciplinary discourses through writing for global audiences. Readings focused on issues in diversity and intercultural communication, assignments involving various genres and disciplinary methodologies, and projects that analyze and integrate multiple forms of writing help

students draw on their liberal learning to address real-world challenges in regard to diverse others and the interconnected global community. IC, ADVW.

ENG 111, Composition & Rhetoric

Study and practice of effective explanatory, expressive, and persuasive writing. At most 10 credit hours toward graduation can be earned from any combination of ENG 108, ENG 109, ENG 111, and ENG 112. I.

ENG 313, Technical Writing

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. ADVW.

Prerequisite: ENG 109 or ENG 111 (or AP and other placement credit).

EGS 215, Workplace Writing

Practice in varieties of workplace correspondence and communication with emphasis on writing clear, concise, and accurate informal and formal reports, including email, resumes, cover letters, incident reports, accident reports, sales reports, marketing plans, activity reports, progress reports, change controls, evaluation/performance reports, recommendation reports, and white papers. ADVW.

MTH 122, College Algebra

Equations and inequalities, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, systems of equations and inequalities, and miscellaneous topics.

STA 261, Statistics

Service course. Descriptive statistics, basic probability, random variables, binomial and normal probability distributions, tests of hypotheses, regression and correlation, analysis of variance. Emphasis on applications. Note: Credit for graduation will not be given for more than one of STA 125, ISA 125, STA 261, STA 301, or STA 368. V. CAS-E.

STA 301, Applied Statistics

A first course in applied statistics including an introduction to probability, the development of estimation and hypothesis testing, and a focus on statistical methods and applications. Includes introduction to probability of events, random variable, binomial and normal distributions, mathematical expectation, sampling distributions, estimation, and hypothesis testing. Statistical methods include one and two sample procedures for means and proportions, chi-square tests, analysis of variance, and linear regression. Note: Credit for graduation will not be given for more than one of STA 125, ISA 125, STA 261, STA 301, or STA 368.

Prerequisite: MTH 151 or MTH 249 or MTH 251 or MTH 252.

STC 135, Principles of Public Speaking

Develops fundamentals of analyzing, organizing, adapting, and delivering ideas effectively in public contexts. Special emphasis placed upon informative and persuasive discourse.

6.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional time periods as needed. Please be sure to spell out the course name.

| Time period | Curriculum component | Time period | Curriculum component |
|---------------------------------|--|-----------------------------------|--|
| <i>Year 1 Fall Semester</i> | Courses/Activities | <i>Year 1 Spring Semester</i> | Courses/Activities |
| | CIT 168, IT Tools & Techniques | | CIT 214, Database Design |
| | ENG 111, Composition & Rhetoric [Miami Plan Composition Requirement] | | CIT 268, Computer-Human Interaction |
| | MTH 122, Algebra [Miami Plan Math Requirement] | | CSE 163, Introduction to Computer Programming |
| | STC 135, Public Speaking | | STA 261, Statistics [Miami Plan Math Requirement] |
| | Miami Plan Social Science & Signature Inquiry Elective | | Miami Plan Intercultural & Signature Inquiry Elective |
| Time period | Curriculum component | Time period | Curriculum component |
| <i>Year 2 Fall Semester</i> | Courses/Activities | <i>Year 2 Spring Semester</i> | Courses/Activities |
| | CIT 205, Agile Launchpad (Miami Plan Experiential Learning) | | CIT 225, Intro DevOps |
| | CIT 258, Intro to Cybersecurity | | CIT 262, Technology, Ethics & Global Society (Miami Plan Global Requirement) |
| | CIT 253, Web Application Development | | CIT 284, Server Installation & Configuration |
| | CIT 251, Enterprise Network Infrastructure | | EGS 305, Integrative Writing in Global Contexts |
| | Major Technical Elective | | Major Technical Elective |
| Time period | Curriculum component | Time period | Curriculum component |
| <i>Year 3 Fall Semester</i> | Courses/Activities | <i>Year 3 Spring Semester</i> | Courses/Activities |
| | CIT 348, Info Management & Retrieval | | CIT 357, Current Practices in IT |
| | CIT 386, Designing and Deploying Security Networks | | CIT 358, IT Assurance & Security |
| | ENG 313, Technical Writing [Miami Plan Advanced Writing] | | CIT 376, IT for Organizations |
| | CIT 263, Advanced Topics in Programming | | Miami Plan Creative Arts Elective |
| | POL 271, World Politics [Miami Plan Social Science Requirement] | | POL 388, Politics of Cybersecurity |

| Time period | Curriculum component | Time period | Curriculum component |
|-------------------------|---|---------------------------|--|
| Year 4 Fall Semester | Courses/Activities | Year 4 Spring Semester | Courses/Activities |
| | CIT 448, Global Strategic Issues in IT | | CIT 458, IT Project Lifecycle II |
| | CIT 457, IT Project Lifecycle I [Miami Plan Capstone] | | CIT 480, Advanced Cybersecurity |
| | Miami Plan Natural Science Elective | | Miami Plan DEI Elective |
| | Miami Plan Humanities & Signature Inquiry Elective | | Miami Plan Natural Science Elective (with Lab) |
| | Free Elective | | Miami Plan Global Elective |
| | | | |

Total Number of credits in the program 124

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

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

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

- an **online course** is one in which most (80+%) of the content is delivered online, typically without face-to-face meetings;
- a **hybrid/blended course** is one that blends online and face-to-face delivery, with substantial content delivered online;
- a **flexible or accelerated program** includes courses that do not meet during the institution's regular academic term 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.

6.5 Off-site program components (please check all that apply): N/A

SECTION 7: ASSESSMENT AND EVALUATION

7.1 Program assessment

- Describe the policies and procedures in place to assess and evaluate the proposed program. In your response, include the following:
 - Name of the unit/position responsible for directing assessment efforts;
 - Description of any committees or groups that assist the unit;
 - Description of the measurements used;

- *Frequency of data collection;*
- *Frequency of data sharing; and*
- *How the results are used to inform the institution and the program.*

Assessment efforts are directed by the Office of the Provost. Because of the accreditation standards of the Higher Learning Commission, each academic department at Miami University is required to implement a full cycle assessment program for each undergraduate major or degree program, free-standing certificate, and graduate program or major.

Each major or degree program specifies at least three learning outcomes to assess, and other units specify at least three major goals or objectives to assess. Each year, data related to the outcomes or goals are collected and analyzed and used for program improvement. When beginning the process of assessment for the first time, departments and units create an assessment plan. Annually or biennially, the assessment data for the three or more learning outcomes or goals are analyzed and discussed and plans for improving teaching and learning based upon those findings are articulated. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report which is submitted each year. Plans and reports are reviewed regularly by a university-level assessment committee.

The assessment plan for this program is included in the appendices.

7.2 Measuring student success

- *Describe the policies and procedures in place to measure individual student success in the proposed program. In your response, include the following:*
 - *Name of the unit/position responsible for directing these efforts;*
 - *Description of any committees or groups that assist the unit;*
 - *Description of the measurements used;*
 - *Frequency of data collection;*
 - *Frequency of data sharing;*
 - *How the results are used to inform the student as they progress through the program; and*
 - *Initiatives used to track student success after program completion.*

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., graduation rates, exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

The Miami University Student Success Committee with the support of the Office of Institutional Research and Effectiveness guides and implements the university's student success evaluation and assessment. Goals for student success are set by the Committee, and these goals are measured through completion and persistence rates, 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) as well as in-house graduate survey and alumni survey.

SECTION 8: FACULTY

8.1 Faculty appointment policies

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

Faculty designations include:

1. Tenured/tenure-track faculty (with responsibilities including teaching, scholarship and service) in the ranks of Professor, Associate Professor, Assistant Professor;
2. Continuing faculty (with responsibilities including teaching and service) in the non-tenurable ranks of Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, Clinical Professor, Associate Clinical Professor, Assistant Clinical Professor, Senior Lecturer, Associate Lecturer, Assistant Lecturer, Senior Clinical Lecturer, Associate Clinical Lecturer, Assistant Clinical Lecturer;
3. Faculty in one-semester and one-year appointments (with responsibilities only for teaching) holding the titles of Visiting Assistant Professor or Instructor.

Faculty holding the title of Professor, Associate Professor, Assistant Professor, Clinical Professor, and Visiting Assistant Professor must have a doctoral degree and prior teaching experience at the collegiate level. Faculty whose titles include the word Lecturer or Instructor must hold a Master's degree in the discipline of the program or related field.

Guidelines for Faculty Qualifications are available on the [Office of Provost website](#).

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

Instructors who teach ICAgile courses must be an ICAgile Certified Instructor. Currently, the following instructors are ICAgile certified:

- Jie Cheng, Associate Professor
- Donna Evans, Senior Lecturer
- Andrea Hulshult, Visiting Instructor
- Eric Luczaj, Associate Professor
- Marianne Murphy, Professor
- Anthony Rose, Assistant Lecturer

- David Woods, Associate Professor
- Describe the institution's load/overload policy for faculty teaching in the proposed program.

The overload policy for teaching can be found in Miami's Policy Library:

<https://www.miamioh.edu/policy-library/employees/faculty/employment-of-faculty/overload-teaching.html>

- 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 program will need to hire one tenure-track faculty member to teach in the program.

Search and appointment procedures can be found in the Policy Library:

<https://www.miamioh.edu/policy-library/employees/faculty/employment-of-faculty/search-and-appointment-procedures.html>

8.2 Program faculty

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

Full-time: 8

Less than full-time: 6

- 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:

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.**

Miami's teaching, scholarly and service expectations for promotion of tenure-track faculty can be found here: <https://www.miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/index.html>

The expectations for teaching faculty can be found here: <https://miamioh.edu/policy-library/employees/faculty/evaluation-promotion-tenure-faculty/tcpl.html>

The key difference is that teaching faculty are not expected to engage in research or scholarship. Part-time faculty are not generally expected to engage in research, scholarship or service.

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). Generally a copy of each faculty member’s CV should be included as an appendix item. Please check with ODHE staff to determine if all vita are needed. The vita of the program director should be included. Please do not remove any columns from the table below. All fields are required.

| Name of Instructor | Rank or Title | Full-Time or Part-Time | Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma | Years of Teaching Experience In the Discipline/Field | Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable) | Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number | Number of Courses this Individual will Teach Per Year at All Campus Locations |
|--------------------|---------------------|------------------------|---|--|---|---|---|
| Jie Cheng | Associate Professor | FT | Ph.D., Electrical and Computer Engineering, 2009 | 14 | ICAgile | CIT 225, Fundamentals of DevOps; CIT 471 Advanced Topics in Cybersecurity | 8 |
| Eric Luczaj | Associate Professor | FT | Ph.D., Computer Science, 2003 | 15 | ICAgile | CIT 225 Fundamentals of DevOps | 8 |
| Anthony Rose | Assistant Lecturer | FT | M.B.A., Information Technology Management, 1996 | 23 | ICAgile; Cisco Certified Systems; Implementing DevOps | CIT 225 Fundamentals of DevOps; CIT 258 Introduction to Global Cybersecurity; CIT 281 Enterprise Network Infrastructure; CIT 284 Enterprise Server Installation and Configuration; CIT 358 Information Technology Assurance and Security; CIT 386 Designing/Deploying Secure Networks | 8 |
| Rachel Gramann | Visiting Faculty | FT | MBA, 2018 PhD, 2023 | 4 | LeanSix Sigma Green Belt; Project Management P | CIT 258 Introduction to Global Cybersecurity; CIT 358 Information Technology Assurance and Security; CIT 386 Designing/Deploying Secure Networks | 6 |

| | | | | | | | |
|-------------------|----------------------|----|-------------------------------|-----|--|---|---|
| Deepak Dawar | Assistant Professor | FT | Ph.D., Computer Science, 2016 | 7 | | CIT 281 Enterprise Network Infrastructure; CIT 284 Enterprise Server Installation and Configuration; CIT 358 Information Technology Assurance and Security; CIT 386 Designing/Deploying Secure Networks; CIT 471 Advanced Topics in Cybersecurity | 8 |
| Reza Abrisham Baf | Associate Professor | FT | PhD, 2012 | 9 | | CIT 471 Advanced Topics in Cybersecurity | 8 |
| Open Position | Tenure-Track Faculty | FT | PhD | TBD | | CIT 225 Fundamentals of DevOps; CIT 258 Introduction to Global Cybersecurity; CIT 281 Enterprise Network Infrastructure; CIT 284 Enterprise Server Installation and Configuration; CIT 358 Information Technology Assurance and Security; CIT 386 Designing/Deploying Secure Networks | 7 |
| | | | | | | | |

SECTION 9: LIBRARY RESOURCES AND INFORMATION LITERACY

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).

Computing and Science Librarian Kristen Adams along with the Regional Campuses Librarians [<https://libguides.lib.miamioh.edu/regionallibraries>] consulted concerning the adequacy of library resources for the proposed BS in Cybersecurity & Networking program. The librarian concurred that the present collection of resources would be adequate to support the new program and that no new resources would be necessary.

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

The Miami University's Libraries provide an excellent collection of books, journals, magazines, bibliographic resources, indices, and databases in general, and particularly relative to the needs of the computer science program and our faculty. The university maintains a license to the ACM Digital Library and to the IEEE Xplore, the Safari Tech Books Online service, and a number of other resources for access to books and journals relevant to computer science.

The combination of the easy access to the libraries on all campuses and the friendly, helpful, and knowledgeable librarians, access to physical books is quite easy and convenient. For resources that our libraries do not physically possess, the OhioLink System can provide books or copies of journal articles in a few days' time. With respect to electronic access to journals and eBooks, the library's website is easy to access and navigate from anywhere on campus. With a VPN connection, these electronic journals and eBooks can be accessed from anywhere off-campus

- *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.*

No new library resources are needed to support the new BS in Cybersecurity & Networking 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.*

ENG 111 which is a required course for students includes a library orientation.

SECTION 10: BUDGET, RESOURCES, AND FACILITIES

10.1 Resources and facilities

Describe additional resources (e.g., classrooms, laboratories, technology, etc.) that will be needed to support the proposed program and provide a timeline for acquiring/implementing such resources.

The Department of Computer Information Technology already has a cyber range and plans to purchase two new servers. These servers will be paid for from student lab fees.

10.2 Budget/financial planning

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

Fiscal Impact Statement for New Degree Programs

| | Year 1 | Year 2 | Year 3 | Year 4 |
|---|---------------------------------------|---------------------------------------|---------------------------------------|--|
| I. Projected Enrollment | | | | |
| Headcount full time | 20 | 50 | 70 | 90 |
| Headcount part time | 10 | 15 | 20 | 25 |
| Full-time equivalent (FTE) enrollment | 25 | 58 | 80 | 102 |
| | | | | |
| II. Projected Program Income | | | | |
| Tuition (paid by student or sponsor) | \$176,800 | \$410,176 | \$565,760 | \$721,344 |
| Expected state subsidy | 38,075 | 88,334 | 121,840 | 155,346 |
| Externally funded stipends, as applicable | 0 | 0 | 0 | 0 |
| Other income (if applicable, describe in narrative section below) | 12,500 | 34,000 | 49,100 | 59,950 |
| | | | | |
| Total Projected Program Income | \$227,375 | \$532,510 | \$736,700 | \$936,640 |
| III. Program Expenses | | | | |
| New Personnel | | | | |
| <ul style="list-style-type: none"> • Instruction (technical, professional, and general education) <ul style="list-style-type: none"> Full-Time 2 Part-Time 1 • Non-instruction (indicate roles in the narrative section below) <ul style="list-style-type: none"> Full-Time 0 Part-time 0 | 1 FT - \$94,403 1PT - \$21,494 | 1 FT - \$96,291 1PT - \$21,494 | 1 FT - \$98,217 1PT - \$21,494 | 2 FT - \$194,584 1PT - \$21,494 |
| New facilities/building/space renovation (if applicable, describe in the narrative section below) | 0 | 0 | 0 | 0 |
| Scholarship/stipend support (if applicable, describe in the narrative section below) | 0 | 0 | 0 | 0 |
| Additional library resources (if applicable, describe in the narrative section below) | 0 | 0 | 0 | 0 |
| Additional technology or equipment needs | 30,000 | 0 | 0 | 0 |

| | | | | |
|---|------------------|------------------|------------------|------------------|
| (if applicable, describe in the narrative section below) | | | | |
| Other expenses (if applicable, describe in the narrative section below) | 14,000 | 14,728 | 15,494 | 16,300 |
| Central university support service charges | 27,934 | 74,777 | 103,140 | 131,504 |
| Total Projected Expense | \$187,831 | \$207,290 | \$238,345 | \$363,882 |

Enrollments: In the past ten years, the overall enrollments of all majors in the CIT department had increased each fall term except for the COVID years when enrollments dropped. The Bachelor of Information Technology began in 2016 with 36 students and steadily increased. The average increase in all years is 13%. We conservatively estimate that this major will start with 25 new FTE students and steadily increase. Some students will transition from the other IT major, particularly the cybersecurity concentration, so that the actual headcount will be closer to 50-60. These estimates are for new FTE students only. We also assume that we will have more new students in year two after the program is known and then level off with a steady increase.

Technology Needs: We will purchase two new servers for \$30,000 and software at approximately \$5,000 annually. These technology costs are paid for with the student course fees. The course fee is \$50 per course per student. Additionally, all online courses are charged an additional \$35 per credit hour.

Professional Development and other costs: Certification for the courses and instructors will cost approximately \$2,000 per year and is paid for by the course fees. Marketing costs will be roughly \$5,000 annually, and conference travels \$2,000 yearly. Also included are central university support service charges, which is a percentage of revenue to support central university administrative areas.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text.

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: Please see this webpage for verification of Miami's status with the Higher Learning Commission: <https://www.miamioh.edu/academic-affairs/accreditation/>

Current catalog is the General Bulletin: <https://bulletin.miamioh.edu/>

Policies relating to faculty can be found in the Policy Library:

https://www.miamioh.edu/policy-library/employees/faculty/index.html?_ga=2.109479237.1162937999.1681662911-413298528.1677504888

Policies relating to students can be found in the Policy Library: <https://www.miamioh.edu/policy-library/students/index.html>

Organizational Chart: <https://miamioh.edu/oir/files/documents/fbook/20-21/org-chart/org-chart-2020-2021.pdf>

Other items as directed in the supplemental forms (if submitted)

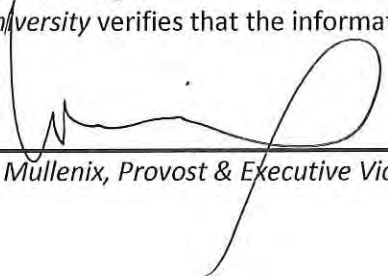
| Appendix Name | Description |
|---------------|--------------------------------|
| A | Course Syllabi |
| B | Program Coordinator CV |
| C | Faculty CVs |
| D | Hanover Market Demand Analysis |
| E | National Market Information |
| F | Assessment Plan |

Commitment to Program Delivery

Miami University intends to support the program and assurances that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

Verification and Signature

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



Elizabeth Mullenix, Provost & Executive Vice President, Academic Affairs

BS in Information Technology Cybersecurity & Network Major
Syllabi
March 1, 2023

| | | | | | |
|---------|---------|---------|---------|---------|---------|
| CIT 102 | CIT 258 | CIT 284 | CIT 357 | CIT 458 | MTH 122 |
| CIT 168 | CIT 262 | CIT 306 | CIT 358 | CIT 480 | POL 271 |
| CIT 201 | CIT 263 | CIT 307 | CIT 376 | CSE 163 | POL 388 |
| CIT 205 | CIT 268 | CIT 331 | CIT 386 | EGS 305 | STA 261 |
| CIT 214 | CIT 273 | CIT 338 | CIT 448 | ENG 215 | STC 136 |
| CIT 225 | CIT 281 | CIT 348 | CIT 457 | ENG 313 | STC 135 |
| CIT 231 | | | | | |

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Hi, I'm your instructor this semester, Tina Riedy (she/her). I'm an instructional designer and multimedia specialist based in Ohio who has produced hundreds of online courses for adult and teen learners. I have served in many different roles over the years including instructional designer, educational game designer/developer, academic researcher, user experience designer, graphic designer, motion designer/ animator, director of photography, video editor, project manager, communications director, and creative writer. I earned my B.A. in Broadcasting & Digital Media: Digital Film from Cedarville University in 2013 and my M.A. in Instructional Design & Technology from the University of Cincinnati in 2019.

My spouse (Mo) and I have three dogs (Darcy, Murphy, and Paul) and one cat (Mao). We live in the Cincinnati, Ohio area. We love to eat, hike, travel, watch movies, play videogames, play tabletop games with friends and family, and do art whenever possible!



Instructor Contact Information


- **Name:** Tina Riedy
- **Email:** riedyt@miamioh.edu (<mailto:riedyt@miamioh.edu>)
- **Phone:** 513-445-8851 (text before you call)
- **Hours:** By appointment. Don't be shy! Email me to set up a virtual meeting.
- **Other:** The best way to reach me is via email, but if it's urgent or timely, text me.

About the Course Author

This course was created by [Tina Riedy, M.Ed.](https://miamioh.instructure.com/about/121110) (<https://miamioh.instructure.com/about/121110>)

Department Information

Department of Computer and Information Technology (CIT):

- **Website:** [Department of Computer and Information Technology Website](https://www.miamioh.edu/regionals/academics/departments/cit/index.html)  (<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, Mosler Hall 301; Middletown Campus, Johnston Hall

About the Course - CIT 102 Photoshop

In this course, you will **master the basics of Adobe Photoshop**. Even if you've never opened Photoshop before, you can take this class.



If you are an intermediate or advanced Photoshop user, you might be bored in this class. If this is you, ask me for more advanced assignments so you actually learn something and have fun.

Course Learning Outcomes

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

1. identify appropriate design elements available in a particular software package.
2. demonstrate knowledge of using the software to meet design goals.
3. evaluate the quality of produced content.
4. maintain produced content.


Required Text/Materials

- **Textbook:** None! We will be using all free, online materials in this course.
- **Software:** [Adobe Creative Cloud](https://www.adobe.com/creativecloud.html)  (<https://www.adobe.com/creativecloud.html>) subscription that includes access to Photoshop. You can use your Miami email to get a student account (reduced price) or get **free access** through the [Miami library website](https://muohio.libcal.com/equipment/item/61121)  (<https://muohio.libcal.com/equipment/item/61121>) (you have to renew your 'rental' of Adobe every 2 weeks with this method, but it's worth it for free Photoshop).
- **File Storage:** Back up your files and projects to your computer, any reliable cloud (like Google Drive and/or Dropbox), and/or a portable hard drive. "I lost my file" and/or "I don't have enough space to store my files" is not acceptable.
- **Audio Equipment:** Microphone to be used for recording your voice during screencast assignments.
- **Canvas:** Visit [Canvas](https://miamioh.instructure.com/courses) (<https://miamioh.instructure.com/courses>) daily for announcements, discussions, homework, quizzes, study guides, etc.

Syllabus

This syllabus is printable. However, please note that this syllabus is subject to additions, deletions, or other modifications. If you print it, be sure to keep an eye out for announcements about changes.

The course calendar will be kept up-to-date using the Canvas course calendar.

- [How to use the Canvas Course Calendar](#) 
(<https://docs.google.com/document/d/1WsrjCU9pCewcWKYjvnpFnIMP7SJJXsW-btUSyfju0gY/edit?usp=sharing>)
- [Set Calendar Notifications](#) (<https://guides.instructure.com/m/4152//73162-how-do-i-set-my-notification-preferences>) to receive timely reminders and updates for the course
- [View my Canvas Calendar on my Google Calendar](#) (<https://guides.instructure.com/m/4212//54708-how-do-i-subscribe-to-the-calendar-feed-using-google-calendar>)

All assignments are due by **11:59 PM** on their assigned day.

Activities & Assessments

Weighted Grade Categories

This course uses weighted grade categories. There are only two categories: Projects and Non-projects.

All "projects" are labeled as such in the title of the assignment and they all live in Module 2. Every other kind of assignment is a "non-project."

Projects count for 60% of your grade.

Non-projects count for 40% of your grade.

Grading

Late Work Policy

Late work is accepted at only a 5% grade reduction per day late (up to 50% reduction). This is good news for you, but **do not abuse it**.

If you have any issues using the software or questions about the assignments, email me sooner rather than later. I can help via email or we can set up a virtual meeting.

Grading & Cheating

All grades will be kept up to date and posted in the [Grades](#) (<https://miamioh.instructure.com/courses/134276/grades>) area accessed in the left-hand navigation.

You will be assigned grades based on the following scale: 90-100 (A), 80-89 (B), 70-79 (C), 60-69 (D), 0-59 (F).

I'm harsh about cheating but flexible with due dates, so do all of your own work and communicate with me if you can't make a deadline.

Resources & Policies

Tech Support


I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](#) (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

Adobe Policies

- [Adobe Privacy Center](https://www.adobe.com/privacy/policy.html)  (<https://www.adobe.com/privacy/policy.html>)
- [Adobe Accessibility](https://www.adobe.com/accessibility.html)  (<https://www.adobe.com/accessibility.html>)

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](#)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support

- Tutoring and Learning Center Services
- Academic Advising
- Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

As a student in this course, you must:

- Check the Canvas class site **at least 4 times a week**.
- Check your Miami email every 24-48 hours.
- Submit assignments prior to their due date/time (EST time).
- Complete all readings and activities in a timely manner.
- Spend about 12 hours a week studying and completing assignments for this class.
- Submit work that demonstrates a clear functional understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a **timely manner**. (If you tell me you're having trouble with photoshop two weeks before the course is over, there won't be much I can do for you at that point. Ask **early**, ask often.)

As the instructor of this course, I will:

- Check the Canvas class site every 48 hours to monitor discussion boards and check assignments.
- Check my email at least twice a day Monday-Friday. I do NOT check my email on weekends.
- Respond to all emails within 48 hours (except on weekends).

- Return all phone calls within 48 hours (except on weekends).
- Post all grades in a timely manner.









Additional Information

In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/134276/modules\)](https://miamioh.instructure.com/courses/134276/modules) page.

When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/134276/modules\)](https://miamioh.instructure.com/courses/134276/modules) button on the left to start the course.

[Jump to top of page.](#)

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Mon Jan 30, 2023 |  Module 0: Overview | to do: 11:59pm |
| |  Module 0: Required Reading | to do: 11:59pm |
| Tue Jan 31, 2023 |  Module 0: Syllabus Quiz (https://miamioh.instructure.com/courses/134276/assignments/1956224) | due by 11:59pm |
| |  Module 0: Intro to each other and discussion boards (https://miamioh.instructure.com/courses/134276/assignments/2255861) | due by 11:59pm |
| Wed Feb 1, 2023 |  Module 1: Overview | to do: 11:59pm |
| |  Modules 1-2: Lesson Materials | to do: 11:59pm |
| Thu Feb 2, 2023 |  M1: Task 1 - Explore the User Guide (https://miamioh.instructure.com/courses/134276/assignments/2369889) | due by 11:59pm |
| Sun Feb 5, 2023 |  M1: Assignment 1 - Vector Shapes, Alignment, Grouping, & | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | Move Tool Options (https://miamioh.instructure.com/courses/134276/assignments/2263267) | |
| |  M1: Assignment 2 - Crop, Resize, Rotate, & Straighten (https://miamioh.instructure.com/courses/134276/assignments/2259421) | due by 11:59pm |
| Thu Feb 9, 2023 |  M1: Assignment 3 - Blending Modes, Adjustments, Adjustment Layers, & Layer Styles (https://miamioh.instructure.com/courses/134276/assignments/2261649) | due by 11:59pm |
| |  M1: Assignment 4 - Cut It Out! (this one is tough) (https://miamioh.instructure.com/courses/134276/assignments/2249996) | due by 11:59pm |
| Sun Feb 12, 2023 |  M1: Assignment 5 - Masking & Brushes (this one is also tough) (https://miamioh.instructure.com/courses/134276/assignments/2263018) | due by 11:59pm |
| |  M1: Assignment 6 - Clipping Masks (https://miamioh.instructure.com/courses/134276/assignments/2263175) | due by 11:59pm |
| Thu Feb 16, 2023 |  M1: Assignment 7 - Text Tool & Character Panel (https://miamioh.instructure.com/courses/134276/assignments/2251058) | due by 11:59pm |
| |  M1: Assignment 8 - Photo Retouching (https://miamioh.instructure.com/courses/134276/assignments/2263765) | due by 11:59pm |
| Sun Feb 19, 2023 |  M1: Task 2 - Prove that you can screencast (https://miamioh.instructure.com/courses/134276/assignments/2336720) | due by 11:59pm |
| Mon Feb 20, 2023 |  Module 2: Overview | to do: 11:59pm |
| Thu Feb 23, 2023 |  M2: Project 1 - Caption a Meme & Add a Text Watermark (https://miamioh.instructure.com/courses/134276/assignments/2250947) | due by 11:59pm |
| Sun Feb 26, 2023 |  M2: Project 2 - Sign and Save a PDF | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/134276/assignments/2270585) | |
| Thu Mar 2, 2023 |  M2: Project 3 - Print Flyer vs. Web Flyer (https://miamioh.instructure.com/courses/134276/assignments/2222006) | due by 11:59pm |
| Sun Mar 5, 2023 |  M2: Project 4 - YouTube Thumbnail (https://miamioh.instructure.com/courses/134276/assignments/2222059) | due by 11:59pm |
| Thu Mar 9, 2023 |  M2: Project 5 - Content Aware (https://miamioh.instructure.com/courses/134276/assignments/2263954) | due by 11:59pm |
| Sun Mar 12, 2023 |  M2: Project 6 - Embedded Tutorials (https://miamioh.instructure.com/courses/134276/assignments/2334501) | due by 11:59pm |
| Mon Mar 13, 2023 |  Module 3: Overview | to do: 11:59pm |
| |  Extra Credit - Change Color of One Object (https://miamioh.instructure.com/courses/134276/assignments/2269606) | due by 11:59pm |
| |  Extra Credit - Frame Tool (Placeholders) (https://miamioh.instructure.com/courses/134276/assignments/2251074) | due by 11:59pm |
| Thu Mar 16, 2023 |  Extra Credit - More Photo Retouching (https://miamioh.instructure.com/courses/134276/assignments/2222064) | due by 11:59pm |
| |  Extra Credit - Ripped Paper (https://miamioh.instructure.com/courses/134276/assignments/2369844) | due by 11:59pm |
| |  Extra Credit - Smudge Script (https://miamioh.instructure.com/courses/134276/assignments/2369803) | due by 11:59pm |
| |  Module 3: Final Reflection (https://miamioh.instructure.com/courses/134276/assignments/2376263) | due by 11:59pm |

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko






- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 168 - IT Tools and Techniques

An introduction to fundamental IT tools and techniques to solve technological problems for organizations. Students will use software and/or hardware tools to explore network fundamentals, web programming, data management and storage, and operating systems. Prerequisite: None.

Why this course?

This course is the foundation of the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/>) and the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). Additionally, this is the first course in the [Data Intelligence through Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/>) minor and the [CIT 1 Social and Global Computing](https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1)  (<https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1>) thematic sequence.

Course Outcomes

At the end of this course, students should be able to:

- 168.1 Apply current client-side web technologies to create interactive web pages.
- 168.2 Use current operating systems and computing infrastructure tools.
- 168.3 Use tools and techniques for data management and storage.
- 168.4 Apply the fundamentals of layered network communications to describe computer networks.
- 168.5 Use TCP/IP tools to make simple configuration changes and diagnose problems in computer networks.
- 168.6 Describe the security considerations in the development and use of information technology.


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes,

group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials


Required Text(s)

All reading material for this course is provided in each module. Although, there is no book to purchase, you must make certain you have the required software. Please refer to the [Software in This Course](https://miamioh.instructure.com/courses/122670/pages/software-in-this-course) (<https://miamioh.instructure.com/courses/122670/pages/software-in-this-course>) page.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to

problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/122670/grades) (<https://miamioh.instructure.com/courses/122670/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in

your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates







[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/122670/modules\)](https://miamioh.instructure.com/courses/122670/modules) page.

When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/122670/modules\)](https://miamioh.instructure.com/courses/122670/modules) button on the left to start the course.












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Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| |  Using the Software Quiz (https://miamioh.instructure.com/courses/122670/assignments/2098733) | due by 11:59pm |
| Sun Aug 23, 2020 |  About Me (https://miamioh.instructure.com/courses/122670/assignments/1343673) | due by 11:59pm |
| |  AWS Account Set Up (https://miamioh.instructure.com/courses/122670/assignments/1348143) | due by 11:59pm |
| Sun Aug 30, 2020 |  What Did We Learn About Each Other? (https://miamioh.instructure.com/courses/122670/assignments/1343672) | due by 11:59pm |
| |  Go Bananas!! (https://miamioh.instructure.com/courses/122670/assignments/1350358) | due by 11:59pm |
| |  Leadership Activity Certificate Submission | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/122670/assignments/1304763) | |
| |  Leadership and Culture Discussion | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1367430) | |
| |  Leadership Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1305088) | |
| |  Computer Organization | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1349861) | |
| Sun Sep 6, 2020 |  Data Representation Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1325352) | |
| |  Digital Logic Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1325353) | |
| Tue Sep 8, 2020 |  Accessing AWS EC2 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1349860) | |
| Sun Sep 13, 2020 |  Exploring Linux | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1349862) | |
| Sun Sep 20, 2020 |  Working with Linux Files | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1349863) | |
| |  Create Your Student Portfolio | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1347876) | |
| Sun Sep 27, 2020 |  Linux System Administration - Install a Web Server | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1350091) | |
| |  Retrospective 1 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1343696) | |
| Tue Sep 29, 2020 |  Set Up Your AWS S3 Static Website | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122670/assignments/1347872) | |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Oct 4, 2020 |  Initial Website Creation https://miamioh.instructure.com/courses/122670/assignments/1347877 | due by 11:59pm |
| Sun Oct 11, 2020 |  HTML Quiz https://miamioh.instructure.com/courses/122670/assignments/1347882 | due by 11:59pm |
| |  Website - Additional HTML and CSS https://miamioh.instructure.com/courses/122670/assignments/1347880 | due by 11:59pm |
| Sun Oct 18, 2020 |  Retrospective 2 https://miamioh.instructure.com/courses/122670/assignments/1343702 | due by 11:59pm |
| |  Update Student Portfolio - Web Programming https://miamioh.instructure.com/courses/122670/assignments/1347878 | due by 11:59pm |
| Sun Oct 25, 2020 |  Website - JavaScript https://miamioh.instructure.com/courses/122670/assignments/1347879 | due by 11:59pm |
| |  Networking Diagram: Creating the Topology https://miamioh.instructure.com/courses/122670/assignments/1346345 | due by 11:59pm |
| Sun Nov 1, 2020 |  Network Troubleshooting https://miamioh.instructure.com/courses/122670/assignments/1346352 | due by 11:59pm |
| |  Networking Diagram: Adding Interface IPs https://miamioh.instructure.com/courses/122670/assignments/1346349 | due by 11:59pm |
| Sun Nov 8, 2020 |  Networking Diagram: Adding Network Numbers https://miamioh.instructure.com/courses/122670/assignments/1346348 | due by 11:59pm |
| |  Network Diagram: Subnetting https://miamioh.instructure.com/courses/122670/assignments/1346350 | due by 11:59pm |
| |  Retrospective 3 https://miamioh.instructure.com/courses/122670/assignments/1343708 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Update Student Portfolio - Networking https://miamioh.instructure.com/courses/122670/assignments/1350881 | due by 11:59pm |
| |  History of Data Collection (Group Assignment) https://miamioh.instructure.com/courses/122670/assignments/1342730 | due by 11:59pm |
| Sun Nov 15, 2020 |  Introduction to Database Quiz https://miamioh.instructure.com/courses/122670/assignments/1342728 | due by 11:59pm |
| |  Introduction to Databases https://miamioh.instructure.com/courses/122670/assignments/1342731 | due by 11:59pm |
| |  Design a Database 1 https://miamioh.instructure.com/courses/122670/assignments/1342732 | due by 11:59pm |
| Sun Nov 22, 2020 |  Design a Database 2 https://miamioh.instructure.com/courses/122670/assignments/1342733 | due by 11:59pm |
| |  Design a Database 3 https://miamioh.instructure.com/courses/122670/assignments/1342734 | due by 11:59pm |
| |  Design a Database Quiz https://miamioh.instructure.com/courses/122670/assignments/1342729 | due by 11:59pm |
| |  Query a Database https://miamioh.instructure.com/courses/122670/assignments/1342838 | due by 11:59pm |
| Sun Nov 29, 2020 |  Retrospective 4 https://miamioh.instructure.com/courses/122670/assignments/1343711 | due by 11:59pm |
| |  Update Student Portfolio-Databases https://miamioh.instructure.com/courses/122670/assignments/1350882 | due by 11:59pm |

Course Syllabus

CIT 201

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 201 - Advanced Spreadsheets and Analytics

Hands-on instruction in advanced spreadsheet techniques using current popular software and information retrieval tools. Additionally, students will be introduced to basic analytic methods.

Prerequisites: CIT 101S or CIT 154 or CMR 181 or CSE 148

Why this course?

This course is required in the Bachelors' degree in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) and an approved elective in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/) and the Bachelors' degree in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/). Additionally, this course is required in the [Data Intelligence through IT](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/) minor.

Course Outcomes

At the end of this course, students should be able to:


- 201.1 Use statistical functions within a standard worksheet.
- 201.2 Use what-if techniques in a common spreadsheet application.
- 201.3 Implement advanced formulas and functions.
- 201.4 Import and export data in various formats .
- 201.5 Manipulate imported data.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

All reading material for this course is provided in each module. Although, there is no book to purchase, you must make certain you have the required software. Please refer to the [Module 0: Software in This Course](https://miamioh.instructure.com/courses/122353/pages/module-0-software-in-this-course) (<https://miamioh.instructure.com/courses/122353/pages/module-0-software-in-this-course>) page.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/122353/grades) (<https://miamioh.instructure.com/courses/122353/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning,

and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all

prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to

discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates








[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/122353/modules) (<https://miamioh.instructure.com/courses/122353/modules>) page.













When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/122353/modules) (<https://miamioh.instructure.com/courses/122353/modules>) button on the left to start the course.





[Jump to top of page.](#)


Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Fri Aug 30, 2019 |  About Me (https://miamioh.instructure.com/courses/122353/assignments/1180436) | due by 11:59pm |
| |  About Me: What did we learn about each other? (https://miamioh.instructure.com/courses/122353/assignments/1180435) | due by 11:59pm |
| Sun Sep 8, 2019 |  Module 1 Pivot Tables (https://miamioh.instructure.com/courses/122353/assignments/1180440) | due by 11:59pm |
| |  Module 1 Pivot Tables Mini Project (https://miamioh.instructure.com/courses/122353/assignments/1180441) | due by 11:59pm |
| |  Module 1 Pivot Tables Quiz (https://miamioh.instructure.com/courses/122353/assignments/1180425) | due by 11:59pm |
| Tue Sep 10, 2019 |  Module 2 Worksheets (https://miamioh.instructure.com/courses/122353/assignments/1387326) | due by 11:59pm |
| Sun Sep 15, 2019 |  Module 2 Creating Formulas | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/122353/assignments/1387330) | |
| |  Module 2 Worksheets Mini Project | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180444) | |
| |  Module 2 Worksheets Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180427) | |
| |  Module 3 Data and Datasets | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1387335) | |
| Sun Sep 22, 2019 |  Module 3 Managing Data | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1387336) | |
| |  Module 3 Securing Data | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1387362) | |
| |  Module 3 Applications Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180420) | |
| Sun Sep 29, 2019 |  Module 3 Mini Project: Excel Application | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180447) | |
| Mon Sep 30, 2019 |  Module 4: Retrospective 1 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180431) | |
| Sun Oct 6, 2019 |  Module 4 Advanced Functions Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180426) | |
| |  Module 4 Formatting | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1387341) | |
| |  Module 4 Formulas with Logic Operators | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1180449) | |
| |  Module 4 Lookups | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/122353/assignments/1387358) | |

| Date | Details | Due |
|------------------|--|----------------|
| |  Module 4 Mini Project: Customer Sales Data https://miamioh.instructure.com/courses/122353/assignments/1180450 | due by 11:59pm |
| |  Module 5 Financial Functions Quiz https://miamioh.instructure.com/courses/122353/assignments/1180424 | due by 11:59pm |
| Sun Oct 13, 2019 |  Module 5 Import/Export Data https://miamioh.instructure.com/courses/122353/assignments/1387357 | due by 11:59pm |
| |  Module 5 Real Estate Investment Mini Project https://miamioh.instructure.com/courses/122353/assignments/1180453 | due by 11:59pm |
| Sun Oct 27, 2019 |  Module 6 What If Quiz https://miamioh.instructure.com/courses/122353/assignments/1180419 | due by 11:59pm |
| Mon Oct 28, 2019 |  Module 7: Retrospective 2 https://miamioh.instructure.com/courses/122353/assignments/1180430 | due by 11:59pm |
| Sun Nov 3, 2019 |  Module 6 Mini Project: Budget Analysis & Projection https://miamioh.instructure.com/courses/122353/assignments/1180455 | due by 11:59pm |
| |  Module 7 Database Quiz https://miamioh.instructure.com/courses/122353/assignments/1180428 | due by 11:59pm |
| Sun Nov 10, 2019 |  Module 7 Common Statistics Tools https://miamioh.instructure.com/courses/122353/assignments/1387364 | due by 11:59pm |
| |  Module 7 Mini Project https://miamioh.instructure.com/courses/122353/assignments/1180456 | due by 11:59pm |
| Tue Nov 12, 2019 |  Module 8 3D Geo Mapping https://miamioh.instructure.com/courses/122353/assignments/1180457 | due by 11:59pm |
| Sun Nov 17, 2019 |  Module 8 Business Analysis Quiz https://miamioh.instructure.com/courses/122353/assignments/1180421 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Module 8 Mini Project Module 8 Mini Project | due by 11:59pm |
| |  Module 9 Quiz Module 9 Quiz | due by 11:59pm |
| Wed Nov 20, 2019 |  Module 9 MS Excel 2016 Charts Module 9 MS Excel 2016 Charts | due by 11:59pm |
| |  Module 9 Working with MS Excel 2019 Charts Module 9 Working with MS Excel 2019 Charts | due by 11:59pm |
| Sun Nov 24, 2019 |  Module 9 Mini Project Module 9 Mini Project | due by 11:59pm |
| Wed Nov 27, 2019 |  Module 9 Visualization Discussion Module 9 Visualization Discussion | due by 11:59pm |
| Sun Dec 1, 2019 |  Module 10 Statistics in Excel Module 10 Statistics in Excel | due by 11:59pm |
| Sun Dec 8, 2019 |  Module 10 Mini Project Module 10 Mini Project | due by 11:59pm |
| |  Module 10 Quiz Module 10 Quiz | due by 11:59pm |
| Wed Dec 11, 2019 |  Module 10 Summary Statistics Discussion Module 10 Summary Statistics Discussion | due by 11:59pm |
| |  Module 10 Correlation Discussion Module 10 Correlation Discussion | due by 11:59pm |
| Fri Dec 13, 2019 |  Final Course Retrospective Final Course Retrospective | due by 11:59pm |

| Date | Details | Due |
|------|--|----------------|
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/122353/assignments/2096500) | due by 11:59pm |

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

****Semester instructor edit as needed and then remove this text and the yellow highlighting****

COURSE INSTRUCTORS TO EDIT THIS TO REFLECT ITEMS IN YOUR COURSE

This introduction should be welcoming and give the students a sense of who you are and your personality. The idea is to help students understand that online courses are taught by real instructors, not just the computer!

Answer the following sample questions: What is your educational background? Why did you choose your discipline? What is your teaching/professional experience? What do you like about teaching this course? What are your interests outside of the classroom?


You can include a picture (click embed image) and/or record a short welcome video (click record/upload media) using the rich text editor.

Instructor Contact Information

- **Name:** First Last
- **Email:** uniqueID@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology (CIT):

- **Website:** [Department of Computer and Information Technology Website](https://www.miamioh.edu/regionals/academics/departments/cit/index.html) 
(<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)
- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu
- **Address:**
 - Hamilton Campus Mosler Hall 301
 - Middletown Campus Johnston Hall

About the CIT 205 - Agile Launchpad I

Catalog Description

Agile is a term for a set of values, principles, and practices that have been shown to improve the efficiency, productivity, and quality of software development and delivery. The key objectives are to deliver value to the customer while mitigating risk in the development process. This course addresses the agile way of working. Students will learn and apply the values, principles, and practices of Agile while working in a multi-disciplinary team. The course includes a significant practicum experience in which students collaborate with a customer to work on a project using the Agile approach.

Credit hours: 3 semester hours

Practicum

The course integrates classroom instruction with a practical project. Students will apply the theory of Agile to a practical project as part of an interdisciplinary, and potentially international, team. Students will:

- Participate in interdisciplinary teams of 5-8 students
- Create and abide by a team social contract
- Participate in stand-ups, showcases, and retrospectives
- Meet regularly with product customers and stakeholders in showcases and story workshops
- Practicum may require additional out-of-class work to develop a product for a client

Learning Outcomes

At the end of the course, students will be able to:

1. Describe the history and mindset of Agile
2. Describe and apply Agile practices that facilitate effective communication and Agile values
3. Describe and apply Agile practices that facilitate effective customer interaction in order to control risks and adapt to change in product development
4. Describe and apply practices that help the team to quickly deliver products that are of value to the customer
5. Describe and apply Agile practices that help the team to plan, monitor, and improve their way of working
6. Describe and apply Agile practices and mindset to the course project within a team environment

Module Content

Modules consist of the following items (some modules may not include all components):

- Introduction - Highlights the topic(s) we will explore.
- Objectives - What you should be able to do in order to demonstrate your learning.
- Readings - Assignments from your textbook and, occasionally, outside sources.
- Learning Activities - Activities and assignments you should complete individually.
- Group Work - Activities and assignments you should complete with your small group.
- Discussion - An online discussion via the discussion board.


As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.



Agile Course Sequence

This course is the first in a series of three courses in which students attain an ICAgile certification upon the successful completion of each course. These courses are the Agile Foundation Concentration in the Information Technology- Bachelor of Science in Information Technology for CIT majors and the Increasing Productivity Through Agile Thematic sequence for non-CIT majors.

Information Technology- Bachelor of Science in Information Technology Foundation Concentration: Agile

Agile Courses




| Code | Title | Credit Hours |
|---|-------------------|--------------|
| CIT 205  (https://bulletin.miamioh.edu/search/?P=CIT%20205) | Agile Launchpad I | 3 |

| Code | Title | Credit Hours |
|---|---|--------------|
| CIT 306  (https://bulletin.miamioh.edu/search/?P=CIT%20306) | Agile: Business Value Analysis | 3 |
| CIT 307  (https://bulletin.miamioh.edu/search/?P=CIT%20307) | Agile: Project Management | 3 |

Thematic Sequence CIT 2: Increasing Productivity Through Agile

Agile culture is being adopted across disciplines and organizations. Agile helps teams to work collaboratively, efficiently, and effectively. Agile teams produce higher quality work, have increased productivity, and adapt better to change. CIT 2 provides students across all disciplines the opportunity to learn and practice the Agile way of thinking and working. Agile rituals and practices are introduced. Students work on an Agile project with a client, gain business value analysis knowledge in an Agile organization, and learn Agile project management skills. Each course offers an opportunity to earn an ICAgile industry certification. **Note:** CIT 2 as a *thematic sequence* is not open to majors in the Department of Computer and Information Technology.

Agile Courses

| Code | Title | Credit Hours |
|---|---|--------------|
| CIT 205  (https://bulletin.miamioh.edu/search/?P=CIT%20205) | Agile Launchpad I | 3 |
| CIT 306  (https://bulletin.miamioh.edu/search/?P=CIT%20306) | Agile: Business Value Analysis | 3 |
| CIT 307  (https://bulletin.miamioh.edu/search/?P=CIT%20307) | Agile: Project Management | 3 |
| Total Credit Hours | | 9 |

Syllabus

Please note that this syllabus is subject to additions, deletions, or other modifications. Please read each section carefully.

Download a printable version of this syllabus here. [Instructor - add a printable syllabus specific to the semester here. or delete this sentence if there isn't a separate printable version of the syllabus.]

If you need any accommodations, contact [Disability Services](https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html) [⇒ \(https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html\)](https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html) and your instructor.

Grading, Activities, & Assessments

It's important that you understand how your work in this course will be assessed.

Attendance

Attendance at all classes required unless an absence is pre-approved. Attaining ICAgile certification requires students to be present.

Late Assignments

Late assignments will not be accepted unless you have been granted an extension ahead of time or if you have an extenuating circumstance. Acceptance of extenuating circumstances and the revised conditions under which you will turn in your late work will be determined by the instructor. Computer or technology issues are not acceptable reasons for late work. All major assignments must be submitted to pass this course.

Grading

| Item | Percentage of grade |
|--|-----------------------------|
| Attendance at all classes required unless an absence is pre-approved | Required to pass the course |
| Assignments: Canvas discussions Book review and presentation Personal biography paper | 30% |

| | |
|--|-----|
| Personal Value Statements: Team project individual accomplishments reflection Final exam reflection paper | 40% |
| Client Project: Team project Final project delivery | 30% |

Grade Scale


The following grading scale will be used:

- A+ 100-98%
- A 97-92%
- A- 91-90%
- B+ 87-89%
- B 86-82%
- B- 81-80%
- C+ 79-77%
- C 76-72%
- C- 71-70%
- D+ 69-67%
- D 66-62%
- D- 61-60%
- F 59% and below

Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](#) 

<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html> website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

You, as a student, should try your best to:

- Attend all synchronous class meetings.
- Participate actively and add value during the course project.
- Check the Canvas class site at least 4 times a week.
- Check your Miami email every 24-48 hours.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.

- Spend at least 12 hours a week studying and completing assignments for this class.
- Submit work that demonstrates a clear understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

I, as the instructor, will try my best to:

- Check the Canvas class site every day to monitor discussion board postings and check assignments.
- Check my email at least twice a day Monday-Friday. (I do NOT check my email on weekend).
- Respond to all email within 48 hours (except on weekends).
- Post all grades in a timely manner.
- Maintain posted office hours (face-to-face and/or online).




Additional Information












In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/132674/modules\)](https://miamioh.instructure.com/courses/132674/modules) page.











When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/132674/modules\)](https://miamioh.instructure.com/courses/132674/modules) button on the left to start the course.






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Course Summary:

| Date | Details | Due |
|------|---|-----|
| |  Module 3: Iteration 1 Individual Accomplishments [Individual] https://miamioh.instructure.com/courses/132674/assignments/1361103 | |
| |  Module 3: Iteration 2 Individual Accomplishments [Individual] https://miamioh.instructure.com/courses/132674/assignments/1361885 | |
| |  Module 3: Iteration 3 Individual Accomplishments [Individual] https://miamioh.instructure.com/courses/132674/assignments/1361887 | |

| Date | Details | Due |
|------|---|-----|
| |  Module 3: Iteration 4 Individual Accomplishments [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361886) | |
| |  Class Session Activity: Collaborative Playlists [Class Activity] (https://miamioh.instructure.com/courses/132674/assignments/1362632) | |
| |  Class Session Activity: Geometrically Challenged [Class Activity] (https://miamioh.instructure.com/courses/132674/assignments/1362633) | |
| |  Class Session Activity: Jedi 21 [Class Activity] (https://miamioh.instructure.com/courses/132674/assignments/1365222) | |
| |  Module 0: About Me Assignment [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1360410) | |
| |  Module 1: 01 History [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361088) | |
| |  Module 1: 02 Mindset [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361087) | |
| |  Module 1: 03 Customer Focus [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361086) | |
| |  Module 1: 04 Planning [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361085) | |
| |  Module 1: 05 Delivery [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361084) | |
| |  Module 1: 06 Leading and Monitoring [Individual] | |

| Date | Details | Due |
|------|---|-----|
| | (https://miamioh.instructure.com/courses/132674/assignments/1361083) | |
| |  Module 1: 07 Deliver Quality [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361082) | |
| |  Module 1: Agile Book Review [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361089) | |
| |  Module 2: Agile Practice: Amusement Park [Class Activity] (https://miamioh.instructure.com/courses/132674/assignments/1362574) | |
| |  Module 2: Agile Practice: Improving Canvas [Class Activity] (https://miamioh.instructure.com/courses/132674/assignments/1361090) | |
| |  Module 2: Agile Practice: Student Much Ado [Class Activity] [Optional] (https://miamioh.instructure.com/courses/132674/assignments/1363887) | |
| |  Module 3: Daily Standups [Individual] [Project Team Determined] (https://miamioh.instructure.com/courses/132674/assignments/1361092) | |
| |  Module 3: Iteration 1 Showcase [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361334) | |
| |  Module 3: Iteration 2 Showcase [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361869) | |
| |  Module 3: Iteration 3 Showcase [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361870) | |
| |  Module 3: Iteration 4 Showcase [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361871) | |

| Date | Details | Due |
|------|---|-----|
| |  Module 3: Iteration Final Showcase [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361872) | |
| |  Module 3: Project Kickoff [Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361095) | |
| |  Module 4: Final Group Retrospective [Individual and Project Team] (https://miamioh.instructure.com/courses/132674/assignments/1361289) | |
| |  Module 4: Final Individual Reflection and Individual Accomplishments [Individual] (https://miamioh.instructure.com/courses/132674/assignments/1361093) | |
| |  Module X: Sample Assignment (https://miamioh.instructure.com/courses/132674/assignments/1360500) | |

Course Syllabus

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 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 214 - Database Design and Development

Practical and applied approach to database management design and development. Introduction to database planning, design and management, data modeling and representation, and fundamental concepts of database access. Includes the study of design models with a focus on the relational model and includes the commonly used database systems. Will include hands-on experiences. Prerequisite: CIT 168.

Why this course?

This course is required and a foundation of the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/), [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) and in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/). Additionally, this course is required in the [Data Intelligence through IT](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/) minor.

Course Outcomes

At the end of this course, students should be able to:

- CIT 214.1 Explain common database terms and concepts.
- CIT 214.2 Apply SQL to create, read, update, and delete relational tables and records.
- CIT 214.3 Apply recognized database principles such as basic entity relationship modeling to develop database designs.
- CIT 214.4 Design and implement a normalized relational database.
- CIT 214.5 Describe current trends in the database field.
- CIT 214.6 Identify factors that need to be considered when selecting database management systems.


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home"

navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

All material for this course are available via [Cengage Unlimited](https://miamioh.instructure.com/courses/134429/pages/m0-cengage-unlimited) (<https://miamioh.instructure.com/courses/134429/pages/m0-cengage-unlimited>). Refer to the [M0: Software in This Course](https://miamioh.instructure.com/courses/134429/pages/m0-software-in-this-course) (<https://miamioh.instructure.com/courses/134429/pages/m0-software-in-this-course>) page for additional required software/applications and instructions for installation.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/134429/grades) (<https://miamioh.instructure.com/courses/134429/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or

completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates






The academic calendar is online. [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the **Modules** (<https://miamioh.instructure.com/courses/134429/modules>) page.













When you finish reviewing this syllabus page, click the **Modules** (<https://miamioh.instructure.com/courses/134429/modules>) button on the left to start the course.














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Course Summary:









| Date | Details | Due |
|------------------|---|----------------|
| Sun Jan 31, 2021 |  M0: About Me (https://miamioh.instructure.com/courses/134429/assignments/1505728) | due by 11:59pm |
| |  M0: AWS Account Set Up (https://miamioh.instructure.com/courses/134429/assignments/1505729) | due by 11:59pm |
| |  M0: CIT 214 Pre-Assessment (https://miamioh.instructure.com/courses/134429/assignments/1529250) | due by 11:59pm |
| |  M0: Connecting AWS to MySQL Workbench (https://miamioh.instructure.com/courses/134429/assignments/1684172) | due by 11:59pm |
| |  M0: Set Up MS Visio (https://miamioh.instructure.com/courses/134429/assignments/1576752) | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|---|
| Sun Feb 7, 2021 |  M0: Set Up MySQL https://miamioh.instructure.com/courses/134429/assignments/1576753 | due by 11:59pm |
| |  Chapter One Quiz https://miamioh.instructure.com/courses/134429/assignments/1593595 | due by 11:59pm |
| |  M0: What Did We Learn About Each Other? https://miamioh.instructure.com/courses/134429/assignments/1505727 | due by 11:59pm |
| |  M1: Project Book Template https://miamioh.instructure.com/courses/134429/assignments/1582201 | due by 11:59pm |
| |  M1: Topic - Introduction to Database Management Current Events Assignment https://miamioh.instructure.com/courses/134429/assignments/1542699 | due by 11:59pm |
| |  M1: Understanding Data Group Assignment https://miamioh.instructure.com/courses/134429/assignments/1550132 | due by 11:59pm |
| |  M1: Relationship Quiz https://miamioh.instructure.com/courses/134429/assignments/1589802 | due by 11:59pm |
| |  Chapter Two Quiz https://miamioh.instructure.com/courses/134429/assignments/1593668 | due by 11:59pm |
| |  M1: Project Deliverable 1 https://miamioh.instructure.com/courses/134429/assignments/2006808 | due by 11:59pm |
| | Sun Feb 14, 2021 |  M1: Retrospective 1 https://miamioh.instructure.com/courses/134429/assignments/1550128 |
| |  M1: Topic - Data Models Assignment https://miamioh.instructure.com/courses/134429/assignments/1576696 | due by 11:59pm |
| |  oldM1: Project Deliverable 2 https://miamioh.instructure.com/courses/134429/assignments/1582208 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Feb 21, 2021 |  Chapter Three Quiz https://miamioh.instructure.com/courses/134429/assignments/1593670 | due by 11:59pm |
| |  M2: Topic - Importance of Good Design Assignment https://miamioh.instructure.com/courses/134429/assignments/1542716 | due by 11:59pm |
| Sun Feb 28, 2021 |  Chapter Four Quiz https://miamioh.instructure.com/courses/134429/assignments/1593671 | due by 11:59pm |
| |  M2: Database Design - Choosing a DBMS Assignment https://miamioh.instructure.com/courses/134429/assignments/1578153 | due by 11:59pm |
| Sun Mar 7, 2021 |  M2: Cardinality Quiz https://miamioh.instructure.com/courses/134429/assignments/1589066 | due by 11:59pm |
| |  Chapter Six Quiz https://miamioh.instructure.com/courses/134429/assignments/1593672 | due by 11:59pm |
| Sun Mar 14, 2021 |  M2: Database Design - Normalization Employee Project Assignment https://miamioh.instructure.com/courses/134429/assignments/1582797 | due by 11:59pm |
| |  M2: Database Design - Normalization Project Task Assignment https://miamioh.instructure.com/courses/134429/assignments/1582798 | due by 11:59pm |
| Sun Mar 21, 2021 |  M2: Project Deliverable 2 https://miamioh.instructure.com/courses/134429/assignments/2006809 | due by 11:59pm |
| |  oldM2: Project Deliverable 3 https://miamioh.instructure.com/courses/134429/assignments/1582209 | due by 11:59pm |
| Sun Mar 28, 2021 |  M2: Database Design - Normalization Grey's Rooming House Assignment https://miamioh.instructure.com/courses/134429/assignments/1582800 | due by 11:59pm |
| Sun Apr 4, 2021 |  M2: Retrospective 2 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/134429/assignments/1542702) | |
| |  M2: Project Deliverable 3 (https://miamioh.instructure.com/courses/134429/assignments/2006810) | due by 11:59pm |
| |  oldM2: Project Deliverable 4 (https://miamioh.instructure.com/courses/134429/assignments/1582210) | due by 11:59pm |
| Sun Apr 11, 2021 |  M2: Normalization Exam (https://miamioh.instructure.com/courses/134429/assignments/1583963) | due by 11:59pm |
| |  oldM2: Project Deliverable 5 (https://miamioh.instructure.com/courses/134429/assignments/1582211) | due by 11:59pm |
| |  M3: DDL Assignment (https://miamioh.instructure.com/courses/134429/assignments/1579875) | due by 11:59pm |
| |  M3: DML JOIN (https://miamioh.instructure.com/courses/134429/assignments/1581890) | due by 11:59pm |
| |  M3: DML More JOINS (https://miamioh.instructure.com/courses/134429/assignments/1581893) | due by 11:59pm |
| Sun Apr 18, 2021 |  M3: DML Nobel Tutorial and Quiz (https://miamioh.instructure.com/courses/134429/assignments/1581873) | due by 11:59pm |
| |  M3: DML SUM and COUNT (https://miamioh.instructure.com/courses/134429/assignments/1581877) | due by 11:59pm |
| |  M3: DML World Tutorial and Quiz (https://miamioh.instructure.com/courses/134429/assignments/1579948) | due by 11:59pm |
| Sun Apr 25, 2021 |  M3: DAL Assignment (https://miamioh.instructure.com/courses/134429/assignments/1581894) | due by 11:59pm |
| |  M3: MySQL Assignment (https://miamioh.instructure.com/courses/134429/assignments/1581930) | due by 11:59pm |
| |  M3: Project Deliverable 4 (https://miamioh.instructure.com/courses/134429/assignments/2006811) | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| |  M3: Retrospective 3 https://miamioh.instructure.com/courses/134429/assignments/1542701 | due by 11:59pm |
| |  oldM3: Project Deliverable 6 https://miamioh.instructure.com/courses/134429/assignments/1582212 | due by 11:59pm |
| |  M3: Final Course Retrospective https://miamioh.instructure.com/courses/134429/assignments/1542700 | due by 11:59pm |
| Sun May 2, 2021 |  M3: Final Project Deliverable https://miamioh.instructure.com/courses/134429/assignments/1582213 | due by 11:59pm |
| |  Update Student Portfolio https://miamioh.instructure.com/courses/134429/assignments/2096499 | due by 11:59pm |
| |  Other Database Topics: Business Intelligence and Data Warehouses https://miamioh.instructure.com/courses/134429/assignments/1581961 | due by 11:59pm |
| Sat May 8, 2021 |  Other Database Topics: Database Performance Tuning and Query Optimization https://miamioh.instructure.com/courses/134429/assignments/1581959 | due by 11:59pm |
| |  Other Database Topics: Transaction Management and Concurrency Control https://miamioh.instructure.com/courses/134429/assignments/1581958 | due by 11:59pm |
| |  Chapter 1 Quiz https://miamioh.instructure.com/courses/134429/assignments/1577842 | |
| |  Chapter 2 Quiz Canvas https://miamioh.instructure.com/courses/134429/assignments/1577856 | |
| |  Chapter 3 Quiz Canvas https://miamioh.instructure.com/courses/134429/assignments/1577857 | |
| |  Chapter 4 Quiz Canvas https://miamioh.instructure.com/courses/134429/assignments/1577858 | |

| Date | Details | Due |
|------|---|-----|
| |  Chapter 6 Quiz Canvas (https://miamioh.instructure.com/courses/134429/assignments/1577859) | |
| |  M2: Information Booth Activity 2 Quiz (https://miamioh.instructure.com/courses/134429/assignments/2231919) | |
| |  Small Database Scenario - Church Library (https://miamioh.instructure.com/courses/134429/assignments/1582202) | |
| |  Small Database Scenario - Club Dining Scenario (https://miamioh.instructure.com/courses/134429/assignments/1582203) | |
| |  Small Database Scenario - Customer Training Sessions (https://miamioh.instructure.com/courses/134429/assignments/1582204) | |
| |  Small Database Scenario - Electric Company (https://miamioh.instructure.com/courses/134429/assignments/1582205) | |
| |  Small Database Scenario - Machine Assembly (https://miamioh.instructure.com/courses/134429/assignments/1582206) | |
| |  Small Database Scenario - Small Medical Office (https://miamioh.instructure.com/courses/134429/assignments/1582207) | |

CIT 225 Fundamentals of DevOps

Department of Computer and Information Technology

Contact: Amy Francko

Phone: 513-785-3132

Email: franckaw@MiamiOH.edu (mailto:franckaw@MiamiOH.edu)

Address: Hamilton Campus, 301 Mosler Hall

Course Description

An introduction to DevOps thinking as an extension to Agile. Introduces the concepts of configuration management, continuous integration and continuous delivery that support DevOps and covers the cultural changes required for successful DevOps implementation. This course leads to an ICAgile certification.

Prerequisite(s): CIT 205 and CSE 163.

Course Outcomes

1. Define DevOps.
2. Identify the cultural changes required for successful DevOps Implementation.
3. Articulate the rationale for DevOps.
4. Apply DevOps to the practices of Lean, Agile, and Systems Thinking.
5. Differentiate between the components of the DevOps cycle including configuration management, continuous integration, and continuous delivery.
6. List the aspects to consider when implementing DevOps including managing infrastructure and databases.
7. Build a CI/CD pipeline using industry standard tools to provision environments and deploy systems.

Textbook:

Grade Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Week 1

Module 0: Course Introduction

- Technology Setup
- Microcredential Opportunity
- Environment Walk-through

Week 2-3

Module 1: The Case for DevOps

- Lecture: The Case for Devops
- Quiz
- Workbook Questions
- Student Project Video/Retrospective
- Workbook Reflection Essay

Week 4-5

Module 2: Configuration Management

- Lecture: Configuration Management
- Quiz
- Workbook Questions
- Student Project Video/Retrospective
- Workbook Reflection Essay

Week 6-7

Module 3: Configuration Integration

- Lecture: Configuration Integration
- Quiz
- Workbook Questions
- Student Project Video/Retrospective
- Workbook Reflection Essay

Week 8-10

Module 4: Continuous Delivery

- Lecture: Continuous Delivery
- Quiz
- Workbook Questions

- Student Project Video
- Workbook Reflection Essay

Week 11-13

Module 5: Operations

- Lecture: Operations
- Quiz
- Workbook Questions
- Student Project Video
- Workbook Reflection Essay

Week 14

Module 6: Final Project Presentation

Week 15

Module 6: Final exam.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 231 - HIT Around the World

This course provides a background into the history of, and a current overview of, healthcare IT in the US and around the world. Students will consider healthcare IT in the context of civic responsibility with consideration to the origins and contexts of global forces that have created the current landscape. Students will examine how clinical, financial, and administrative data flows through the healthcare organization, and how information technology can be used to improve patient outcomes. Prerequisite: None

Why this course?

This course is required in [Health Information Technology \(https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) major. Additionally, this course meets the global requirement in the Global Miami Plan as well as the Global Perspective requirement in the new Miami Global Plan (see Additional Information section of this syllabus).

Course Outcomes

At the end of this course, students should be able to:

- 231.1 Summarize the history of healthcare information technology.
- 231.2 Identify the various types of healthcare professionals/facilities/organizations in the US and around the world.
- 231.3 Consider the impact of global culture and equity issues in the delivery of healthcare and related technologies.
- 231.4 Contrast how healthcare is paid for in the US and around the world and explain how that affects Healthcare IT.
- 231.5 Articulate the flow of data in a number of different healthcare settings.
- 231.6 Use an Electronic Health Record to schedule, document, and summarize a healthcare encounter.


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of

an overview page, module outcomes, readings, case studies, essays, portfolio, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials


Required Text(s)

McCormick, Kathleen A.; Gugerty, Brian; and Mattison, John E.. *Healthcare Information Technology Exam Guide for CHTS and CAHIMS Certifications*. New York: McGraw-Hill Education, 2017.

Please refer to the [Module 0: Software in This Course page](https://miamioh.instructure.com/courses/170991/pages/module-0-software-in-the-course) (<https://miamioh.instructure.com/courses/170991/pages/module-0-software-in-the-course>) for other course material.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/170991/grades) (<https://miamioh.instructure.com/courses/170991/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Miami Plan Foundation

Complementary to the specialized courses in their majors, all Miami students complete the Miami Global Plan (MGP) for Liberal Education. The MGP culminates in the presentation of your Miami Moments Album comprised of your major requirements, perspectives courses, signature inquiries, and knowledge in action components.

While each of these components entails specific and measurable outcomes, the overall MGP experience will develop transferable skills in four Pillars that embody the values and mission of a Miami education.

Four Pillars

Civic-Mindedness and Social Engagement

Students understand and articulate how their research and studies relate to the greater social good; they understand their education not simply as preparation for a better job but as preparation for global civic engagement and service to others. In this course, students will examine how creating positive global public health outcomes is essential in the promotion of equitable access to healthcare and global economic stability.

Collaboration and Innovation

Students will gain experience in collaborative and innovative research, effective teamwork, adaptability, creativity, entrepreneurship, leadership, and technology literacy. In this course, students will be provided a multitude of opportunities to collaborate and participate in academic and professional experiences. In each module, students will share and compare their research on topics within their selected countries. The purpose is to create a shared understanding. Beyond the classrooms, students will collaborate to provide public services within the professional environment.

Critical and Integrative Thinking

Students systematically research and explore complex claims, objects, texts, and problems through the development of questions and hypotheses, collection and analysis of evidence, the formation of sound conclusions or judgments, and a habit of self-scrutiny and revision. In this course, students systematically analyze health information technology from the perspective of various stakeholders: patient, clinician, administration, business associate, and legislator. Students are required to identify stakeholders and role-play to empathize with that stakeholder and consider how technology might improve their situation.

Communication and Expression

Students have the capacity to communicate research and ideas—and, as applicable, to persuade—with sophistication, force, and clarity, orally, in writing, and through other audio/visual/semiotic means. Students will improve their ability to explain technology to a non-technical audience. Presentations are evaluated based on clarity, and effective communication to different audiences with special consideration to professional standards such as closed captioning.

Perspective Area

These courses broaden your intellectual skills by equipping you to examine issues from the perspectives of different academic disciplines and interdisciplinary departments and to engage with different cultural perspectives. You will be prepared to bring new perspectives to bear on problems addressed in your future professional and civic life.

Miami Global Outcomes

By the end of their Miami Capstone courses, students will be able to:

1. Describe the origins and contexts of global forces such as imperialism, colonialism, international financial institutional debt, slavery, etc., and their impacts on individuals and collective groups
2. Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs.(specify relationships formed by imperialism, colonialism, international financial institutional debt, slavery, etc.)
3. Identify and analyze the consequences of global forces (e.g. imperialism, colonialism, international financial institutional debt, slavery) and their impacts on individuals and collective groups.

In an MGP Perspective area course, specifically, a Global Inquiry course, students will analyze and discuss various case studies, present research on current global healthcare issues, and collaborate in groups. At the end of this course, students should understand the global forces and inequity among institutions and societies that impact the implementation and adoption of technology to solve healthcare issues. At the beginning of the course, each student will choose a unique country that they will research and present their findings to the class at various intervals. This research will be directed by the module outcomes. For example, when examining diversity, inclusion, and healthcare equity, the students will need to choose a potentially marginalized population in their country. They will present their findings on how or if healthcare equity is addressed in that country.

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive

Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report,

we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates

[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/170991/modules) (<https://miamioh.instructure.com/courses/170991/modules>) page.












When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/170991/modules) (<https://miamioh.instructure.com/courses/170991/modules>) button on the left to start the course.













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Course Summary:












| Date | Details | Due |
|------------------|---|----------------|
| Fri Aug 26, 2022 |  Module 0: About Me Assignment | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2049373 | |
| |  Module 0: Syllabus Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2047726 | |
| |  Module 0: Group Project Practice | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2047729 | |
| Sun Aug 28, 2022 |  Module 0: Technology Set-Up | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2047730 | |
| |  Module 0: Works Cited Page Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2071597 | |
| |  Module 1: Chapter 2 Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2047775 | |
| Wed Aug 31, 2022 |  Module 1: Choose One Global Health Organization Discussion | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170991/assignments/2047780 | |




| Date | Details | Due |
|------------------|--|----------------|
| Fri Sep 2, 2022 |  Module 1: Global Health Organization Discussion Replies Reminder | to do: 11:59pm |
| |  Module 1: EHRGO Assignment https://miamioh.instructure.com/courses/170991/assignments/2047778 | due by 11:59pm |
| |  Module 1: Health Care: How Healthcare works around the world https://miamioh.instructure.com/courses/170991/assignments/2047777 | due by 11:59pm |
| Sun Sep 4, 2022 |  Module 1: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2051579 | due by 11:59pm |
| |  Module 1: What Did We Learn About Each Other? Discussion https://miamioh.instructure.com/courses/170991/assignments/2047728 | due by 11:59pm |
| |  Module 1: Journal Discussion Replies Reminder | to do: 11:59pm |
| |  Module 1: What Did We Learn About Each Other? Discussion Replies Reminder | to do: 11:59pm |
| Wed Sep 7, 2022 |  Module 2: Chapter 4 Quiz https://miamioh.instructure.com/courses/170991/assignments/2051495 | due by 11:59pm |
| |  Module 2: Clinical Trials Seek to Fix Their Lack of Racial Mix Assignment https://miamioh.instructure.com/courses/170991/assignments/2051498 | due by 11:59pm |
| |  Module 2: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2055666 | due by 11:59pm |
| Sat Sep 10, 2022 |  Module 2: Journal Discussion Replies Reminder | to do: 11:59pm |
| Sun Sep 11, 2022 |  Module 2: Connecting Modern Medicine to Traditional Healing | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051496) | |
| |  Module 2: EHRGO Cultural Competency, Awareness, and Sensitivity Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051499) | due by 11:59pm |
| |  Module 2: Racism Affects More Than Patients Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051497) | due by 11:59pm |
| |  Module 3: Chapter 1 Quiz (https://miamioh.instructure.com/courses/170991/assignments/2051502) | due by 11:59pm |
| |  Module 3: EHRGO Systemic Racism in Healthcare Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051514) | due by 11:59pm |
| Sun Sep 18, 2022 |  Module 3: Global Supply Chain in Healthcare IT Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051512) | due by 11:59pm |
| |  Module 3: Journal Discussion (https://miamioh.instructure.com/courses/170991/assignments/2055692) | due by 11:59pm |
| Wed Sep 21, 2022 |  Module 3: Journal Discussion Replies Reminder | to do: 11:59pm |
| Sun Sep 25, 2022 |  Module 4: Chapter 16 Quiz (https://miamioh.instructure.com/courses/170991/assignments/2051068) | due by 11:59pm |
| |  Module 4: Complete a Job Search for Health Equity Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051126) | due by 11:59pm |
| |  Module 4: EHRGO Assignment Processing Prescriptions A -Public Health Decisions (https://miamioh.instructure.com/courses/170991/assignments/2051128) | due by 11:59pm |
| |  Module 4: Equitable Access and Public Health Decisions | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | Assignment https://miamioh.instructure.com/courses/170991/assignments/2058521 | |
| |  Module 4: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2078310 | due by 11:59pm |
| Wed Sep 28, 2022 |  Module 4: Journal Discussion Replies Reminder | to do: 11:59pm |
| |  Module 5: Chapter 17 Quiz https://miamioh.instructure.com/courses/170991/assignments/2051069 | due by 11:59pm |
| |  Module 5: EHRGO Creating a Claim Assignment https://miamioh.instructure.com/courses/170991/assignments/2051127 | due by 11:59pm |
| Sun Oct 2, 2022 |  Module 5: Fishbone Diagram Assignment https://miamioh.instructure.com/courses/170991/assignments/2051156 | due by 11:59pm |
| |  Module 5: HIPAA as part of HITECH Act Assignment https://miamioh.instructure.com/courses/170991/assignments/2051155 | due by 11:59pm |
| |  Module 5: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2078311 | due by 11:59pm |
| Wed Oct 5, 2022 |  Module 5: Journal Discussion Replies Reminder | to do: 11:59pm |
| Sun Oct 9, 2022 |  Module 6: Chapter 5 Quiz https://miamioh.instructure.com/courses/170991/assignments/2051070 | due by 11:59pm |
| |  Module 6: EHRGO The Power of EHR Assignment https://miamioh.instructure.com/courses/170991/assignments/2051167 | due by 11:59pm |
| |  Module 6: Hardware Companies Assignment https://miamioh.instructure.com/courses/170991/assignments/2051166 | due by 11:59pm |
| |  Module 6: Innovative Hardware Assignment | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/170991/assignments/2051165) | |
| |  Module 6: Journal Discussion (https://miamioh.instructure.com/courses/170991/assignments/2078312) | due by 11:59pm |
| Wed Oct 12, 2022 |  Module 6: Journal Discussion Replies Reminder | to do: 11:59pm |
| |  Module 7: Chapter 6 Quiz (https://miamioh.instructure.com/courses/170991/assignments/2051071) | due by 11:59pm |
| |  Module 7: EHRGO Introduction to Privacy and Security Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051171) | due by 11:59pm |
| Sun Oct 16, 2022 |  Module 7: Journal Discussion (https://miamioh.instructure.com/courses/170991/assignments/2078313) | due by 11:59pm |
| |  Module 7: Software and Health Privacy Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051170) | due by 11:59pm |
| |  Module 7: Software/Interoperability Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051169) | due by 11:59pm |
| Wed Oct 19, 2022 |  Module 7: Journal Discussion Replies Reminder | to do: 11:59pm |
| Sun Oct 30, 2022 |  Module 8: Chapter 18 Quiz (https://miamioh.instructure.com/courses/170991/assignments/2051072) | due by 11:59pm |
| |  Module 8: Consider Digital Solutions Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051173) | due by 11:59pm |
| |  Module 8: Creating an Effective Message for Various Groups Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051174) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 8: EHRGO Ethical Dilemmas Assignment https://miamioh.instructure.com/courses/170991/assignments/2051177 | due by 11:59pm |
| |  Module 8: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2078314 | due by 11:59pm |
| |  Module 8: View Professional Organization Conference Assignment https://miamioh.instructure.com/courses/170991/assignments/2051176 | due by 11:59pm |
| Mon Oct 31, 2022 |  Rough Draft/Outline - Final Project https://miamioh.instructure.com/courses/170991/assignments/2240175 | due by 11:59pm |
| Wed Nov 2, 2022 |  Module 8: Journal Discussion Replies Reminder | to do: 11:59pm |
| Wed Nov 16, 2022 |  Module 9: Journal Discussion https://miamioh.instructure.com/courses/170991/assignments/2078317 | due by 11:59pm |
| Sat Nov 19, 2022 |  Module 9: Journal Discussion Replies Reminder | to do: 11:59pm |
| |  Module 9: Create LinkedIn Profile Assignment https://miamioh.instructure.com/courses/170991/assignments/2051516 | due by 11:59pm |
| Sun Nov 20, 2022 |  Module 9: Creating an Effective Message for Various Groups Discussion https://miamioh.instructure.com/courses/170991/assignments/2073989 | due by 11:59pm |
| |  Module 9: Professional Career and Consumer Connections Assignment https://miamioh.instructure.com/courses/170991/assignments/2051464 | due by 11:59pm |
| Wed Nov 23, 2022 |  Module 9: Creating an Effective Message for Various Groups Replies Reminder | to do: 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Nov 27, 2022 |  Update Student Portfolio (https://miamioh.instructure.com/courses/170991/assignments/2096502) | due by 11:59pm |
| Tue Nov 29, 2022 |  Module 10: Final Project Assignment (https://miamioh.instructure.com/courses/170991/assignments/2051517) | due by 11:59pm |
| |  Final Reflection (https://miamioh.instructure.com/courses/170991/assignments/2228924) | |

Course Syllabus

[Jump to Today](#)
 Edit


Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](https://www.miamioh.edu/regionals/academics/departments/cit/index.html)  (<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)

Contact: Amy Francko





- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

Course Description

An introduction to global cybersecurity. Provides practical experience in evaluating, monitoring, and hardening assets against cyber threats. This course leads to the CompTIA Security+ certification. Prerequisite: None.

Why this course?

This course is required and a foundation of the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/>) and the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). Additionally, this is the first course in the [Cybersecurity Administration](https://nextbulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/)  (<https://nextbulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/>) minor.

Course Outcomes

At the end of this course, students should be able to:

- 258.1 Identify laws and policies that are relevant to information security around the world.
- 258.2 Assess the security posture of a computer system.
- 258.3 Implement basic security solutions using appropriate network devices.
- 258.4 Monitor security devices in a computer network.
- 258.5 Respond to basic security events and incidents.
- 258.6 Apply principles of governance, risk, and compliance to information security problems.
- 258.7 Explain the implications of global cybersecurity threats.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations and assignments including quizzes, group and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.

Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[9 Free Tools to Make Your Video Captioning Easier...](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)" Amara Blog accessed 12-2-2019. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)

All material for this course is delivered via [TestOut](https://w3.testout.com/). See Module 0 for instructions.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, accessing Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208).

Slack

You will be using this application for the duration of this course to communicate with your peers and with your instructor.

- [Terms of Service](https://slack.com/terms-of-service/user)
- [Acceptable Use Policy](https://slack.com/acceptable-use-policy)
- [Privacy Policy](https://slack.com/trust/privacy/privacy-policy)
- [Accessibility Settings](https://slack.com/accessibility)

TestOut

We'll be using a program called TestOut for the duration of this course. You'll use this LTI to review lecture and lesson material that has replaced a textbook and then it will provide you exercises to complete for a grade. Don't forget to review the faculty presentation at the beginning of each module!

- [Terms of Service \(https://testoutce.com/pages/terms-of-service\)](https://testoutce.com/pages/terms-of-service)
- [Privacy Policy \(https://w3.testout.com/company/privacy?hstc=185476278.e5b13ada8f729f0f9526119ec10082c3.1645731545739.1645731545739.1645731545739.1&_hssc=185476278.1.1645731545740&_hsfp=160313\)](https://w3.testout.com/company/privacy?hstc=185476278.e5b13ada8f729f0f9526119ec10082c3.1645731545739.1645731545739.1645731545739.1&_hssc=185476278.1.1645731545740&_hsfp=160313)
- [Accessibility Compliance and VPAT \(https://support.testout.com/hc/en-us/articles/360050847654-WCAG-2-1-Compliance-and-VPAT\)](https://support.testout.com/hc/en-us/articles/360050847654-WCAG-2-1-Compliance-and-VPAT)

Grading

Be sure to examine the rubrics for EACH assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Your grade will be calculated using a straight average (for example, if you earn 400 out of 500 points, your average will be 400/500 or 80%).

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive credit. Late work is accepted only at the discretion of the instructor. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each others learning and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all email within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus nor at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audio books, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: [MUHODS@MiamiOH.edu \(mailto:MUHODS@MiamiOH.edu\)](mailto:MUHODS@MiamiOH.edu)

MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html) [↗ \(https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html\)](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from web sites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017 nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates












[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html) [↗ \(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/170974/modules) [↗ \(https://miamioh.instructure.com/courses/170974/modules\)](https://miamioh.instructure.com/courses/170974/modules) page.

When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/170974/modules\)](https://miamioh.instructure.com/courses/170974/modules) button on the left to start the course.

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Course Summary:


| Date | Details | Due |
|------------------|--|----------------|
| |  Slack https://miamioh.instructure.com/courses/170974/assignments/2046261 | due by 11:59pm |
| |  1.1.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046283 | due by 11:59pm |
| Sun Aug 28, 2022 |  1.2.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046296 | due by 11:59pm |
| |  Module 0: Technology Set-Up https://miamioh.instructure.com/courses/170974/assignments/2046431 | due by 11:59pm |
| |  Student Video Introductions https://miamioh.instructure.com/courses/170974/assignments/2046433 | due by 11:59pm |
| |  2.1.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046315 | due by 11:59pm |
| |  2.2.6 - Configure Microsoft Defender https://miamioh.instructure.com/courses/170974/assignments/2046316 | due by 11:59pm |
| |  2.2.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046317 | due by 11:59pm |
| Sun Sep 4, 2022 |  2.3.11 - Identify Social Engineering https://miamioh.instructure.com/courses/170974/assignments/2046318 | due by 11:59pm |
| |  2.3.12 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046319 | due by 11:59pm |
| |  2.4.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046320 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  3.1.3 - Implement Physical Security https://miamioh.instructure.com/courses/170974/assignments/2046321 | due by 11:59pm |
| |  3.1.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046322 | due by 11:59pm |
| |  3.2.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046323 | due by 11:59pm |
| |  3.3.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046324 | due by 11:59pm |
| |  4.2.5 - Configure Automatic Updates https://miamioh.instructure.com/courses/170974/assignments/2046325 | due by 11:59pm |
| |  4.2.7 - Configure Microsoft Defender Firewall https://miamioh.instructure.com/courses/170974/assignments/2046326 | due by 11:59pm |
| Sun Sep 11, 2022 |  4.2.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046327 | due by 11:59pm |
| |  4.3.5 - Configure NTFS Permissions https://miamioh.instructure.com/courses/170974/assignments/2046328 | due by 11:59pm |
| |  4.3.6 - Disable Inheritance https://miamioh.instructure.com/courses/170974/assignments/2046329 | due by 11:59pm |
| |  4.3.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046330 | due by 11:59pm |
| |  4.4.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046331 | due by 11:59pm |
| |  Final Project Iteration 1 https://miamioh.instructure.com/courses/170974/assignments/2046428 | due by 11:59pm |











| Date | Details | Due |
|------------------|--|----------------|
| Sun Sep 25, 2022 |  5.1.10 - Configure QoS (https://miamioh.instructure.com/courses/170974/assignments/2046333) | due by 11:59pm |

| Date | Details | Due |
|------|---|----------------|
| | 5.1.13 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046337 | due by 11:59pm |
| | 5.1.7 - Configure a Security Appliance https://miamioh.instructure.com/courses/170974/assignments/2046345 | due by 11:59pm |
| | 5.1.8 - Configure Network Security Appliance Access https://miamioh.instructure.com/courses/170974/assignments/2046346 | due by 11:59pm |
| | 5.10.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046332 | due by 11:59pm |
| | 5.11.10 - Secure Access to a Switch https://miamioh.instructure.com/courses/170974/assignments/2046334 | due by 11:59pm |
| | 5.11.11 - Secure Access to a Switch 2 https://miamioh.instructure.com/courses/170974/assignments/2046335 | due by 11:59pm |
| | 5.11.12 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046336 | due by 11:59pm |
| | 5.11.9 - Harden a Switch https://miamioh.instructure.com/courses/170974/assignments/2046338 | due by 11:59pm |
| | 5.12.4 - Explore VLANs https://miamioh.instructure.com/courses/170974/assignments/2046339 | due by 11:59pm |
| | 5.12.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046340 | due by 11:59pm |
| | 5.13.5 - Restrict Telnet and SSH Access https://miamioh.instructure.com/courses/170974/assignments/2046341 | due by 11:59pm |
| | 5.13.6 - Permit Traffic https://miamioh.instructure.com/courses/170974/assignments/2046342 | due by 11:59pm |
| | 5.13.7 - Block Source Hosts https://miamioh.instructure.com/courses/170974/assignments/2046343 | due by 11:59pm |
| | 5.13.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046344 | due by 11:59pm |
| | 5.2.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046347 | due by 11:59pm |
| | 5.3.5 - Configure a Perimeter Firewall https://miamioh.instructure.com/courses/170974/assignments/2046348 | due by 11:59pm |
| | 5.3.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046349 | due by 11:59pm |
| | 5.4.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046350 | due by 11:59pm |
| | 5.5.4 - Configure a Remote Access VPN https://miamioh.instructure.com/courses/170974/assignments/2046351 | due by 11:59pm |
| | 5.5.5 - Configure a VPN Connection iPad https://miamioh.instructure.com/courses/170974/assignments/2046352 | due by 11:59pm |
| | 5.5.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046353 | due by 11:59pm |

| Date | Details | Due |
|------|--|----------------|
| |  5.6.3 - Configure URL Blocking (https://miamioh.instructure.com/courses/170974/assignments/2046354) | due by 11:59pm |
| |  5.6.5 - Section Quiz (https://miamioh.instructure.com/courses/170974/assignments/2046355) | due by 11:59pm |
| |  5.7.3 - Section Quiz (https://miamioh.instructure.com/courses/170974/assignments/2046356) | due by 11:59pm |
| |  5.8.3 - Section Quiz (https://miamioh.instructure.com/courses/170974/assignments/2046357) | due by 11:59pm |
| |  5.9.6 - Secure a Switch (https://miamioh.instructure.com/courses/170974/assignments/2046358) | due by 11:59pm |
| |  5.9.7 - Section Quiz (https://miamioh.instructure.com/courses/170974/assignments/2046359) | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| Sun Oct 9, 2022 |  6.10.6 - Configure Kerberos Policy Settings (https://miamioh.instructure.com/courses/170974/assignments/2046360) | due by 11:59pm |

| Date | Details | Due |
|------|--|----------------|
| | 6.10.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046361 | due by 11:59pm |
| | 6.2.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046362 | due by 11:59pm |
| | 6.3.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046363 | due by 11:59pm |
| | 6.4.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046364 | due by 11:59pm |
| | 6.5.10 - Create and Link a GPO https://miamioh.instructure.com/courses/170974/assignments/2046365 | due by 11:59pm |
| | 6.5.11 - Create User Accounts https://miamioh.instructure.com/courses/170974/assignments/2046366 | due by 11:59pm |
| | 6.5.12 - Manage User Accounts https://miamioh.instructure.com/courses/170974/assignments/2046367 | due by 11:59pm |
| | 6.5.13 - Create a Group https://miamioh.instructure.com/courses/170974/assignments/2046368 | due by 11:59pm |
| | 6.5.14 - Create Global Groups https://miamioh.instructure.com/courses/170974/assignments/2046369 | due by 11:59pm |
| | 6.5.15 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046370 | due by 11:59pm |
| | 6.5.5 - Create OUs https://miamioh.instructure.com/courses/170974/assignments/2046371 | due by 11:59pm |
| | 6.5.6 - Delete OUs https://miamioh.instructure.com/courses/170974/assignments/2046372 | due by 11:59pm |
| | 6.6.11 - Configure Smart Card Authentication https://miamioh.instructure.com/courses/170974/assignments/2046373 | due by 11:59pm |
| | 6.6.13 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046374 | due by 11:59pm |
| | 6.6.4 - Configure Account Password Policies https://miamioh.instructure.com/courses/170974/assignments/2046375 | due by 11:59pm |
| | 6.6.6 - Restrict Local Accounts https://miamioh.instructure.com/courses/170974/assignments/2046376 | due by 11:59pm |
| | 6.6.7 - Secure Default Accounts https://miamioh.instructure.com/courses/170974/assignments/2046377 | due by 11:59pm |
| | 6.6.8 - Enforce User Account Control https://miamioh.instructure.com/courses/170974/assignments/2046378 | due by 11:59pm |
| | 6.7.13 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046379 | due by 11:59pm |
| | 6.7.4 - Create a User Account https://miamioh.instructure.com/courses/170974/assignments/2046380 | due by 11:59pm |
| | 6.7.5 - Rename a User Account https://miamioh.instructure.com/courses/170974/assignments/2046381 | due by 11:59pm |

| Date | Details | Due |
|------|---|----------------|
| |  6.7.6 - Delete a User https://miamioh.instructure.com/courses/170974/assignments/2046382 | due by 11:59pm |
| |  6.7.7 - Change Your Password https://miamioh.instructure.com/courses/170974/assignments/2046383 | due by 11:59pm |
| |  6.7.8 - Change a User's Password https://miamioh.instructure.com/courses/170974/assignments/2046384 | due by 11:59pm |
| |  6.7.9 - Lock and Unlock User Accounts https://miamioh.instructure.com/courses/170974/assignments/2046385 | due by 11:59pm |
| |  6.8.3 - Rename and Create Groups https://miamioh.instructure.com/courses/170974/assignments/2046386 | due by 11:59pm |
| |  6.8.4 - Add Users to a Group https://miamioh.instructure.com/courses/170974/assignments/2046387 | due by 11:59pm |
| |  6.8.5 - Remove a User from a Group https://miamioh.instructure.com/courses/170974/assignments/2046388 | due by 11:59pm |
| |  6.8.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046389 | due by 11:59pm |
| |  6.9.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046390 | due by 11:59pm |
| |  Retrospective 1 https://miamioh.instructure.com/courses/170974/assignments/2046264 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | 7.1.11 - Hide Files with OpenStego https://miamioh.instructure.com/courses/170974/assignments/2046391 | due by 11:59pm |
| | 7.1.14 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046392 | due by 11:59pm |
| | 7.2.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046393 | due by 11:59pm |
| | 7.3.1 - Hashing https://miamioh.instructure.com/courses/170974/assignments/2046394 | due by 11:59pm |
| | 7.3.5 - Compare an MD5 Hash https://miamioh.instructure.com/courses/170974/assignments/2046395 | due by 11:59pm |
| | 7.3.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046396 | due by 11:59pm |
| Sun Oct 16, 2022 | 7.4.10 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046397 | due by 11:59pm |
| | 7.4.3 - Encrypt Files with EFS https://miamioh.instructure.com/courses/170974/assignments/2046398 | due by 11:59pm |
| | 7.4.8 - Configure BitLocker with a TPM https://miamioh.instructure.com/courses/170974/assignments/2046399 | due by 11:59pm |
| | 7.5.11 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046400 | due by 11:59pm |
| | 7.5.6 - Manage Certificates https://miamioh.instructure.com/courses/170974/assignments/2046401 | due by 11:59pm |
| | Final Project Iteration 2 https://miamioh.instructure.com/courses/170974/assignments/2046429 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | 8.1.5 - Configure a Wireless Network https://miamioh.instructure.com/courses/170974/assignments/2046402 | due by 11:59pm |
| | 8.1.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046403 | due by 11:59pm |
| | 8.2.6 - Configure Rogue Host Protection https://miamioh.instructure.com/courses/170974/assignments/2046404 | due by 11:59pm |
| | 8.2.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046405 | due by 11:59pm |
| | 8.3.10 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046406 | due by 11:59pm |
| | 8.3.6 - Harden a Wireless Network https://miamioh.instructure.com/courses/170974/assignments/2046407 | due by 11:59pm |
| | 8.3.7 - Configure WIPS https://miamioh.instructure.com/courses/170974/assignments/2046408 | due by 11:59pm |
| | 8.3.9 - Configuring a Captive Portal https://miamioh.instructure.com/courses/170974/assignments/2046409 | due by 11:59pm |
| | 9.1.6 - Create Virtual Machines https://miamioh.instructure.com/courses/170974/assignments/2046410 | due by 11:59pm |
| | 9.1.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046411 | due by 11:59pm |
| Sun Oct 30, 2022 | 9.2.6 - Create Virtual Switches https://miamioh.instructure.com/courses/170974/assignments/2046412 | due by 11:59pm |
| | 9.2.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046413 | due by 11:59pm |
| | 9.3.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046414 | due by 11:59pm |
| | 9.4.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046415 | due by 11:59pm |
| | 9.5.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046416 | due by 11:59pm |
| | 9.6.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046417 | due by 11:59pm |
| | 9.7.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046418 | due by 11:59pm |
| | 9.8.4 - Secure an iPad https://miamioh.instructure.com/courses/170974/assignments/2046419 | due by 11:59pm |
| | 9.8.6 - Create a Guest Network for BYOD https://miamioh.instructure.com/courses/170974/assignments/2046420 | due by 11:59pm |
| | 9.8.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046421 | due by 11:59pm |
| | 9.9.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046422 | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| | 📄 10.1.5 - Allow SSL Connections https://miamioh.instructure.com/courses/170974/assignments/2046265 | due by 11:59pm |
| | 📄 10.1.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046266 | due by 11:59pm |
| | 📄 10.2.3 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046267 | due by 11:59pm |
| | 📄 10.3.10 - Clear the Browser Cache https://miamioh.instructure.com/courses/170974/assignments/2046268 | due by 11:59pm |
| | 📄 10.3.15 - Perform an SQL Injection Attack https://miamioh.instructure.com/courses/170974/assignments/2046269 | due by 11:59pm |
| Sun Nov 6, 2022 | 📄 10.3.16 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046270 | due by 11:59pm |
| | 📄 10.4.10 - Implement Application Whitelisting with AppLocker https://miamioh.instructure.com/courses/170974/assignments/2046271 | due by 11:59pm |
| | 📄 10.4.12 - Implement Data Execution Preventions https://miamioh.instructure.com/courses/170974/assignments/2046272 | due by 11:59pm |
| | 📄 10.4.14 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046273 | due by 11:59pm |
| | 📄 Retrospective 2 https://miamioh.instructure.com/courses/170974/assignments/2046263 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | 📄 11.1.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046274 | due by 11:59pm |
| | 📄 11.2.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046275 | due by 11:59pm |
| | 📄 11.3.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046276 | due by 11:59pm |
| | 📄 11.4.10 - Scan for IoT Vulnerabilities https://miamioh.instructure.com/courses/170974/assignments/2046277 | due by 11:59pm |
| | 📄 11.4.11 - Scan for WAP Vulnerabilities https://miamioh.instructure.com/courses/170974/assignments/2046278 | due by 11:59pm |
| | 📄 11.4.12 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046279 | due by 11:59pm |
| | 📄 11.4.7 - Scan for Windows Vulnerabilities https://miamioh.instructure.com/courses/170974/assignments/2046280 | due by 11:59pm |
| | 📄 11.4.8 - Scan for Linux Vulnerabilities https://miamioh.instructure.com/courses/170974/assignments/2046281 | due by 11:59pm |
| Sun Nov 20, 2022 | 📄 11.4.9 - Scan for Domain Controller Vulnerabilities https://miamioh.instructure.com/courses/170974/assignments/2046282 | due by 11:59pm |
| | 📄 11.5.4 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046284 | due by 11:59pm |
| | 📄 11.6.12 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046285 | due by 11:59pm |
| | 📄 11.6.4 - Poison ARP and Analyze with Wireshark https://miamioh.instructure.com/courses/170974/assignments/2046286 | due by 11:59pm |
| | 📄 11.6.6 - Poison DNS https://miamioh.instructure.com/courses/170974/assignments/2046287 | due by 11:59pm |
| | 📄 11.6.8 - Analyze a SYN Flood Attack https://miamioh.instructure.com/courses/170974/assignments/2046288 | due by 11:59pm |
| | 📄 11.7.4 - Crack Password with Rainbow Tables https://miamioh.instructure.com/courses/170974/assignments/2046289 | due by 11:59pm |
| | 📄 11.7.7 - Crack a Password with John the Ripper https://miamioh.instructure.com/courses/170974/assignments/2046290 | due by 11:59pm |
| | 📄 11.7.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046291 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | 📄 12.1.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046292 | due by 11:59pm |
| | 📄 12.2.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046293 | due by 11:59pm |
| | 📄 12.3.11 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046294 | due by 11:59pm |
| | 📄 12.4.6 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046295 | due by 11:59pm |
| | 📄 12.5.10 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046297 | due by 11:59pm |
| | 📄 12.6.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046298 | due by 11:59pm |
| Sun Nov 27, 2022 | 📄 12.7.6 - Configure Fault-Tolerant Volumes https://miamioh.instructure.com/courses/170974/assignments/2046299 | due by 11:59pm |
| | 📄 12.7.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046300 | due by 11:59pm |
| | 📄 12.8.10 - Backup a Domain Controller https://miamioh.instructure.com/courses/170974/assignments/2046301 | due by 11:59pm |
| | 📄 12.8.12 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046302 | due by 11:59pm |
| | 📄 12.8.6 - Back Up Files with File History https://miamioh.instructure.com/courses/170974/assignments/2046303 | due by 11:59pm |
| | 📄 12.8.8 - Recover a File from File History https://miamioh.instructure.com/courses/170974/assignments/2046304 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | 📄 13.1.9 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046305 | due by 11:59pm |
| | 📄 13.2.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046306 | due by 11:59pm |
| | 📄 13.3.5 - Configure Email Filters https://miamioh.instructure.com/courses/170974/assignments/2046307 | due by 11:59pm |
| | 📄 13.3.7 - Secure Email on iPad https://miamioh.instructure.com/courses/170974/assignments/2046308 | due by 11:59pm |
| | 📄 13.3.8 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046309 | due by 11:59pm |
| Sat Dec 3, 2022 | 📄 14.1.4 - Configure Advanced Audit Policy https://miamioh.instructure.com/courses/170974/assignments/2046310 | due by 11:59pm |
| | 📄 14.1.6 - Enable Device Logs https://miamioh.instructure.com/courses/170974/assignments/2046311 | due by 11:59pm |
| | 📄 14.1.7 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046312 | due by 11:59pm |
| | 📄 14.2.5 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046313 | due by 11:59pm |
| | 📄 14.3.10 - Section Quiz https://miamioh.instructure.com/courses/170974/assignments/2046314 | due by 11:59pm |
| | 📄 Final Project Iteration 3 https://miamioh.instructure.com/courses/170974/assignments/2046430 | due by 11:59pm |
| Sun Dec 4, 2022 | 📄 Final Course Retrospective https://miamioh.instructure.com/courses/170974/assignments/2046262 | due by 11:59pm |
| | 📄 Update Student Portfolio https://miamioh.instructure.com/courses/170974/assignments/2046434 | due by 11:59pm |
| Tue Dec 6, 2022 | 📄 Project Reflection https://miamioh.instructure.com/courses/170974/assignments/2046432 | due by 11:59pm |
| Mon Dec 12, 2022 | 📄 Exam 2: B.4 - CompTIA Security+ SY0-601 Certification Practice Exam https://miamioh.instructure.com/courses/170974/assignments/2046426 | due by 11:59pm |
| | 📄 Exam: A.3 - TestOut Security Pro Certification Practice Exam https://miamioh.instructure.com/courses/170974/assignments/2046427 | due by 11:59pm |
| | 📄 CIT 258 Exam 1 https://miamioh.instructure.com/courses/170974/assignments/2046423 | |
| | 📄 CIT 258 Exam 1 https://miamioh.instructure.com/courses/170974/assignments/2046424 | |
| | 📄 CIT 258 Exam 2 https://miamioh.instructure.com/courses/170974/assignments/2046425 | |

Course Syllabus

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 262 - Technology, Ethics and Global Society

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

Why this course?

Technology provides many benefits and opportunities for organizations. But these benefits come with responsibilities including but not limited to the impact on the organization and society. This course explores the ethical impacts of technology. This course is required in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/>) and the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). This course is also required in the Computer Science, Software Engineering and Computer Engineering programs. Additionally, this course is required in the [Social and Global Computing thematic sequence](https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1) (<https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1>) and meets the Miami Global Plan Foundation II B or C requirement.

Course Outcomes

At the end of this course, students should be able to:

- 262.1 Understand the history and development of computing/information technology and its social context.
- 262.2 Analyze problems, and present solutions to privacy issues related to accessing, sharing, and using data electronically.
- 262.3 Identify and evaluate ethical and unethical behavior in a networked world.
- 262.4 Recognize and explain legal aspects related to technology usage in society, such as intellectual property rights, liabilities, and constitutional issues.

262.5 Understand the global consequences of irresponsible computing and determine solutions that foster user responsibility and protect all networked and internet users.

262.6 Identify the foundations and implications of professional conduct in an increasingly technological work environment.

262.7 Develop, discuss, and defend solutions for cross cultural problems and issues in the information technology workplace.


262.8 Evaluate the consequences of a variety of behaviors associated with the use of information technology.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.

Online Discussions


Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) 

(https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

Textbook: Brinkman, Bo & Sanders, Alton. *Ethics in a Computing Culture*, Course Technology, 2013. The PowerPoint slides for each chapter are provided for you in the module. Please refer to [Module 0 Software in This Course \(https://miamioh.instructure.com/courses/39587/pages/module-0-software-in-this-course\)](https://miamioh.instructure.com/courses/39587/pages/module-0-software-in-this-course) for additional information on software and applications.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/39587/grades\)](https://miamioh.instructure.com/courses/39587/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |

| | |
|----|---------------|
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

The Miami Plan for Liberal Education

Liberal education complements specialized studies in your major and provides a broadened context for exploring personal and career choices. Every student, regardless of major, is required to participate in the Miami Plan for Liberal Education. Liberal education course work and co-curricular programming emphasize four basic goals:

- **Thinking Critically.** Students achieve a perspective by combining imagination, intuition, reasoning, and evaluation. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems.
- **Understanding Contexts.** Because how we know may be as important as what we know, examining assumptions is an important part of learning. Knowledge of the conceptual frameworks and achievements of the arts, sciences, technology, and the character of global society is crucial to our future.
- **Engaging with Other Learners.** A healthy exchange of different ideas and viewpoints encourages a rethinking of accepted perspectives. Therefore, diversity among learners, a supportive atmosphere of group work, active listening, and opportunities to critique results encourage learning through shared efforts.
- **Reflecting and Acting.** By making thoughtful decisions and examining their consequences, students may enhance personal moral commitment, enrich ethical understanding, and strengthen civic participation.

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community.

If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

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Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


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we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates








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Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Mon Jan 22, 2018 |  About Me (https://miamioh.instructure.com/courses/39587/assignments/635164) | due by 11:59pm |
| |  About Me: What did we learn about each other? (https://miamioh.instructure.com/courses/39587/assignments/635152) | due by 11:59pm |
| |  Discussion 1a: Software Sharing Part One (https://miamioh.instructure.com/courses/39587/assignments/635146) | due by 11:59pm |
| |  Discussion 1a: Software Sharing Part Two (https://miamioh.instructure.com/courses/39587/assignments/635153) | due by 11:59pm |
| |  Discussion 1b: Sharing Music and Videos (https://miamioh.instructure.com/courses/39587/assignments/635155) | due by 11:59pm |
| |  Discussion 2 - Computing Professionals (https://miamioh.instructure.com/courses/39587/assignments/635151) | due by 11:59pm |
| |  Module 1 Group Case | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/39587/assignments/635154) | |
| Wed Jan 24, 2018 |  Is this Online Course right for me? (https://miamioh.instructure.com/courses/39587/assignments/635140) | due by 11:59pm |
| |  Module 2 Group Case (https://miamioh.instructure.com/courses/39587/assignments/635173) | due by 11:59pm |
| Sun Jan 28, 2018 |  Quiz 1 (https://miamioh.instructure.com/courses/39587/assignments/635134) | due by 11:59pm |
| |  Quiz 2 (https://miamioh.instructure.com/courses/39587/assignments/635137) | due by 11:59pm |
| Wed Jan 31, 2018 |  Quiz 3 (https://miamioh.instructure.com/courses/39587/assignments/635128) | due by 11:59pm |
| Thu Feb 1, 2018 |  Module 3 Group Case (https://miamioh.instructure.com/courses/39587/assignments/411047) | due by 11:59pm |
| |  Module 3 Group Case Deduction (https://miamioh.instructure.com/courses/39587/assignments/635174) | due by 11:59pm |
| |  Module 3 Identity Assignment (https://miamioh.instructure.com/courses/39587/assignments/635175) | due by 11:59pm |
| Sun Feb 4, 2018 |  Module 3 What Privacy Means to me (https://miamioh.instructure.com/courses/39587/assignments/635176) | due by 11:59pm |
| |  Position Paper 1 (https://miamioh.instructure.com/courses/39587/assignments/635183) | due by 11:59pm |
| Thu Feb 8, 2018 |  Module 5 Simple Mind Map (https://miamioh.instructure.com/courses/39587/assignments/635179) | due by 11:59pm |
| Sun Feb 11, 2018 |  Exam One (https://miamioh.instructure.com/courses/39587/assignments/635141) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Module 4 Movie Project Group Presentation https://miamioh.instructure.com/courses/39587/assignments/635177 | due by 11:59pm |
| |  Quiz 4 https://miamioh.instructure.com/courses/39587/assignments/635139 | due by 11:59pm |
| |  Module 5 Group Case Therac 25 https://miamioh.instructure.com/courses/39587/assignments/635178 | due by 11:59pm |
| Sun Feb 18, 2018 |  Module 5 Trust, Safety or Reliability Assignment https://miamioh.instructure.com/courses/39587/assignments/635180 | due by 11:59pm |
| |  Quiz 5 https://miamioh.instructure.com/courses/39587/assignments/635132 | due by 11:59pm |
| |  Quiz 6 https://miamioh.instructure.com/courses/39587/assignments/635136 | due by 11:59pm |
| Sun Feb 25, 2018 |  Robotic Innovations: How far would you go? https://miamioh.instructure.com/courses/39587/assignments/635145 | due by 11:59pm |
| |  Discussion 8 - Vulnerable Groups https://miamioh.instructure.com/courses/39587/assignments/635160 | due by 11:59pm |
| |  Final Project Topic Discussion https://miamioh.instructure.com/courses/39587/assignments/635156 | due by 11:59pm |
| Sun Mar 4, 2018 |  Module 7 Freedom of Speech Assignment https://miamioh.instructure.com/courses/39587/assignments/635181 | due by 11:59pm |
| |  Quiz 7 https://miamioh.instructure.com/courses/39587/assignments/635143 | due by 11:59pm |
| Sun Mar 11, 2018 |  Final Project - Project Plan https://miamioh.instructure.com/courses/39587/assignments/635168 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Mar 18, 2018 |  Final Project - Status Report 1 Final Project - Status Report 1 | due by 11:59pm |
| |  Final Project - Status Report 2 Final Project - Status Report 2 | due by 11:59pm |
| |  Final Project - Final Multimedia Project Submission Final Project - Final Multimedia Project Submission | due by 11:59pm |
| Sun Mar 25, 2018 |  Final Project - Self and Team Member Evaluations Final Project - Self and Team Member Evaluations | due by 11:59pm |
| |  Final Project - Summary Final Project - Summary | due by 11:59pm |
| |  Update Student Portfolio Update Student Portfolio | due by 11:59pm |
| Sun Apr 1, 2018 |  Position Paper/Analysis 2 Position Paper/Analysis 2 | due by 11:59pm |
| Sun May 6, 2018 |  Evaluate the projects Evaluate the projects | due by 11:59pm |
| |  Discussion 3a - The Patriot Act Discussion 3a - The Patriot Act | |
| |  Discussion 3b: Privacy in Europe - Use of cookies Discussion 3b: Privacy in Europe - Use of cookies | |
| |  Discussion 3c: Privacy in Europe - The "right to be forgotten." Discussion 3c: Privacy in Europe - The "right to be forgotten." | |
| |  Discussion 4a - Music Discussion 4a - Music | |

| Date | Details | Due |
|------|--|-----|
| |  Discussion 4b - Apple, Et. al (https://miamioh.instructure.com/courses/39587/assignments/635148) | |
| |  Discussion 5 - Trust, Safety, and Reliability (https://miamioh.instructure.com/courses/39587/assignments/635147) | |
| |  Discussion 6a Computing Changes Us (https://miamioh.instructure.com/courses/39587/assignments/635159) | |
| |  Discussion 6b Has the media and use of social media in the 2016 General Election changed us? (https://miamioh.instructure.com/courses/39587/assignments/635163) | |
| |  Discussion 7a Freedom of Speech (https://miamioh.instructure.com/courses/39587/assignments/635161) | |
| |  Discussion 7b Sexism in Technology (https://miamioh.instructure.com/courses/39587/assignments/635162) | |
| |  Final Project Deduction (https://miamioh.instructure.com/courses/39587/assignments/635166) | |
| |  My New Friends? (https://miamioh.instructure.com/courses/39587/assignments/635144) | |
| |  Position Paper 3 (https://miamioh.instructure.com/courses/39587/assignments/635185) | |

Course Syllabus

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor



Joseph Kennedy is a visiting instructor for the CIT department. He has a BS in Applied Science from Miami University and an MBA from University College Dublin. Joseph has been teaching for 20 years as an Adjunct and Associate Professor.

Joe worked as a software developer / architect for over 20 years and currently runs two Internet startups based out of Las Vegas and Cincinnati.

Instructor Contact Information

- **Name:** Joseph Kennedy
- **Email:** kenned73@miamioh.edu
- **Phone:**
- **Office:**
- **Hours:** Virtual on Wednesday from 2:20 to 4:30 or by appointment
- **Other:** I am generally available by email between 1:00pm-8:00pm, Monday thru Thursday. On Friday, Saturday, and Sunday I may not respond as quickly as I would during the week. The best way to contact me is by email at kenned73@miamioh.edu (<mailto:kenned73@miamioh.edu>).

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) ↗

(<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)

Contact: Amy Francko

- Phone: 513-785-3132
- Email: franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- Address: Hamilton Campus, 301 Mosler Hall

About the Course

CIT 263 - Advanced Topics in Programming

Topics include using data from multiple sources, creating and deploying modules, and integrating advanced features of the programming language. Additional concentration on debugging, error detection, and testing programs for robustness.

Why this course?

This course is required and a foundation of the Bachelors' degrees in [Health Information Technology](#), [Information Technology](#) and in the Associates' degree in [Computer and Information Technology](#).

Course Outcomes

At the end of this course, students should be able to:


- 263.1 Develop robust programs using sophisticated programming and data structures to enhance program functionality.
- 263.2 Develop programs that access data stored in multiple formats and data stores.
- 263.3 Develop programs that use advanced programming language features.
- 263.4 Implement a plan to test and debug programs.
- 263.5 Develop programs that involve a significant number of components that must work together.
- 263.6 Utilize commonly used tools and techniques to explore a range of data structures.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.


Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


Downey, Allen, *Think Python: How to Think Like a Computer Scientist*, 2nd Edition, O'Reilly, ISBN-13: 978-1491939369 [Free to Download](https://greenteapress.com/wp/think-python-2e/)  (<https://greenteapress.com/wp/think-python-2e/>)

Sweigart, Al, *Automate the Boring Stuff with Python: Practical Programming for Total Beginners*, 2nd Edition, No Starch Press, ISBN-13: 978-1-59327-992-9 [Free to Read](#) 

<https://automatetheboringstuff.com/#toc>

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](#)  <https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>.

Programming Environment

You will need an Integrated Development Environment (IDE) for Python. Module 1 Get Started with Python outlines some options for you.

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/179327/grades) <https://miamioh.instructure.com/courses/179327/grades> page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |

| | |
|----|---------------|
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.

- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

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[Jump to top of page.](#)

Course Summary:

| Date | Details | Due |
|------|---|-----|
| |  Getting Started with Python (https://miamioh.instructure.com/courses/180952/assignments/2225400) | |

Course Syllabus

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About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko




- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 268 - Introduction to Human-Computer Interaction

Inquiry into a wide range of Human Computer Interaction (HCI) issues ranging from the understanding and advocacy of the user in the development of IT applications and systems, to the technical components of design. Topics include foundations of HCI, the nature of the HCI design process, technical aspects and limitations of selected 'technologies' related to HCI, user-centered methodologies for development and deployment, task analysis, ergonomics, accessibility standards, emerging technologies, and principles and methodologies of effective interface design and evaluation. This course will also address appropriate communication skills for effective human-to-human interaction as the foundation for developing effective, user-centered designs. Prerequisite: CIT 168.

Why this course?

This course is required in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/) , (<https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/>), Bachelors' degree in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) , (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>), and Bachelors' degree in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) , (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>).

Course Outcomes

At the end of this course, students should be able to:


- 268.1 Describe the evolution of interactive design in terms of the user experience.
- 268.2 Identify models of human behavior relevant to interaction and communication.
- 268.3 Apply models of human behavior to interaction design.
- 268.4 Apply principles of interaction design processes to produce user-friendly design prototypes.
- 268.5 Demonstrate principles of data-gathering for interactive design requirements and evaluation.
- 268.6 Assess the usability of interactive designs using formal methods.
- 268.7 Describe accessibility considerations and standards for different user populations.
- 268.8 Research emerging interactive design technologies.
- 268.9 Summarize collaborative technologies for computer supported cooperative work.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


- Johnson, Jeff. [Designing with the Mind in Mind](https://www.safaribooksonline.com/library/view/-/9780124079144/?ar) (<https://www.safaribooksonline.com/library/view/-/9780124079144/?ar>). Second Edition, 2014. ISBN 0124079148

- Rogers, Sharp, Preece, [*Interaction Design*](#) (<https://www.safaribooksonline.com/library/view/-/9780470665763/?ar>). 3rd Edition. ISBN 0470665763
- Krug. [*Don't Make Me Think*](#) (<https://www.oreilly.com/library/view/dont-make-me/0321344758/>). ISBN 0321965516

Digital versions of the texts are available free of charge via [O'Reilly Safari Learning Platform](#) (<https://learning.oreilly.com/home/>) (formerly Safari Books Online). Sign in using your miamioh.edu email and you will be directed to the Miami log in page to enter your Miami credentials. Once signed in, you can select the above book links to go directly to the text. If you prefer a hard copy of any text, you can enter the ISBN in a google search bar to find many low cost book vendors, including Amazon. The primary text (Johnson) is available through the bookstore. We will only use selected chapters from the second and third listed texts.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](#)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](#) (<https://miamioh.instructure.com/courses/5644/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |

| | |
|----|---------------|
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
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| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

- Close caption all video submissions.
- Technology problems should also be reported to IThehelp@miamioh.edu (<mailto:IThehelp@miamioh.edu>)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu

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Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html) [↗\(https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html\)](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates







[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html) [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)












In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/5644/modules) [page](https://miamioh.instructure.com/courses/5644/modules).










When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/5644/modules) [button](https://miamioh.instructure.com/courses/5644/modules) on the left to start the course.

[Jump to top of page.](#)

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Tue Nov 3, 2015 |  M10.A9 Scenario Construction (https://miamioh.instructure.com/courses/5644/assignments/39591) | due by 11:59pm |
| Fri Sep 1, 2017 |  M0.D0 Introductions (https://miamioh.instructure.com/courses/5644/assignments/38015) | due by 11:59pm |
| Tue Sep 5, 2017 |  M1.A0 Interface Consistency (https://miamioh.instructure.com/courses/5644/assignments/33103) | due by 11:59pm |
| Tue Sep 5, 2017 |  M1.A1 Usability Criteria (https://miamioh.instructure.com/courses/5644/assignments/26114) | due by 11:59pm |
| Tue Sep 12, 2017 |  M2.A2 HCI Topic Summary and References (https://miamioh.instructure.com/courses/5644/assignments/36970) | due by 11:59pm |
| Tue Sep 12, 2017 |  M2.A3 Library Usability Observations (https://miamioh.instructure.com/courses/5644/assignments/36971) | due by 11:59pm |
| Fri Sep 15, 2017 |  M3.A4 HCI Research Paper (https://miamioh.instructure.com/courses/5644/assignments/33762) | due by 11:59pm |
| Fri Sep 15, 2017 |  M3.A5 HCI Research Paper Executive Summary (https://miamioh.instructure.com/courses/5644/assignments/33766) | due by 11:59pm |
| Sun Sep 17, 2017 |  M2.A3p Peer Reviews Completed (https://miamioh.instructure.com/courses/5644/assignments/37007) | due by 11:59pm |
| Wed Sep 20, 2017 |  M3.A5p Peer Reviews Completed (https://miamioh.instructure.com/courses/5644/assignments/38014) | due by 11:59pm |
| Wed Sep 27, 2017 |  M4.Q1 Reading and Processing Information (https://miamioh.instructure.com/courses/5644/assignments/37501) | due by 11:59pm |
| Wed Sep 27, 2017 |  M3-4.D1 Vision, Reading, and Using Information (https://miamioh.instructure.com/courses/5644/assignments/407354) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Tue Oct 3, 2017 |  M5.Q2 Attention and Memory (https://miamioh.instructure.com/courses/5644/assignments/37728) | due by 11:59pm |
| Fri Oct 6, 2017 |  M6.A6 Users and Passwords (https://miamioh.instructure.com/courses/5644/assignments/37751) | due by 11:59pm |
| Tue Oct 10, 2017 |  M5-6D2 Attention, Memory, and Time (https://miamioh.instructure.com/courses/5644/assignments/407353) | due by 11:59pm |
| Tue Oct 24, 2017 |  M6.Q3 Coordination and Time (https://miamioh.instructure.com/courses/5644/assignments/37977) | due by 11:59pm |
| Tue Oct 24, 2017 |  M7.A4 Universal Design and Web Accessibility (https://miamioh.instructure.com/courses/5644/assignments/37099) | due by 11:59pm |
| Tue Oct 24, 2017 |  M7.Q4 Accessibility Requirements (https://miamioh.instructure.com/courses/5644/assignments/26141) | due by 11:59pm |
| Sun Oct 29, 2017 |  M7.A4p Peer Reviews Completed (https://miamioh.instructure.com/courses/5644/assignments/38621) | due by 11:59pm |
| Tue Oct 31, 2017 |  M8.A5 Product Idea and User Profiles (https://miamioh.instructure.com/courses/5644/assignments/407369) | due by 11:59pm |
| Tue Oct 31, 2017 |  M8.Q5 Data Gathering (https://miamioh.instructure.com/courses/5644/assignments/38665) | due by 11:59pm |
| Tue Nov 14, 2017 |  M9.A6 User questionnaire (https://miamioh.instructure.com/courses/5644/assignments/407372) | due by 11:59pm |
| Tue Nov 14, 2017 |  M9.A7 User data summary and analysis (https://miamioh.instructure.com/courses/5644/assignments/38865) | due by 11:59pm |
| Tue Nov 21, 2017 |  M10.A8 Product Design (https://miamioh.instructure.com/courses/5644/assignments/39661) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Tue Nov 28, 2017 |  M10.A8p Peer Reviews Completed (https://miamioh.instructure.com/courses/5644/assignments/39743) | due by 11:59pm |
| |  M11.A10 Heuristic Evaluations (https://miamioh.instructure.com/courses/5644/assignments/39736) | due by 11:59pm |
| |  M11.A11 Cognitive Walkthroughs (https://miamioh.instructure.com/courses/5644/assignments/39737) | due by 11:59pm |
| Tue Dec 5, 2017 |  M11.A12 Survey of Usability Tools (https://miamioh.instructure.com/courses/5644/assignments/39738) | due by 11:59pm |
| |  M11.A9 Testing techniques (https://miamioh.instructure.com/courses/5644/assignments/39735) | due by 11:59pm |
| |  EC1 (https://miamioh.instructure.com/courses/5644/assignments/407386) | due by 11:59pm |
| Tue Dec 12, 2017 |  Final assignment (https://miamioh.instructure.com/courses/5644/assignments/407385) | due by 11:59pm |
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/5644/assignments/2096506) | due by 11:59pm |
| Fri Sep 13, 2019 |  M3.Q0 Vision (https://miamioh.instructure.com/courses/5644/assignments/37421) | due by 11:59pm |

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 273 - Web Application Development




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 214 or permission of instructor.

Course Outcomes

At the end of this course, students should be able to:

- 273.1 Implement data persistency on the internet.
- 273.2 Describe and identify interactive webpage characteristics.
- 273.3 Create dynamic, user-driven web pages.
- 273.4 Develop server-side internet applications.
- 273.5 Parse and create recordsets to support data persistence.
- 273.6 Connect server and client-side web applications.
- 273.7 Integrate back-end database persistency into user-driven websites.
- 273.8 Embed multimedia objects into internet-ready applications.

Why this course?

This course is required in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/) , [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/), Bachelors' degree in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) , [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/), and Bachelors' degree in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) , [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/).


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes,

group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
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As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  [\(https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/\)](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


- MacDonald, Matthew, [HTML5: The Missing Manual](https://learning.oreilly.com/library/view/html5-the-missing/9781449373412/)  [\(https://learning.oreilly.com/library/view/html5-the-missing/9781449373412/\)](https://learning.oreilly.com/library/view/html5-the-missing/9781449373412/), Second Edition, 2014. ISBN: 1449363261
- McFarland, David Sawyer, [CSS: The Missing Manual](https://learning.oreilly.com/library/view/css-the-missing/9781491918043/)  [\(https://learning.oreilly.com/library/view/css-the-missing/9781491918043/\)](https://learning.oreilly.com/library/view/css-the-missing/9781491918043/), Fourth Edition, 2015 ISBN: 1491918055
- Tatroe, Kevin and MacIntyre, Peter, [Programming PHP](https://learning.oreilly.com/library/view/programming-php-4th/9781492054122/)  [\(https://learning.oreilly.com/library/view/programming-php-4th/9781492054122/\)](https://learning.oreilly.com/library/view/programming-php-4th/9781492054122/), Fourth Edition, 2020

ISBN: 1492054135

Digital versions of the texts are available free of charge via [O'Reilly Safari Learning Platform \(https://learning.oreilly.com/home/\)](https://learning.oreilly.com/home/) (formerly Safari Books Online). Sign in using your miamioh.edu email and you will be directed to the Miami log in page to enter your Miami credentials. Once signed in, you can select the above book links to go directly to the text. If you prefer a hard copy of any text, you can enter the ISBN in a google search bar to find many low cost book vendors, including Amazon.

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Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/17224/grades\)](https://miamioh.instructure.com/courses/17224/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

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| C | 73 - 76% |
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In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

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Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

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You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates



[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html) [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)












In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/17224/modules) [page](https://miamioh.instructure.com/courses/17224/modules).













When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/17224/modules) [button](https://miamioh.instructure.com/courses/17224/modules) on the left to start the course.












[Jump to top of page.](#)











Course Summary:













| Date | Details | Due |
|------------------|---|----------------|
| Wed Mar 16, 2016 |  Midterm | due by 2:45pm |
| Tue Jan 31, 2017 |  Q0 Getting Started | due by 11:59pm |













| Date | Details | Due |
|------------------|---|----------------|
| Tue Feb 7, 2017 |  A1 Upgrade your course page to use HTML semantic elements (https://miamioh.instructure.com/courses/17224/assignments/331591) | due by 11:59pm |
| |  A2 CSS selector tutorial (https://miamioh.instructure.com/courses/17224/assignments/331613) | due by 11:59pm |
| Tue Feb 14, 2017 |  A3 Upgrade your home page with some enhanced CSS (https://miamioh.instructure.com/courses/17224/assignments/331618) | due by 11:59pm |
| |  Q2 CSS selector and style sheet basics (https://miamioh.instructure.com/courses/17224/assignments/421803) | due by 11:59pm |
| Tue Feb 21, 2017 |  A4 Form with HTML 5 input types (https://miamioh.instructure.com/courses/17224/assignments/331634) | due by 11:59pm |
| |  Q1 HTML semantic elements (https://miamioh.instructure.com/courses/17224/assignments/369261) | due by 11:59pm |
| Tue Feb 28, 2017 |  A5 Multi-element banner styled with CSS (https://miamioh.instructure.com/courses/17224/assignments/331704) | due by 11:59pm |
| |  A6 Media elements with banner page (https://miamioh.instructure.com/courses/17224/assignments/331678) | due by 11:59pm |
| Wed Mar 1, 2017 |  Q3 Multimedia elements, More CSS (https://miamioh.instructure.com/courses/17224/assignments/421805) | due by 11:59pm |
| Tue Mar 7, 2017 |  A7 Form with PHP for data extraction (https://miamioh.instructure.com/courses/17224/assignments/331680) | due by 11:59pm |
| Tue Mar 14, 2017 |  A8 Children's Learning Site (https://miamioh.instructure.com/courses/17224/assignments/331682) | due by 11:59pm |
| |  Q4 Introductory PHP | due by 11:59pm |











| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/17224/assignments/421804) | |
| |  A10 Create a MySQL table and use it via PHP | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331686) | |
| Sun Mar 19, 2017 |  A11 Perform MySQL updates and deletions with PHP | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/334929) | |
| |  A9 Move to Blueridge | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331683) | |
| |  A12 User accounts | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331705) | |
| Tue Apr 4, 2017 |  A13 User accounts with registered preferences | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331706) | |
| |  Q5 PHP and MySQL | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/427254) | |
| |  A14 Research and document ways to maintain state | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/335005) | |
| Tue Apr 11, 2017 |  A15 Retrieve items for shopping cart from database | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/433959) | |
| |  A16 Final project 1 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331709) | |
| Tue Apr 18, 2017 |  Currently unused PHP file handling | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/331708) | |
| Tue Apr 25, 2017 |  A17 Final Project 2 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/17224/assignments/369284) | |
| Tue May 2, 2017 |  A18 Final Project 3 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/17224/assignments/369285) | |
| Tue May 9, 2017 |  A19 PDO (https://miamioh.instructure.com/courses/17224/assignments/449290) | due by 11:59pm |
| |  Final Quiz (https://miamioh.instructure.com/courses/17224/assignments/458641) | due by 11:59pm |
| Wed Mar 31, 2021 |  Midterm (https://miamioh.instructure.com/courses/17224/assignments/2029971) | due by 2:45pm |
| |  A0 Establish your Miami web space and starting course home page (https://miamioh.instructure.com/courses/17224/assignments/2029973) | due by 11:59pm |
| Tue Feb 1, 2022 |  Assignment HTML_Basic_practice_Assignment (https://miamioh.instructure.com/courses/17224/assignments/2029994) | due by 11:59pm |
| |  Q0 Getting Started (https://miamioh.instructure.com/courses/17224/assignments/2029967) | due by 11:59pm |
| |  A1 Upgrade your course page to use HTML semantic elements (https://miamioh.instructure.com/courses/17224/assignments/2029984) | due by 11:59pm |
| Tue Feb 8, 2022 |  HTML_Path_Practice_Assignment (part1) (https://miamioh.instructure.com/courses/17224/assignments/2030006) | due by 11:59pm |
| |  HTML_Path_Practice_Assignment (part2) (https://miamioh.instructure.com/courses/17224/assignments/2030007) | due by 11:59pm |
| |  Q1 HTML semantic elements (https://miamioh.instructure.com/courses/17224/assignments/2029968) | due by 11:59pm |
| Tue Feb 15, 2022 |  A2 CSS selector tutorial (https://miamioh.instructure.com/courses/17224/assignments/2029985) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  A3 Upgrade your home page with some enhanced CSS https://miamioh.instructure.com/courses/17224/assignments/2029986 | due by 11:59pm |
| |  CSS_Basic_Assignment https://miamioh.instructure.com/courses/17224/assignments/2030000 | due by 11:59pm |
| |  CSS_Basic ClassActivity https://miamioh.instructure.com/courses/17224/assignments/2030001 | due by 11:59pm |
| |  HTML5 and Basic CSS practice Assignment https://miamioh.instructure.com/courses/17224/assignments/2030005 | due by 11:59pm |
| |  Q2 CSS selector and style sheet basics https://miamioh.instructure.com/courses/17224/assignments/2029966 | due by 11:59pm |
| Tue Feb 22, 2022 |  A4 Form with HTML 5 input types https://miamioh.instructure.com/courses/17224/assignments/2029987 | due by 11:59pm |
| |  ClassActivity4_1 "formBasic.html" https://miamioh.instructure.com/courses/17224/assignments/2029995 | due by 11:59pm |
| |  ClassActivity4_2 "moreForm.html" https://miamioh.instructure.com/courses/17224/assignments/2029996 | due by 11:59pm |
| Tue Mar 1, 2022 |  A5 Multi-element banner styled with CSS https://miamioh.instructure.com/courses/17224/assignments/2029988 | due by 11:59pm |
| |  A6 Media elements with banner page https://miamioh.instructure.com/courses/17224/assignments/2029989 | due by 11:59pm |
| |  Q3 Multimedia elements, More CSS https://miamioh.instructure.com/courses/17224/assignments/2029970 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Tue Mar 8, 2022 |  Multimedia practice (https://miamioh.instructure.com/courses/17224/assignments/2030009) | due by 11:59pm |
| |  A7 Form with PHP for data extraction (https://miamioh.instructure.com/courses/17224/assignments/2029990) | due by 11:59pm |
| |  GET_POST practice (https://miamioh.instructure.com/courses/17224/assignments/2030004) | due by 11:59pm |
| Tue Mar 15, 2022 |  More php practice (https://miamioh.instructure.com/courses/17224/assignments/2030008) | due by 11:59pm |
| |  PHP basic (https://miamioh.instructure.com/courses/17224/assignments/2030011) | due by 11:59pm |
| |  ClassActivity7_1 More Basic PHP (https://miamioh.instructure.com/courses/17224/assignments/2029997) | due by 11:59pm |
| Sun Mar 20, 2022 |  ClassActivity7_2 projectPractice (https://miamioh.instructure.com/courses/17224/assignments/2029998) | due by 11:59pm |
| |  Q4 Introductory PHP (https://miamioh.instructure.com/courses/17224/assignments/2029969) | due by 11:59pm |
| |  A8 Children's Learning Site (https://miamioh.instructure.com/courses/17224/assignments/2029991) | due by 11:59pm |
| Tue Mar 22, 2022 |  Peer Review for A8 Children's Web (https://miamioh.instructure.com/courses/17224/assignments/2030010) | due by 11:59pm |
| |  A10 Simple Database retrieval (https://miamioh.instructure.com/courses/17224/assignments/2029974) | due by 11:59pm |
| |  A11 Perform MySQL updates and deletions with PHP (https://miamioh.instructure.com/courses/17224/assignments/2029975) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Tue Apr 5, 2022 |  A9 Creating a Database and a table https://miamioh.instructure.com/courses/17224/assignments/2029992 | due by 11:59pm |
| |  Currently unused PHP file handling https://miamioh.instructure.com/courses/17224/assignments/2030002 | due by 11:59pm |
| |  CRUD practice https://miamioh.instructure.com/courses/17224/assignments/2029999 | due by 11:59pm |
| |  Dynamic ways to Display All https://miamioh.instructure.com/courses/17224/assignments/2030003 | due by 11:59pm |
| Tue Apr 12, 2022 |  Simple Database practice https://miamioh.instructure.com/courses/17224/assignments/2030013 | due by 11:59pm |
| |  Q5 PHP and MySQL https://miamioh.instructure.com/courses/17224/assignments/2029965 | due by 11:59pm |
| |  A12 User accounts https://miamioh.instructure.com/courses/17224/assignments/2029976 | due by 11:59pm |
| Tue Apr 19, 2022 |  A13 User accounts with registered preferences https://miamioh.instructure.com/courses/17224/assignments/2029977 | due by 11:59pm |
| |  All-In-One-Index https://miamioh.instructure.com/courses/17224/assignments/2029993 | due by 11:59pm |
| |  Users Account Intro https://miamioh.instructure.com/courses/17224/assignments/2030014 | due by 11:59pm |
| Tue Apr 19, 2022 |  A14 Research and document ways to maintain state https://miamioh.instructure.com/courses/17224/assignments/2029978 | due by 11:59pm |
| |  A15 Retrieve items for shopping cart from database https://miamioh.instructure.com/courses/17224/assignments/2029979 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Session Tracking Practice (https://miamioh.instructure.com/courses/17224/assignments/2030012) | due by 11:59pm |
| Fri Apr 22, 2022 |  A16 Final project step 1 Planning (https://miamioh.instructure.com/courses/17224/assignments/2029980) | due by 11:59pm |
| Tue Apr 26, 2022 |  A17 Final Project Step 2 html/php structure, business logic and database) (https://miamioh.instructure.com/courses/17224/assignments/2029981) | due by 11:59pm |
| Tue May 3, 2022 |  A18 Final Project 3 (https://miamioh.instructure.com/courses/17224/assignments/2029982) | due by 11:59pm |
| |  Final Quiz (https://miamioh.instructure.com/courses/17224/assignments/2029964) | due by 11:59pm |
| Tue May 10, 2022 |  A19 PDO (Last Assignment) (https://miamioh.instructure.com/courses/17224/assignments/2029983) | due by 11:59pm |
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/17224/assignments/2096507) | due by 11:59pm |
| |  A0 Establish your Miami web space and starting course home page (https://miamioh.instructure.com/courses/17224/assignments/325535) | |
| |  About Me (https://miamioh.instructure.com/courses/17224/assignments/1174447) | |
| |  About Me: What did we learn about each other? (https://miamioh.instructure.com/courses/17224/assignments/2029972) | |

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

****Semester instructor edit as needed and then remove this text and the yellow highlighting****

Tony Rose



Greetings, students and welcome to CIT 281! My name is Anthony (Tony) Rose, and I have been teaching computer courses since 1996, when I graduated with a Master's in Business Administration with a concentration in IT Management from Eastern Kentucky University in Richmond, Kentucky. At the time, my focus was on Expert Systems, and business use of the Internet (which was quite new!). Since 2000, I have spent significant time learning and teaching networking (primarily routing and switching) and security. I have achieved over a dozen industry certifications over the years, including MCP, Security+, MCSA, MCSE (Server 2003), MCSE (Security), CCNA, and CCSP, among others. I truly enjoy computers and am equally at home on Apple or Windows machines.

Instructor Contact Information

- **Name:** First Last

- **Email:** roseaw@miamioh.edu (By far the best way to contact me.)
- **Phone:** 513-727-3257 (Often the least effective way to contact me.)
- **Office:** 215 Johnston Hall
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

About the Course Author


Tony Rose



Greetings, students and welcome to CIT 281! My name is Anthony (Tony) Rose, and I have been teaching computer courses since 1996, when I graduated with a Master's in Business Administration with a concentration in IT Management from Eastern Kentucky University in Richmond, Kentucky. At the time, my focus was on Expert Systems, and business use of the Internet (which was quite new!). Since 2000, I have spent significant time learning and teaching networking (primarily routing and switching) and security. I have achieved over a dozen industry certifications over the years, including MCP, Security+, MCSA, MCSE (Server 2003), MCSE (Security), CCNA, and CCSP, among others. I truly enjoy computers and am equally at home on Apple or Windows machines.

Department Information

Department of Computer and Information Technology:

- **Website:** [CIT Website](https://www.miamioh.edu/regionals/academics/departments/cit/index.html)  (<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)
- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

Official Catalog Description:

Introduces the design and implementation of enterprise networks using industry-standard infrastructure operating systems. Topics will include selection of routing protocols, router configuration, advanced topics in network addressing, LAN switch configuration, VLAN configuration, inter-VLAN routing, port security, and enterprise wireless design.

Learning Outcomes:

Upon completing this course, the student will be able to:

- 281.1 Select the appropriate networking protocols, including routing protocols, in an enterprise environment. [CIT2]
- 281.2 Securely configure routers using a variety of routing protocols. [CIT1]
- 281.3 Securely configure enterprise Local Area Network (LAN) switches. [CIT1]
- 281.4 Design a networking infrastructure that includes routers, switches, clients and servers. [CIT2]
- 281.5 Configure Access Control Lists (ACLs) in conjunction with inter-VLAN routing to secure networked systems. [CIT1]

In this course, we progress through a series of modules located in the "Online Classroom." Each module contains a variety of readings and activities to help you learn what you need to know about routing and switching. This information is presented in various formats. You will be expected to finish each unit by the date specified. It is very important that you keep up with the coursework! While this course isn't fully "Agile", we will use terms and concepts related to the Agile Development methodology, so that you can become familiar with working in Agile teams.

Modules consist of the following items (some modules may not include all components):

- Introduction/Objectives - What you should be able to do in order to demonstrate that you have mastered the topics that are important for the module.
- Readings - Reading assignments from your textbook and, frequently, from outside sources. The current edition of the textbook should be available in the bookstore. The previous edition of this textbook for this class is available online for FREE through Miami University's Safari Online subscription and may be used instead. You will need to log in using your Miami credentials to access this book and other readings from time to time. There should be a link in each section of the reading that will take you to Safari Online.
- Reference Videos - These videos provide background about technology components. These will supplement the reading assignments but are not intended as complete substitutes! (*Closed Caption option: When you run Video Lectures, you will see CC option on the left bottom. You can turn it on/off.)
- Computer Projects - Activities and assignments you should complete. Some assignments may specify that you are to work with your small group.

- Quizzes - These are used to assess your mastery of concepts that can't be achieved through a project.
- Final Exam - There will be a comprehensive final exam covering all material in the course.
- Final Project - There will also be a comprehensive final project where you can demonstrate your mastery of the topics in the course.

As a student in this course, you are expected to actively participate in all activities required in this course.

Grading

As a student, it is important that you understand how your work in this course will be assessed.

There will be a number of Computer Projects (70%) that will be posted with a point value indicating the total number of points that you can achieve for a fully functional submission. In real life, your network either works or it doesn't, and you won't "get partial credit" in your job for a "partially functioning" network. In some instances, due to the nature of the assignment, I may be able to give you partial points for an incomplete submission, but this is the exception, rather than the rule. This doesn't mean that you shouldn't complete the assignment if you don't think it is perfect. It means that you should put the effort in to get your project functioning perfectly...on time, every time!

The Final Project (10%) will be posted with a rubric indicating the total number of points for each aspect. There are also quizzes (totaling 10% of your grade) and a Final Exam (10%).

Click here for a link to a [printable syllabus](#)

<https://miamioh.instructure.com/courses/83877/files/9243980/download?wrap=1>.

Grading Scale:

A+ 98-100%

A 92 - 97%

A- 90 - 91%

B+ 87-89%

B 82-86%

B- 80-81%

C+ 77-79%

C 72-76%

C- 70-71%

D+ 67-69%

D 62-66%

D- 60-61%


F 59% and below

To get full credit for an assignment, it must be turned in on the due date. I will always attempt to get the assignments graded/recorded within a week of submission. **Assignments more than two weeks overdue will not receive any consideration.** To get full credit, assignments must be submitted **exactly** as described, be correct and complete according to the specifications.


Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone

- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

You, as a student, should try your best to:

- Check the class site at least 3 times a week.
- Check your Miami email every 48 hours (Monday - Friday).
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Spend at least 12 hours a week studying and completing assignments for this class.
- Submit work that demonstrates a clear understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

I, as the instructor, will try my best to:

- Check my email at least once a day Monday-Friday. (I do NOT check my email on weekend).
- Respond to all email within 48 hours (except on weekends).
- Post all grades within 7 days of assignments due dates (unless otherwise noted).
- Not penalize you when I am unable to meet with you or respond in a timely manner to your requests.
- Schedule virtual or face-to-face office hours for students who want to meet.

As of July 1, 2017 nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.









Additional Information











In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/83877/modules\)](https://miamioh.instructure.com/courses/83877/modules) page.

When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/83877/modules\)](https://miamioh.instructure.com/courses/83877/modules) button on the left to start the course.

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Course Summary:

| Date | Details | Due |
|------------------|--|----------------|
| Sun Sep 2, 2018 |  Module 0: Assignment 1 (Introductory Screencast) (https://miamioh.instructure.com/courses/83877/assignments/709217) | due by 11:59pm |
| |  Module 0: Syllabus Quiz (https://miamioh.instructure.com/courses/83877/assignments/698775) | due by 11:59pm |
| Sun Sep 9, 2018 |  Module 0, Assignment 2: (Team Selection) (https://miamioh.instructure.com/courses/83877/assignments/729560) | due by 11:59pm |
| |  Module 1 Quiz (https://miamioh.instructure.com/courses/83877/assignments/709962) | due by 11:59pm |
| |  Module 1: Assignment 1 (Network Layers) (https://miamioh.instructure.com/courses/83877/assignments/709031) | due by 11:59pm |
| |  Module 1: Assignment 2 (Visio Topology) (https://miamioh.instructure.com/courses/83877/assignments/729052) | due by 11:59pm |
| Sun Sep 16, 2018 |  Module 2: Assignment 1 (IP Addressing) (https://miamioh.instructure.com/courses/83877/assignments/709784) | due by 11:59pm |
| |  Module 2 Quiz (https://miamioh.instructure.com/courses/83877/assignments/709968) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Sep 23, 2018 |  Module 3: Sprint 1 (Static Routing) https://miamioh.instructure.com/courses/83877/assignments/709822 | due by 11:59pm |
| Sun Oct 7, 2018 |  Module 3: Assignment 2 (RIPv2) https://miamioh.instructure.com/courses/83877/assignments/709827 | due by 11:59pm |
| Sun Oct 21, 2018 |  Module 3 Quiz https://miamioh.instructure.com/courses/83877/assignments/709971 | due by 11:59pm |
| Sun Nov 4, 2018 |  Module 3: Assignment 3 (OSPF) https://miamioh.instructure.com/courses/83877/assignments/709828 | due by 11:59pm |
| Sun Nov 4, 2018 |  Module 4: Assignment 1 (VLANs and Inter-VLAN Routing) https://miamioh.instructure.com/courses/83877/assignments/709881 | due by 11:59pm |
| Sun Nov 11, 2018 |  Module 4: Assignment 2 (Standard ACLs) https://miamioh.instructure.com/courses/83877/assignments/709883 | due by 11:59pm |
| Sun Nov 18, 2018 |  Module 4 Quiz https://miamioh.instructure.com/courses/83877/assignments/709987 | due by 11:59pm |
| Sun Nov 18, 2018 |  Module 4: Assignment 3 (Extended ACLs) https://miamioh.instructure.com/courses/83877/assignments/709887 | due by 11:59pm |
| Sun Dec 2, 2018 |  Final Project https://miamioh.instructure.com/courses/83877/assignments/709953 | due by 11:59pm |
| Sat Dec 15, 2018 |  Final Exam https://miamioh.instructure.com/courses/83877/assignments/710019 | due by 11:59pm |

Course Syllabus

[Jump to Today](#)

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 284 - Enterprise Server Installation and Configuration

Covers the installation and configuration of industry-standard server solutions. Students will use virtual machines, and explore virtual networking. Topics will include client and server operating system selection, installation, management and troubleshooting; design and implementation of a directory services model; user-creation and management; and implementation of a variety of server-based applications and services. Prerequisite: CIT 168.

Course Outcomes

At the end of this course, students should be able to:

- 284.1 Create a virtualized client-server environment using industry-standard server and client operating systems.
- 284.1 Integrate diverse client devices into an industry-standard directory service.
- 284.1 Implement policies across an industry-standard directory service to manage users and computers.
- 284.1 Support a decentralized workforce through server-based remote access solutions.
- 284.1 Develop application server solutions for an enterprise network.
- 284.1 Develop integrated directory service policies that will secure network servers and client systems.

Why this course?


This course is required in the Networking Option of the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/) [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/), Cybersecurity Networking concentration of the Bachelors' degree in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/), and in the [Cybersecurity Administration](https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/) [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/) minor. This course can also be taken as a technical electives in any program offered by the CIT department.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.


As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>), Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)

Dauti, Bekim, [Windows Server 2016 Administration Fundamentals](https://learning.oreilly.com/library/view/windows-server-2016/9781788626569/)  (<https://learning.oreilly.com/library/view/windows-server-2016/9781788626569/>), First Edition, 2017. ISBN: 1788626567

The digital version of this text is available free of charge via [O'Reilly Safari Learning Platform \(https://learning.oreilly.com/home/\)](https://learning.oreilly.com/home/) (formerly Safari Books Online). Sign in using your miamioh.edu email and you will be directed to the Miami log in page to enter your Miami credentials. Once signed in, you can select the above book link to go directly to the text. If you prefer your own copy, you can enter the ISBN in a google search bar to find many low cost book vendors, including Amazon. This book is also available in the bookstore.

In addition to the text, you must make certain you have the required applications and software. Please refer to the [Module 0: Software in This Course \(https://miamioh.instructure.com/courses/83878/pages/software-in-this-course\)](https://miamioh.instructure.com/courses/83878/pages/software-in-this-course) page.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base \(https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208\)](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/83878/grades\)](https://miamioh.instructure.com/courses/83878/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |

| | |
|----|---------------|
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates


[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)



In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/83878/modules) (<https://miamioh.instructure.com/courses/83878/modules>) page.





When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/83878/modules) (<https://miamioh.instructure.com/courses/83878/modules>) button on the left to start the course.

[Jump to top of page.](#)

Course Summary:

| Date | Details | Due |
|-----------------|--|----------------|
| Sun Sep 2, 2018 |  Module 0: Assignment 1 (Introductions) (https://miamioh.instructure.com/courses/83878/assignments/698781) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Sep 9, 2018 |  CIT 284 - Module 0 Quiz https://miamioh.instructure.com/courses/83878/assignments/698780 | due by 11:59pm |
| |  Module 0, Assignment 2: (Team Selection) https://miamioh.instructure.com/courses/83878/assignments/726285 | due by 11:59pm |
| Sun Sep 16, 2018 |  Module 0, Assignment 3 (Team Tools-Trello) https://miamioh.instructure.com/courses/83878/assignments/726299 | due by 11:59pm |
| |  CIT 284 - Module 1 Quiz https://miamioh.instructure.com/courses/83878/assignments/722907 | due by 11:59pm |
| Sun Sep 30, 2018 |  Module 1 Assignment (Sprint 1 Tasks) https://miamioh.instructure.com/courses/83878/assignments/709246 | due by 11:59pm |
| |  CIT 284 - Module 2 Quiz https://miamioh.instructure.com/courses/83878/assignments/722908 | due by 11:59pm |
| Sun Oct 21, 2018 |  Module 2: Assignment 1 (Sprint 2 Tasks) https://miamioh.instructure.com/courses/83878/assignments/709999 | due by 11:59pm |
| |  CIT 284 - Module 3 Quiz https://miamioh.instructure.com/courses/83878/assignments/722909 | due by 11:59pm |
| Sun Nov 4, 2018 |  Module 3: Assignment 1 (Sprint 3 Tasks) https://miamioh.instructure.com/courses/83878/assignments/710024 | due by 11:59pm |
| |  CIT 284 - Module 4 Quiz https://miamioh.instructure.com/courses/83878/assignments/722911 | due by 11:59pm |
| Sun Nov 25, 2018 |  Module 4: Assignment 1 (Sprint 4 Tasks) https://miamioh.instructure.com/courses/83878/assignments/710034 | due by 11:59pm |
| |  CIT 284 - Module 5 Quiz https://miamioh.instructure.com/courses/83878/assignments/722912 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Module 5: Assignment 1 (Sprint 5 Tasks) https://miamioh.instructure.com/courses/83878/assignments/710040 | due by 11:59pm |
| Sat Dec 8, 2018 |  Final Project https://miamioh.instructure.com/courses/83878/assignments/734573 | due by 11:59pm |
| |  Update Student Portfolio https://miamioh.instructure.com/courses/83878/assignments/2096508 | due by 11:59pm |
| Fri Dec 14, 2018 |  Final Exam (2018) https://miamioh.instructure.com/courses/83878/assignments/734570 | due by 11:59pm |

Course Syllabus

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About Your Instructor

****Semester instructor edit as needed and then remove this text and the yellow highlighting****

This introduction should be welcoming and give the students a sense of who you are and your personality. The idea is to help students understand that online courses are taught by real instructors, not just the computer!

Answer the following sample questions: What is your educational background? Why did you choose your discipline? What is your teaching/professional experience? What do you like about teaching this course? What are your interests outside of the classroom?


You can include a picture (click embed image) and/or record a short welcome video (click record/upload media) using the rich text editor.

Instructor Contact Information

- **Name:** First Last
- **Email:** uniqueID@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology (CIT):

- **Website:** [Department of Computer and Information Technology Website](https://www.miamioh.edu/regionals/academics/departments/cit/index.html) 
(<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>)
- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu
- **Address:**
 - Hamilton Campus Mosler Hall 301
 - Middletown Campus Johnston Hall

About CIT 306 - Agile Business Value Analysis

Catalog Description

Agile is a term for a set of values, principles, and practices that have been shown to improve the efficiency, productivity, and quality of software development and delivery. This course focuses on value-driven project delivery, the accompanying mindset, and key agile practices designed to emphasize customer value. Additionally, the course explores creating organizational and team environments conducive to frequent and transparent collaboration between the business and development teams. Students who complete this course earn the ICAgile Agile Product Ownership certification. This certification provides an excellent foundation in value-based agile solutions delivery. Prerequisite: CIT 205

Credit hours: 3 semester hours

Course Outcomes

At the end of the course, students will be able to:

1. Distinguish business value analysis at the team level from program and enterprise-level product ownership.
2. Evaluate the factors that influence the context of a change initiative, and adapt the Business Value Analysis role and level of engagement based on that context.
3. Assess the critical thinking theories and concepts, and challenge assumptions, including the assumptions of the people providing information.
4. Support and align the planned value before commencing a change initiative.

5. Analyze strategies to create a shared understanding of the value context for Agile project stakeholders.
6. Plan the types of artifacts and list sources Business Value Analysis can use to gather information.

Synchronous Class Sessions

Our synchronous meetings will be held using the following:

- [Instructor must add synchronous communication facility here. i.e. Webex, Google Hangouts, Slack, etc.]

Practicum

The course integrates classroom instruction with a practical project. Students will apply the theory of Agile to a practical project as part of an interdisciplinary, and potentially international, team. Students will:

- Practicum may require additional out-of-class work to develop a product
- Learn techniques and practices such as lightweight requirements, prioritization methods, progressive elaboration, product/project roadmapping, story mapping, effective user stories, and acceptance criteria
- Gain an excellent foundation in value-based agile solutions delivery
- Earn the ICAgile ICP-APO certification after successful completion of the course

Module Content

Modules consist of the following items (some modules may not include all components):

- Overview - Highlights the topic(s) we will explore.
- Objectives - What you should be able to do in order to demonstrate your learning.
- Readings - Assignments from your textbook and, occasionally, outside sources.
- Learning Activities - Activities and assignments you should complete individually.
- Group Work - Activities and assignments you should complete with your small group.
- Discussion - An online discussion via the discussion board.

As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.

- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas

As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct.

Text

As reference only: *Agile Discussion Guide*, LeanDog, Inc., Cleveland, OH, 2012. Available in PDF format on the Canvas website.

Course and University Policies

Please note that this syllabus is subject to additions, deletions, or other modifications. Please read each section carefully.

If you need any accommodations, contact [Disability Services \(https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html\)](https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html) and your instructor.

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based on these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus, or at this university.

Student Services

Located in the basement of Johnston Hall, the [Office of Student Services](http://www.mid.muohio.edu/studentservices/) (<http://www.mid.muohio.edu/studentservices/>) includes many people who are helpful in a variety of areas. Through this office, you can receive individual attention to improve your study skills, test-taking abilities, time management concerns, and other academic issues. Student Services includes the following: [Disability Services](http://www.mid.muohio.edu/disability) (<http://www.mid.muohio.edu/disability>) helps me as a faculty member to insure that you receive reasonable accommodations for any documented disability; it is your responsibility as a student to work through this office if you have a disability that could potentially affect your performance in class. [Counseling services](http://www.mid.muohio.edu/counseling) (<http://www.mid.muohio.edu/counseling>) are also available if you are experiencing concerns about your personal and/or professional life. Career Services helps you to explore career possibilities in a variety of professions suited to your goals and aspirations.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audio books, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Email: MUHODS@MiamiOH.edu (<mailto:MUHODS@MiamiOH.edu>)

Location: 130 Rentschler Hall

MUM Disability Service:

Phone: 513-727-3312

Email: MUMDC@MiamiOH.edu (<mailto:MUMDC@MiamiOH.edu>)

Location: 14 Johnston Hall

Miami University Technology Guide

Miami University offers websites and resources that can help support your technology uses for this course. Please visit the following link for additional information: [Miami University IT Services](https://miamioh.edu/it-services/) (<https://miamioh.edu/it-services/>). This site includes a list of Miami's policies on matters such as computer security, responsible use of computing resources, and Miami's Net account policies. You can visit the IT Support Desk at your respective campuses. Or, you can call the number for your respective campus:

- For the Regional campuses (Middletown, Hamilton, and VoA), please call 513-217-4003.
- For the Oxford campus, call 513-529-7900.

Advising, Counseling, and Learning Assistance

If you need academic advising, counseling, or learning assistance for whatever reason, Middletown provides multiple services to help you succeed as a student. Services include tutoring and the Learning Disabilities Program.

If you have a documented learning disability, please speak to me early in the semester so we can discuss your learning style. I am willing to work with you to establish a plan for academic success.

You can also obtain additional information and support on any of these student services from the Office of Advising and Learning Assistance (Student Services) at 513-727-3440. The office is located in Johnston Hall, Room 1. For more information, contact the Office of Learning Assistance at 513-727-3440.

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library \(https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html\)](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Dropping

If students fail to submit the first few assignments of the semester, they will be dropped from the course to make room for other students. If students fail to engage consistently in this course during the first few weeks of classes, the instructor will, at their discretion, choose to drop the students. If the instructor perceives a student with insurmountable challenges in regard to technology and/or content, the instructor may suggest the student drop this course and/or take a preparatory one.

Conduct, Consideration, and Citizenship

The classroom environment is co-created by everyone in that classroom and is most effective when it takes the needs of all parties into account. As responsible citizens who have freely chosen to engage in this community, we must be mutually respectful of the time, attention, and goals of all participants. All members of this community are welcome to express their ideas about what can foster the most conducive atmosphere for learning and speak up if those needs are not being met. Included in the many

skills we will practice this semester are to acclimate to the idea of being responsible and participating members of a learning community and to keep in mind the long-term goals we hope to achieve through the day-to-day application of focus, intention, and applied skills. Each individual is an important member of this community and affects the experience of all the other members. To respect the goals you have set, as well as the goals of others, please keep this responsibility in mind when engaging with “the classroom.”

Duty to Report

As of July 1, 2017 nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Computer Access

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, accessing Canvas, or any other online activity.

Agile Course Sequence

This course is in a series of three courses in which students attain an ICAgile certification upon the successful completion of each course. These courses are the Agile Foundation Concentration in the Information Technology- Bachelor of Science in Information Technology for CIT majors and the Increasing Productivity Through Agile Thematic sequence for non-CIT majors.

Information Technology- Bachelor of Science in Information Technology Foundation
Concentration: Agile

Agile Courses

| Code | Title | Credit Hours |
|---|--------------------------------|--------------|
| CIT 205 (https://bulletin.miamioh.edu/search/?P=CIT%20205) | Agile Launchpad I | 3 |
| CIT 306 (https://bulletin.miamioh.edu/search/?P=CIT%20306) | Agile: Business Value Analysis | 3 |
| CIT 307 (https://bulletin.miamioh.edu/search/?P=CIT%20307) | Agile: Project Management | 3 |

Thematic Sequence CIT 2: Increasing Productivity Through Agile

Agile culture is being adopted across disciplines and organizations. Agile helps teams to work collaboratively, efficiently, and effectively. Agile teams produce higher quality work, have increased productivity, and adapt better to change. CIT 2 provides students across all disciplines the opportunity to learn and practice the Agile way of thinking and working. Agile rituals and practices are introduced. Students work on an Agile project with a client, gain business value analysis knowledge in an Agile organization, and learn Agile project management skills. Each course offers an opportunity to earn an ICAgile industry certification. **Note:** CIT 2 as a *thematic sequence* is not open to majors in the Department of Computer and Information Technology.

Agile Courses

| Code | Title | Credit Hours |
|--|--------------------------------|--------------|
| CIT 205 (https://bulletin.miamioh.edu/search/?P=CIT%20205) | Agile Launchpad I | 3 |
| CIT 306 (https://bulletin.miamioh.edu/search/?P=CIT%20306) | Agile: Business Value Analysis | 3 |
| CIT 307 (https://bulletin.miamioh.edu/search/?P=CIT%20307) | Agile: Project Management | 3 |
| Total Credit Hours | | 9 |

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Grading, Activities, & Assessments

It's important that you understand how your work in this course will be assessed.

Attendance at all classes is required unless the absence is pre-approved. Attaining ICAgile certification requires students to be present.

Late Assignments

Late assignments will not be accepted unless you have been granted an extension ahead of time or if you have an extenuating circumstance. Acceptance of the extenuating circumstance and the revised conditions under which you will turn in your late work will be determined by the instructor. Computer or technology issues are not acceptable reasons for late work. All major assignments must be submitted to pass this course.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 98 - 100% |
| A | 92 - 97% |
| A- | 90 - 91% |

| | |
|----|---------------|
| B+ | 87 - 89% |
| B | 82 - 86% |
| B- | 80 - 81% |
| C+ | 77 - 79% |
| C | 72 - 76% |
| C- | 70 - 71% |
| D+ | 67 - 69% |
| D | 62 - 66% |
| D- | 60 - 61% |
| F | 59% and below |


Grading

| Component | Percentage |
|--|-----------------------------|
| Attendance at all classes is required unless the absence is pre-approved | Required to pass the course |
| Assignments | 40% |
| Discussions | 20% |
| Labs | 40% |


Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

You, as a student, should try your best to:

- Attend all synchronous class meetings.
- Participate actively and add value during the course project.
- Check the Canvas class site at least 4 times a week.
- Check your Miami email every 24-48 hours.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Spend at least 12 hours a week studying and completing assignments for this class.
- Submit work that demonstrates a clear understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

I, as the instructor, will try my best to:

- Check the Canvas class site every day to monitor discussion board postings and check assignments.
- Check my email at least twice a day Monday-Friday. (I do NOT check my email on weekends).
- Respond to all emails within 48 hours (except on weekends).
- Post all grades in a timely manner.
- Maintain posted office hours (face-to-face and/or online).






Additional Information










In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/134411/modules\)](https://miamioh.instructure.com/courses/134411/modules) page.










When you finish reviewing this syllabus page, click the [Modules \(https://miamioh.instructure.com/courses/134411/modules\)](https://miamioh.instructure.com/courses/134411/modules) button on the left to start the course.











[Jump to top of page.](#)

Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Wed Feb 12, 2020 |  Assignment: What is Business Value (https://miamioh.instructure.com/courses/134411/assignments/1502246) | due by 11:59pm |
| Mon Feb 24, 2020 |  Lab: Group Best Practices (https://miamioh.instructure.com/courses/134411/assignments/1515077) | due by 11:45am |
| Mon Feb 24, 2020 |  Discussion: Business Analyst Job Posting Analysis Discussion (https://miamioh.instructure.com/courses/134411/assignments/1515072) | due by 11:59pm |
| Mon Feb 24, 2020 |  Module 0: About Me Assignment [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1528884) | |
| Mon Feb 24, 2020 |  Module 0: Student Module 0 and Course Feedback (Optional) | |

| Date | Details | Due |
|------|--|-----|
| | <p>[Individual] https://miamioh.instructure.com/courses/134411/assignments/1527823</p> | |
| | <p> Module 1: [Lab] Group Best Practices [Project Team and Class] https://miamioh.instructure.com/courses/134411/assignments/1502247</p> | |
| | <p> Module 1: [Lab] Recall Agile Mindset, Principles, and Practices [Project Team] https://miamioh.instructure.com/courses/134411/assignments/1502248</p> | |
| | <p> Module 1: Business Value Concept Discussion [Individual] [Part 1 of 2] https://miamioh.instructure.com/courses/134411/assignments/1509612</p> | |
| | <p> Module 1: Business Value in Practice Discussion [Individual] [Part 2 of 2] https://miamioh.instructure.com/courses/134411/assignments/1509626</p> | |
| | <p> Module 1: Student Module 1 and Course Feedback (Optional) [Individual] https://miamioh.instructure.com/courses/134411/assignments/1527822</p> | |
| | <p> Module 2: [Lab] Ad Pitch: Critique and Share [Project Team] [Part 2 of 3] https://miamioh.instructure.com/courses/134411/assignments/1515076</p> | |
| | <p> Module 2: [Lab] In Class Interview Sessions [Individual and Class] [Part 3 of 3] https://miamioh.instructure.com/courses/134411/assignments/1515078</p> | |
| | <p> Module 2: Business Analyst Analysis [Project Team] [Part 1 of 3] https://miamioh.instructure.com/courses/134411/assignments/1527091</p> | |
| | <p> Module 2: Business Analyst Analysis Discussion [Individual]</p> | |


| Date | Details | Due |
|------|---|-----|
| | <p>[Part 2 of 3] https://miamioh.instructure.com/courses/134411/assignments/1527092</p> | |
| | <p> Module 2: Business Analyst Presentation [Project Team] https://miamioh.instructure.com/courses/134411/assignments/1515074</p> | |
| | <p> Module 2: Business Analyst Reflection [Individual] [Part 3 of 3] https://miamioh.instructure.com/courses/134411/assignments/1515073</p> | |
| | <p> Module 2: Create a Job Ad [Individual] [Part 1 of 3] https://miamioh.instructure.com/courses/134411/assignments/1515075</p> | |
| | <p> Module 2: Student Module 2 and Course Feedback (Optional) [Individual] https://miamioh.instructure.com/courses/134411/assignments/1527826</p> | |
| | <p> Module 3: [Lab] Recall Agile Mindset, Principles, and Practices: Do It Again and Make It Better [Project Team] https://miamioh.instructure.com/courses/134411/assignments/1515099</p> | |
| | <p> Module 3: Student Module 3 and Course Feedback (Optional) [Individual] https://miamioh.instructure.com/courses/134411/assignments/1527821</p> | |
| | <p> Module 3: Traditional vs Agile BA [Individual] [Part 1 of 2] https://miamioh.instructure.com/courses/134411/assignments/1515098</p> | |
| | <p> Module 3: Traditional vs Agile BA Discussion [Individual] [Part 2 of 2] https://miamioh.instructure.com/courses/134411/assignments/1515097</p> | |
| | <p> Module 4: [Lab] Create a Good Agile Activity [Project Team] [Part 1 of 2] https://miamioh.instructure.com/courses/134411/assignments/1515107</p> | |


| Date | Details | Due |
|------|---|-----|
| |  Module 4: [Lab] Do One or More of the Developed Activities [Project Team] [Class] [Part 2 of 2] (https://miamioh.instructure.com/courses/134411/assignments/1515108) | |
| |  Module 4: Discovering Value Near Us [Project Team] (https://miamioh.instructure.com/courses/134411/assignments/1515106) | |
| |  Module 4: Student Module 4 and Course Feedback (Optional) [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1527825) | |
| |  Module 5: [Lab] Group Best Practices Showcase [Project Team] (https://miamioh.instructure.com/courses/134411/assignments/1515116) | |
| |  Module 5: [Lab] The Case for Agile: To Be Agile or Not to Be? [Project Team] (https://miamioh.instructure.com/courses/134411/assignments/1515118) | |
| |  Module 5: Student Module 5 and Course Feedback (Optional) [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1527824) | |
| |  Module 5: Success and Failure [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1515115) | |
| |  Module 6: [Lab] International Companies [Project Team] (https://miamioh.instructure.com/courses/134411/assignments/1515117) | |
| |  Module 6: Final Exam (Reflection) [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1515113) | |
| |  Module 6: Persuade a Hostile Audience [Individual] (https://miamioh.instructure.com/courses/134411/assignments/1515112) | |

Date

Details

Due

 [Module 6: Student Module 6 and Course Feedback \(Optional\) \[Individual\]](https://miamioh.instructure.com/courses/134411/assignments/1527820)
(<https://miamioh.instructure.com/courses/134411/assignments/1527820>)

 [Module X: Sample Assignment](https://miamioh.instructure.com/courses/134411/assignments/1500682)
(<https://miamioh.instructure.com/courses/134411/assignments/1500682>)

 [Update Student Portfolio](https://miamioh.instructure.com/courses/134411/assignments/2096503)
(<https://miamioh.instructure.com/courses/134411/assignments/2096503>)

Recent Announcements



Welcome to CIT 307

Agile: ICP-Project Management

Department of Computer and Information Technology



<https://miamioh.instructure.com/courses/132676/assignments/syllabus> <https://miamioh.instructure.com/>



Instructor Contact Information

- **Name:** First Name Last Name **Semester instructor edit as needed and then remove this text and all yellow highlighting**
- **Email:** uniqueID@miamioh.edu
- **More info:** See the [Syllabus](https://miamioh.instructure.com/courses/132676/assignments/syllabus) (<https://miamioh.instructure.com/courses/132676/assignments/syllabus>)

QUICK LINKS

[MUR Student Resources & Policies](#) 

<https://www.miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>

| [Tutoring & Learning Center](#)  (<https://www.miamioh.edu/regionals/academics/tutoring-learning-center/index.html>) | [Library Research](#) 

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Update information each semester and remove all yellow highlighting from this syllabus page.

Post a picture or your intro video.

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall


About the Course

CIT 331- Introduction to Computer Concepts and Programming

Examination of how data can be used to improve workflow and assist in continuous quality improvement in healthcare settings. Emphasis is on the analysis of data needs, interpretation of workflow analysis.

Prerequisite: CIT 231.

Why this course?

This course is required and a major course in the Bachelors' degrees in [Health Information Technology](#)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>).

At the end of this course, students should be able to:


- CIT 331.1 Summarize the history of healthcare quality and process improvement.
- CIT 331.2 Analyze workflows in various healthcare settings.
- CIT 331.3 Design a workflow improvement based on user input.
- CIT 331.4 Rank relevant indicators for healthcare improvement activities.
- CIT 331.5 Interpret exported data from an Electronic Health Record.
- CIT 331.6 Compose a quality improvement plan based on an existing healthcare dataset.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


McCormick, Kathleen A.; Gugerty, Brian; and Mattison, John E.. *Healthcare Information Technology Exam Guide for CHTS and CAHIMS Certifications*. New York: McGraw-Hill Education, 2017.

Please refer to the [Module 0: Software in This Course page](https://miamioh.instructure.com/courses/181496/pages/module-0-software-in-the-course) (<https://miamioh.instructure.com/courses/181496/pages/module-0-software-in-the-course>) for other course material.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to

problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/181496/grades) (<https://miamioh.instructure.com/courses/181496/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to IThelp@miamioh.edu (<mailto:IThelp@miamioh.edu>)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or

completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates

The academic calendar is online. [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)

Resources & Policies

Tech Support

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- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration






- Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
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In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules \(https://miamioh.instructure.com/courses/181496/modules\)](https://miamioh.instructure.com/courses/181496/modules) page.










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









[Jump to top of page.](#)



Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Wed Jan 25, 2023 |  Module 0: Slack (https://miamioh.instructure.com/courses/181496/assignments/2236833) | due by 11:59pm |
| |  Module 0: Technology Set-Up (https://miamioh.instructure.com/courses/181496/assignments/2220162) | due by 11:59pm |
| Sun Jan 29, 2023 |  Module 0: CIT 231 Review Quiz (https://miamioh.instructure.com/courses/181496/assignments/2220175) | due by 11:59pm |
| |  Module 0: Student Video Introductions (https://miamioh.instructure.com/courses/181496/assignments/2247341) | due by 11:59pm |
| Sun Feb 5, 2023 |  Module 1: Health Data Discussion | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/181496/assignments/2233676) | |
| |  Module 1: Database Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2220186) | |
| |  Module 1: Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2220185) | |
| Wed Feb 8, 2023 |  Module 1: Health Data Discussion Reminder | to do: 11:59pm |
| |  Module 2: Project Dataset Discussion | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2233684) | |
| Sun Feb 12, 2023 |  Module 2: Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2220244) | |
| |  Module 2: EHRGo Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2220245) | |
| |  Module 2: EHRGo Discussion | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2240931) | |
| Wed Feb 15, 2023 |  Module 2: Dataset Discussion Reminder | to do: 11:59pm |
| |  Module 2: EHRGo Discussion Reminder | to do: 11:59pm |
| Sun Feb 19, 2023 |  Module 2: Project Data Groups | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2240927) | |
| Mon Feb 20, 2023 |  Module 2: Project Research Reminder 1 | to do: 11:59pm |
| Sun Feb 26, 2023 |  Module 3: Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2220246) | |
| |  Module 3: Team Planning | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/181496/assignments/2246741) | |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 3: EHRGo Assignment https://miamioh.instructure.com/courses/181496/assignments/2220248 | due by 11:59pm |
| |  Module 3: EHRGo Discussion https://miamioh.instructure.com/courses/181496/assignments/2241483 | due by 11:59pm |
| Mon Feb 27, 2023 |  Module 3: Project Research Reminder 2 | to do: 11:59pm |
| Thu Mar 2, 2023 |  Module 3: EHRGo Discussion Reminder | to do: 11:59pm |
| |  Module 3: Retrospective 1 https://miamioh.instructure.com/courses/181496/assignments/2248415 | due by 11:59pm |
| Sun Mar 5, 2023 |  Module 3: Project Research https://miamioh.instructure.com/courses/181496/assignments/2220247 | due by 11:59pm |
| |  Module 4: Quiz https://miamioh.instructure.com/courses/181496/assignments/2220250 | due by 11:59pm |
| Sun Mar 12, 2023 |  Module 4: EHRGo Assignment https://miamioh.instructure.com/courses/181496/assignments/2220252 | due by 11:59pm |
| Mon Mar 13, 2023 |  Module 4: EHRGo Discussion https://miamioh.instructure.com/courses/181496/assignments/2241494 | due by 11:59pm |
| Thu Mar 16, 2023 |  Module 4: EHRGo Discussion Reminder | to do: 11:59pm |
| Sun Mar 19, 2023 |  Module 5: Quiz https://miamioh.instructure.com/courses/181496/assignments/2220254 | due by 11:59pm |
| |  Module 5: EHRGo Assignment https://miamioh.instructure.com/courses/181496/assignments/2243677 | due by 11:59pm |
| |  Module 5: Project Choose Analytic Tools https://miamioh.instructure.com/courses/181496/assignments/2246848 | due by 11:59pm |
| |  Module 5: Project Data Preparation | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/181496/assignments/2246749) | |
| Mon Mar 27, 2023 |  Module 5: Project Data Analysis Reminder 1 | to do: 11:59pm |
| |  Module 6: Quiz (https://miamioh.instructure.com/courses/181496/assignments/2220259) | due by 11:59pm |
| Sun Apr 2, 2023 |  Module 6: Project Data Analysis Reminder 2 | to do: 11:59pm |
| |  Module 6: EHRGo Assignment (https://miamioh.instructure.com/courses/181496/assignments/2220256) | due by 11:59pm |
| |  Module 6: Retrospective 2 (https://miamioh.instructure.com/courses/181496/assignments/2248414) | due by 11:59pm |
| Sun Apr 9, 2023 |  Module 6: Project Data Analysis (https://miamioh.instructure.com/courses/181496/assignments/2246849) | due by 11:59pm |
| |  Module 7: Quiz (https://miamioh.instructure.com/courses/181496/assignments/2220262) | due by 11:59pm |
| Sun Apr 16, 2023 |  Module 7: EHRGo Assignment (https://miamioh.instructure.com/courses/181496/assignments/2220265) | due by 11:59pm |
| |  Module 7: Project Visualization (https://miamioh.instructure.com/courses/181496/assignments/2246854) | due by 11:59pm |
| |  Module 8: Project Report Draft (https://miamioh.instructure.com/courses/181496/assignments/2246856) | due by 11:59pm |
| Sun Apr 23, 2023 |  Module 8: Quiz (https://miamioh.instructure.com/courses/181496/assignments/2220266) | due by 11:59pm |
| Thu Apr 27, 2023 |  Module 8: Project Share Draft Report Discussion (https://miamioh.instructure.com/courses/181496/assignments/2246858) | due by 11:59pm |
| Sun Apr 30, 2023 |  Module 8: Project Draft Report Discussion Reminder | to do: 11:59pm |

| Date | Details | Due |
|-----------------|--|----------------|
| Fri May 5, 2023 |  Module 8: Final Course Retrospective (https://miamioh.instructure.com/courses/181496/assignments/2248413) | due by 11:59pm |
| |  Module 8: Project Final (https://miamioh.instructure.com/courses/181496/assignments/2246828) | due by 11:59pm |

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 338 - Business Intelligence Tools

This course is designed as an exploration of the business intelligence tools used by organizations in decision-making. Students will be introduced to a variety of analytic tools. These tools will be used to employ a variety of techniques to discover and analyze small and large data sets. Prerequisite: CIT 201.

Why this course?

This course is required in the Bachelors' degree in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) [↗](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and an approved elective in the Bachelors' degree in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) [↗](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). Additionally, this course is required in the [Data Intelligence through IT](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/) [↗](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/>) minor.

Course Outcomes

At the end of this course, students should be able to:


- 338.1 Employ business analytic tools.
- 338.2 Analyse a set of data using basic descriptive analytics techniques.
- 338.3 Analyze a set of data using basic predictive analytics techniques.
- 338.4 Analyze a set of data using basic prescriptive analytics techniques.
- 338.5 Construct analytic models to inform decision-making.
- 338.6 Integrate risk and uncertainty into decision models.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials


Required Text(s)

Evans, J. R. (2020). *Business Analytics*. River Street: Pearson, with [MyStat Lab access](#). (<https://miamioh.instructure.com/courses/108027/pages/module-0-resources-getting-started-with-mystat-lab>) This book and the required MyStat Lab software are provided to students without charge. Your instructor will issue you a code in the first week of classes. You may also start with the trial version until you receive this code.

In addition to the book and associated software, other software and applications are required. Please refer to the [Software in This Course](https://miamioh.instructure.com/courses/108027/pages/software-in-this-course) (<https://miamioh.instructure.com/courses/108027/pages/software-in-this-course>) page.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/108027/grades) (<https://miamioh.instructure.com/courses/108027/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates





The academic calendar is online. [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the **Modules** (<https://miamioh.instructure.com/courses/108027/modules>) page.













When you finish reviewing this syllabus page, click the **Modules** (<https://miamioh.instructure.com/courses/108027/modules>) button on the left to start the course.












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Course Summary:











| Date | Details | Due |
|------------------|---|----------------|
| Sun Feb 2, 2020 |  Module 0: About Me | due by 11:59pm |
| Sun Feb 9, 2020 |  Module 1: How Can Business Analytics Help (group discussion) | due by 11:59pm |
| |  Module 1: What Did We Learn About Each Other? | due by 11:59pm |
| Sun Feb 16, 2020 |  Module 2 MyStat Lab Files | due by 11:59pm |












| Date | Details | Due |
|------------------|---|----------------|
| Sun Feb 23, 2020 |  Module 2: Pareto Analysis (group discussion) https://miamioh.instructure.com/courses/108027/assignments/1030033 | due by 11:59pm |
| |  Module 3 MyStat Lab Files https://miamioh.instructure.com/courses/108027/assignments/1168100 | due by 11:59pm |
| |  Module 3: Dashboards https://miamioh.instructure.com/courses/108027/assignments/1030056 | due by 11:59pm |
| |  Module 3: Purchase Order Database https://miamioh.instructure.com/courses/108027/assignments/1030055 | due by 11:59pm |
| Sun Mar 1, 2020 |  Project and Team Tools Discussion (group discussion) https://miamioh.instructure.com/courses/108027/assignments/1168065 | due by 11:59pm |
| |  Module 4 MyStat Lab files https://miamioh.instructure.com/courses/108027/assignments/1168101 | due by 11:59pm |
| Wed Mar 4, 2020 |  Social Contract Discussion (group discussion) https://miamioh.instructure.com/courses/108027/assignments/1168064 | due by 11:59pm |
| Sun Mar 8, 2020 |  Mini Project 1 (group project) https://miamioh.instructure.com/courses/108027/assignments/1168056 | due by 11:59pm |
| |  Module 5 MyStat Lab Files https://miamioh.instructure.com/courses/108027/assignments/1168102 | due by 11:59pm |
| Sun Mar 15, 2020 |  Mini Project 1 Class Discussion https://miamioh.instructure.com/courses/108027/assignments/1168068 | due by 11:59pm |
| |  Module 5: Retrospective 1 https://miamioh.instructure.com/courses/108027/assignments/1286923 | due by 11:59pm |
| |  Module 6 MyStat Lab Files https://miamioh.instructure.com/courses/108027/assignments/1168103 | due by 11:59pm |








| Date | Details | Due |
|------------------|--|----------------|
| Sun Apr 5, 2020 |  Module 6: Building Good Regression Models (https://miamioh.instructure.com/courses/108027/assignments/1030082) | due by 11:59pm |
| |  Mini Project 2 (group project) (https://miamioh.instructure.com/courses/108027/assignments/1168057) | due by 11:59pm |
| |  Module 7 MyStat Lab Files (https://miamioh.instructure.com/courses/108027/assignments/1168104) | due by 11:59pm |
| Sun Apr 12, 2020 |  Module 7: Analytics in Practice (group discussion) (https://miamioh.instructure.com/courses/108027/assignments/1164683) | due by 11:59pm |
| |  Mini Project 2 Class Discussion (https://miamioh.instructure.com/courses/108027/assignments/1168374) | due by 11:59pm |
| |  Module 7: Retrospective 2 (https://miamioh.instructure.com/courses/108027/assignments/1286924) | due by 11:59pm |
| Sun Apr 19, 2020 |  Module 8: Analytics in Practice (group discussion) (https://miamioh.instructure.com/courses/108027/assignments/1164688) | due by 11:59pm |
| |  Module 8 MyStat Lab Files (https://miamioh.instructure.com/courses/108027/assignments/1168105) | due by 11:59pm |
| Sun Apr 26, 2020 |  Mini Project 3 (group Project) (https://miamioh.instructure.com/courses/108027/assignments/1168058) | due by 11:59pm |
| |  Mini Project 3 Class Discussion (https://miamioh.instructure.com/courses/108027/assignments/1168376) | due by 11:59pm |
| Sun May 3, 2020 |  Module 9 MyStat Lab Files (https://miamioh.instructure.com/courses/108027/assignments/1168106) | due by 11:59pm |
| Sun May 10, 2020 |  Module 10 MyStat Lab Files (https://miamioh.instructure.com/courses/108027/assignments/1168107) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Module 10: Summary Report Reflection (https://miamioh.instructure.com/courses/108027/assignments/1002546) | due by 11:59pm |
| Fri May 15, 2020 |  Mini Project 4 (https://miamioh.instructure.com/courses/108027/assignments/1168059) | due by 11:59pm |
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/108027/assignments/2096504) | due by 11:59pm |
| Tue Feb 2, 2021 |  MyLab Access Code (https://miamioh.instructure.com/courses/108027/assignments/1667500) | due by 11:59pm |
| |  Module 10: Decision Strategies with Outcome Probabilities (https://miamioh.instructure.com/courses/108027/assignments/1034285) | |
| |  Module 10: Decision Strategies Without Outcome Probabilities 1 (https://miamioh.instructure.com/courses/108027/assignments/1034283) | |
| |  Module 10: Decision Strategies Without Outcome Probabilities 2 (https://miamioh.instructure.com/courses/108027/assignments/1034284) | |
| |  Module 10: Decision Trees (https://miamioh.instructure.com/courses/108027/assignments/1034286) | |
| |  Module 10: Decisions with Sample Information (https://miamioh.instructure.com/courses/108027/assignments/1034288) | |
| |  Module 10: Formulating Decision Problems (https://miamioh.instructure.com/courses/108027/assignments/1034282) | |
| |  Module 10: The Value of Information (https://miamioh.instructure.com/courses/108027/assignments/1034287) | |

| Date | Details | Due |
|------|--|-----|
| |  Module 1: Net Present Value https://miamioh.instructure.com/courses/108027/assignments/1002637 | |
| |  Module 2: Excel Functions https://miamioh.instructure.com/courses/108027/assignments/1034126 | |
| |  Module 2: Excel Template Design https://miamioh.instructure.com/courses/108027/assignments/1030051 | |
| |  Module 2: PivotTables https://miamioh.instructure.com/courses/108027/assignments/1030053 | |
| |  Module 4: Descriptive Statistical Measures 1 https://miamioh.instructure.com/courses/108027/assignments/1034130 | |
| |  Module 4: Descriptive Statistical Measures 2 https://miamioh.instructure.com/courses/108027/assignments/1034131 | |
| |  Module 4: Descriptive Statistical Measures 3 https://miamioh.instructure.com/courses/108027/assignments/1034170 | |
| |  Module 4: Descriptive Statistical Measures 4 https://miamioh.instructure.com/courses/108027/assignments/1034171 | |
| |  Module 4: Frequency Distributions and Histograms https://miamioh.instructure.com/courses/108027/assignments/1034128 | |
| |  Module 4: Metrics and Data Classification https://miamioh.instructure.com/courses/108027/assignments/1034127 | |
| |  Module 4: Percentiles and Quartiles https://miamioh.instructure.com/courses/108027/assignments/1034129 | |
| |  Module 4: Using Descriptive Statistics to Analyze Survey Data 1 | |

| Date | Details | Due |
|------|---|-----|
| | <p>(https://miamioh.instructure.com/courses/108027/assignments/1034173)</p> | |
| | <p> Module 4: Using Descriptive Statistics to Analyze Survey Data 2 (https://miamioh.instructure.com/courses/108027/assignments/1034175)</p> | |
| | <p> Module 5: Continuous Probability Distributions (https://miamioh.instructure.com/courses/108027/assignments/1030060)</p> | |
| | <p> Module 5: Ranked Preferences (https://miamioh.instructure.com/courses/108027/assignments/1030058)</p> | |
| | <p> Module 6: Modeling Relationships and Trends in Data (https://miamioh.instructure.com/courses/108027/assignments/1030061)</p> | |
| | <p> Module 6: Regression with Categorical Independent Variables (https://miamioh.instructure.com/courses/108027/assignments/1030084)</p> | |
| | <p> Module 6: Simple Linear Regression (https://miamioh.instructure.com/courses/108027/assignments/1030063)</p> | |
| | <p> Module 7: Analyzing Uncertainty and Model Assumptions 1 (https://miamioh.instructure.com/courses/108027/assignments/1034268)</p> | |
| | <p> Module 7: Analyzing Uncertainty and Model Assumptions 2 (https://miamioh.instructure.com/courses/108027/assignments/1034269)</p> | |
| | <p> Module 7: Descriptive Spreadsheet Models (https://miamioh.instructure.com/courses/108027/assignments/1034265)</p> | |
| | <p> Module 7: Forecasting Models for Stationary Time Series (https://miamioh.instructure.com/courses/108027/assignments/1034262)</p> | |

| Date | Details | Due |
|------|--|-----|
| |  Module 7: Forecasting Models for Time Series with a Linear Trend (https://miamioh.instructure.com/courses/108027/assignments/1034263) | |
| |  Module 7: Forecasting Time Series with Seasonality (https://miamioh.instructure.com/courses/108027/assignments/1034264) | |
| |  Module 7: Predictive Spreadsheet Models (https://miamioh.instructure.com/courses/108027/assignments/1034266) | |
| |  Module 7: Prescriptive Spreadsheet Models (https://miamioh.instructure.com/courses/108027/assignments/1034267) | |
| |  Module 7: Qualitative and Judgmental Forecasting (https://miamioh.instructure.com/courses/108027/assignments/1034260) | |
| |  Module 7: Statistical Forecasting Models (https://miamioh.instructure.com/courses/108027/assignments/1034261) | |
| |  Module 8: Developing Linear Optimization Models (https://miamioh.instructure.com/courses/108027/assignments/1034271) | |
| |  Module 8: How Solver Works (https://miamioh.instructure.com/courses/108027/assignments/1034273) | |
| |  Module 8: Nonlinear Optimization Models (https://miamioh.instructure.com/courses/108027/assignments/1034275) | |
| |  Module 8: Optimization Models (https://miamioh.instructure.com/courses/108027/assignments/1034270) | |
| |  Module 8: Solver Outcomes and Solution Messages (https://miamioh.instructure.com/courses/108027/assignments/1034274) | |

| Date | Details | Due |
|------|--|-----|
| |  Module 8: Solving Linear Optimization Models (https://miamioh.instructure.com/courses/108027/assignments/1034272) | |
| |  Module 9: Using Sensitivity Information Correctly (https://miamioh.instructure.com/courses/108027/assignments/1034281) | |
| |  Module 9: Visualization of Solver Reports 1 (https://miamioh.instructure.com/courses/108027/assignments/1034279) | |
| |  Module 9: Visualization of Solver Reports 2 (https://miamioh.instructure.com/courses/108027/assignments/1034280) | |
| |  Module 9: What-If Analysis for Optimization Models 2 (https://miamioh.instructure.com/courses/108027/assignments/1034277) | |
| |  Module 9: What-If Analysis for Optimization Models 1 (https://miamioh.instructure.com/courses/108027/assignments/1034276) | |
| |  Module 9: What-If Analysis for Optimization Models 3 (https://miamioh.instructure.com/courses/108027/assignments/1034278) | |

Course Syllabus

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 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 348 - Information Management and Retrieval

This course will apply information technology to databases to support decision making. It will address information technology techniques as they apply to information lifecycle issues in a variety of domains. This course will include hands-on use of current information technology for organizational needs analysis, data acquisition and storage through data contextualization, and information retrieval effective use. Participants will analyze new tools and techniques for suitability to specific information management and retrieval objectives. Topics include data storage and retrieval techniques, data transformation, tool analysis and evaluation, information presentation, data mining, and organizational information need analysis. Prerequisite(s): CIT 214 and STA 261 or STA 368 or ISA 205.

Why this course?

This course is required in the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). Additionally, this course is required in the [Data Intelligence through IT](https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/data-intelligence-through-information-technology-minor/>) minor.

Course Outcomes

At the end of this course, students should be able to:


- 348.1 Develop a working knowledge of Cross-Industry Standard Process for Data Mining (CRISP-DM).
- 348.2 Apply pre-processing techniques to evaluate the quality of data, clean raw data, deal with missing data, and transform data variables.
- 348.3 Apply the factors they must consider to select data tools, technology, and strategies.
- 348.4 Demonstrate the ability to transform data into formal written and oral presentations targeting the intended audience.
- 348.5 Identify current trends in the information management field.
- 348.6 Employ current technological data analysis tools.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


Please refer to:

- [Reference: Book References \(https://miamioh.instructure.com/courses/157394/pages/reference-book-references\)](https://miamioh.instructure.com/courses/157394/pages/reference-book-references)

- [Module 0: Software in This Course \(https://miamioh.instructure.com/courses/157394/pages/module-0-software-in-this-course\)](https://miamioh.instructure.com/courses/157394/pages/module-0-software-in-this-course)

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/157394/grades\)](https://miamioh.instructure.com/courses/157394/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |

| | |
|----|---------------|
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.

- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student

handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates




[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)


In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/157394/modules) (<https://miamioh.instructure.com/courses/157394/modules>) page.









When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/157394/modules) (<https://miamioh.instructure.com/courses/157394/modules>) button on the left to start the course.











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Course Summary:










| Date | Details | Due |
|------------------|--|----------------|
| Tue Aug 24, 2021 |  Module 0: Job Portfolio Assignment Preview [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1741848) | due by 11:59pm |
| Sat Aug 28, 2021 |  Module 0: About Me Assignment [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1741847) | due by 11:59pm |
| Tue Aug 31, 2021 |  Module 0: Share a Tool Experience [Individual and Group] | due by 11:59pm |








| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/157394/assignments/1741846) | |
| |  Module 0: Stat Prerequisite Review (Optional) [Individual] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1741849) | |
| |  Module 1: Compare and Contrast White Paper Assignment [Individual] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746019) | |
| Sat Sep 4, 2021 |  Module 1: Job Portfolio: Getting Started [Individual] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746020) | |
| |  Module 2: Project Group Introductions [Group] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746183) | |
| |  Module 1: What was New, Useful, and What Did You Improve? [Individual] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746017) | |
| |  Module 1: Stats Quiz [Individual] | due by 11:59pm |
| Tue Sep 7, 2021 | (https://miamioh.instructure.com/courses/157394/assignments/1746021) | |
| |  Module 2: CRISP-DM Showcase [Group] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746179) | |
| |  Module 2: Install Tableau [Individual] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746181) | |
| Sat Sep 11, 2021 |  Module 2: CRISP-DM Showcase Response [Individual and Group] | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/157394/assignments/1746178) | |
| |  Module 2: Group Retrospective [Individual and Peer] | due by 11:59pm |










| Date | Details | Due |
|------------------|---|----------------|
| | Review/Response] (https://miamioh.instructure.com/courses/157394/assignments/1803075) | |
| |  Module 2: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1746177) | due by 11:59pm |
| |  Module 2: Group Retrospective [Individual and Peer Review] (https://miamioh.instructure.com/courses/157394/assignments/1746180) | due by 11:59pm |
| |  Module 2: Job Portfolio Update [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1746182) | due by 11:59pm |
| |  Module 3: Project Group Introductions [Group] (https://miamioh.instructure.com/courses/157394/assignments/1748923) | due by 11:59pm |
| |  Module 3: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1748918) | due by 11:59pm |
| |  Module 3: Trend Broadsheet [Group] (https://miamioh.instructure.com/courses/157394/assignments/1748924) | due by 11:59pm |
| Tue Sep 14, 2021 |  Module 4: Course Exam Introduction (not due until Module 9) [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1750964) | due by 11:59pm |
| |  Module 4: Tableau Application: Comicbook Business Assignment (Interim results due in Module 5 and Final results due in Module 6) [Self-Selected Teams of up to 3] (https://miamioh.instructure.com/courses/157394/assignments/1972323) | due by 11:59pm |








| Date | Details | Due |
|------------------|--|----------------|
| Sat Sep 18, 2021 |  Module 3: Group Retrospective [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1748920 | due by 11:59pm |
| |  Module 3: Information Management Trend Discussion [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1748921 | due by 11:59pm |
| |  Module 3: Job Portfolio Update [Individual] https://miamioh.instructure.com/courses/157394/assignments/1748922 | due by 11:59pm |
| |  Module 4: Project Group Introductions [Group] https://miamioh.instructure.com/courses/157394/assignments/1753938 | due by 11:59pm |
| Tue Sep 21, 2021 |  Module 4: Data Source Analysis Research Assignment [Individual with Response to Group] https://miamioh.instructure.com/courses/157394/assignments/1753927 | due by 11:59pm |
| |  Module 4: Mid-Iteration Group Status [Group] https://miamioh.instructure.com/courses/157394/assignments/1753939 | due by 11:59pm |
| |  Module 4: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753922 | due by 11:59pm |
| Tue Sep 28, 2021 |  Module 4: Data Source Analysis Showcase [Group] https://miamioh.instructure.com/courses/157394/assignments/1753929 | due by 11:59pm |
| |  Module 4: Job Portfolio Update [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753930 | due by 11:59pm |
| Sat Oct 2, 2021 |  Module 4: Group Retrospective [Individual and | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | Group] (https://miamioh.instructure.com/courses/157394/assignments/1753940) | |
| |  Module 4: Showcase Discussion [Individual and Group] (https://miamioh.instructure.com/courses/157394/assignments/1753941) | due by 11:59pm |
| |  Module 5: Pre-Processing Tool Research Assignment [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1750952) | due by 11:59pm |
| Tue Oct 5, 2021 |  Module 5: Mid-Iteration Group Status [Group] (https://miamioh.instructure.com/courses/157394/assignments/1753821) | due by 11:59pm |
| |  Module 5: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1750945) | due by 11:59pm |
| Tue Oct 12, 2021 |  Module 5: Job Portfolio Update Evaluated [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1750961) | due by 11:59pm |
| |  Module 5: Pre-Processing Tools Showcase [Group] (https://miamioh.instructure.com/courses/157394/assignments/1750962) | due by 11:59pm |
| Sat Oct 16, 2021 |  Module 5: Group Retrospective [Individual and Group] (https://miamioh.instructure.com/courses/157394/assignments/1753876) | due by 11:59pm |
| |  Module 5: Showcase Discussion [Individual and Group] (https://miamioh.instructure.com/courses/157394/assignments/1753875) | due by 11:59pm |
| |  Module 5: Selection Criteria Assignment [Self-Selected Teams of 2 or 3] (https://miamioh.instructure.com/courses/157394/assignments/1750963) | due by 11:59pm |
| |  Module 5: Tableau Application: Comicbook Business Assignment | due by 11:59pm |

| Date | Details | Due |
|---|--|--|
| Tue Oct 19, 2021 | Interim Results (final results due in Module 6) [Self-Selected Teams of up to 3] https://miamioh.instructure.com/courses/157394/assignments/1972334 | |
| |  Module 6: Visualizations Individual Research: Good and Bad Examples [Individual] https://miamioh.instructure.com/courses/157394/assignments/1750953 | due by 11:59pm |
| |  Module 6: Mid-Iteration Group Status [Group] https://miamioh.instructure.com/courses/157394/assignments/1750965 | due by 11:59pm |
| |  Module 6: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] https://miamioh.instructure.com/courses/157394/assignments/1750942 | due by 11:59pm |
| |  Module 6: Job Portfolio Update [Individual] https://miamioh.instructure.com/courses/157394/assignments/1750958 | due by 11:59pm |
| | Tue Oct 26, 2021 |  Module 6: Visualization Showcase [Group] https://miamioh.instructure.com/courses/157394/assignments/1750960 |
|  Module 8: Course Exam Start [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753968 | | due by 11:59pm |
|  Module 8: Project Team Sign-up [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753974 | | due by 11:59pm |
| Sat Oct 30, 2021 |  Module 6: Group Retrospective [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1750951 | due by 11:59pm |
| |  Module 6: Showcase Discussion [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1750957 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 8: Project Topic Brainstorming [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1753965 | due by 11:59pm |
| |  Module 6: Tableau Application: Comicbook Business Assignment [Self-Selected Teams of up to 3] https://miamioh.instructure.com/courses/157394/assignments/1750959 | due by 11:59pm |
| Tue Nov 2, 2021 |  Module 8: Project Topic Narrowing [Group] https://miamioh.instructure.com/courses/157394/assignments/1753975 | due by 11:59pm |
| Sat Nov 6, 2021 |  Module 8: Preliminary Project Research and Topic Selection [Group] https://miamioh.instructure.com/courses/157394/assignments/1753973 | due by 11:59pm |
| Tue Nov 9, 2021 |  Module 8: Mid-Project Group Status [Group] https://miamioh.instructure.com/courses/157394/assignments/1753972 | due by 11:59pm |
| Sat Nov 13, 2021 |  Module 9: Course Exam Completion [Individual]. [Part 1 of 2] https://miamioh.instructure.com/courses/157394/assignments/1746022 | due by 11:59pm |
| Tue Nov 16, 2021 |  Module 8: Draft Showcase [Group] https://miamioh.instructure.com/courses/157394/assignments/1753969 | due by 11:59pm |
| Sat Nov 20, 2021 |  Module 8: Draft Showcase Response [Group and Individual] https://miamioh.instructure.com/courses/157394/assignments/1753967 | due by 11:59pm |
| Tue Nov 23, 2021 |  Module 8: Final Showcase [Group] https://miamioh.instructure.com/courses/157394/assignments/1753970 | due by 11:59pm |
| |  Module 8: Job Portfolio Update No Submission [Individual] https://miamioh.instructure.com/courses/157394/assignments/1759740 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Tue Nov 30, 2021 |  Module 8: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753964 | due by 11:59pm |
| Sat Dec 4, 2021 |  Module 9: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753962 | due by 11:59pm |
| Tue Dec 7, 2021 |  Module 9: Course Exam Completion [Individual] [Part 2 of 2] https://miamioh.instructure.com/courses/157394/assignments/1746023 | due by 11:59pm |
| Tue Dec 7, 2021 |  Module 9: Final Reflection [Individual] https://miamioh.instructure.com/courses/157394/assignments/1759736 | due by 11:59pm |
| Tue Dec 7, 2021 |  Module 9: Job Portfolio Final [Individual] https://miamioh.instructure.com/courses/157394/assignments/1746024 | due by 11:59pm |
| Tue Dec 7, 2021 |  Module 9: Update CIT Student Portfolio [Individual] https://miamioh.instructure.com/courses/157394/assignments/2096497 | due by 11:59pm |
| |  Individual Collaboration Responsibility Quiz https://miamioh.instructure.com/courses/157394/assignments/1750940 | |
| |  Module 7: Group Retrospective [Individual and Group] https://miamioh.instructure.com/courses/157394/assignments/1753957 | |
| |  Module 7: Information Management Tools Research Assignment [Individual] https://miamioh.instructure.com/courses/157394/assignments/1753926 | |

| Date | Details | Due |
|------|---|-----|
| |  Module 7: Job Portfolio Update [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1753959) | |
| |  Module 7: Mid-Iteration Group Status [Group] (https://miamioh.instructure.com/courses/157394/assignments/1753955) | |
| |  Module 7: Preliminary Tool Research Discussion [Individual and Group Response] (https://miamioh.instructure.com/courses/157394/assignments/1753928) | |
| |  Module 7: Showcase Discussion [Individual and Group] (https://miamioh.instructure.com/courses/157394/assignments/1753956) | |
| |  Module 7: Tool Acquisition, Analysis, Evaluation, and Dissemination Showcase [Group] (https://miamioh.instructure.com/courses/157394/assignments/1753933) | |
| |  Module 7: What was New, Useful, What Did You Improve, How Did You Contribute? [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1753923) | |
| |  Module 9: Final Group Retrospective [Individual] (https://miamioh.instructure.com/courses/157394/assignments/1758890) | |

Course Syllabus

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About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 357 - Current Practices in Information Technology



Investigation of current practices, tools, and applications of Information Technology. Emphasis is on structured research techniques, critical analysis, and presentation of technical materials. Prerequisite: CIT 338 or (CIT 307 and (CSE 153 or CSE 174)) or CIT 358 or CSE 271.

Course Outcomes

At the end of this course, students should be able to:

- 357.1 Identify current practices, tools, or applications of Information Technology
- 357.2 Conduct research into selected practices, tools, or applications of Information Technology
- 357.3 Compose technical reports to convey research results to others
- 357.4 Present and explain technical materials to others
- 357.5 Demonstrate Information Technology tools and systems to others

Why this course?


This course is required in the Bachelors' degree in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and in [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>). This course specifically helps students identify a capstone project.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  [\(https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html\)](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  [\(https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/\)](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

There is no required text for this course. However, please refer to the [Software in This Course](https://miamioh.instructure.com/courses/85975/pages/software-in-this-course) [\(https://miamioh.instructure.com/courses/85975/pages/software-in-this-course\)](https://miamioh.instructure.com/courses/85975/pages/software-in-this-course) page for all required software and applications. Additionally, students should refer to the [Software Resources](https://miamioh.instructure.com/courses/85975/modules/269242) [\(https://miamioh.instructure.com/courses/85975/modules/269242\)](https://miamioh.instructure.com/courses/85975/modules/269242) module for applications they might find useful. Note: This list is not exhaustive and students should research and explore many publications and applications in researching capstone ideas.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/85975/grades) (<https://miamioh.instructure.com/courses/85975/grades>) page for information all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning,

and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

The Miami Plan for Liberal Education

Liberal education complements specialized studies in your major and provides a broadened context for exploring personal and career choices. Every student, regardless of major, is required to participate in

the Miami Plan for Liberal Education. Liberal education course work and co-curricular programming emphasize four basic goals:

- **Thinking Critically.** Students achieve a perspective by combining imagination, intuition, reasoning, and evaluation. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems.
- **Understanding Contexts.** Because how we know may be as important as what we know, examining assumptions is an important part of learning. Knowledge of the conceptual frameworks and achievements of the arts, sciences, technology, and the character of global society is crucial to our future.
- **Engaging with Other Learners.** A healthy exchange of different ideas and viewpoints encourages a rethinking of accepted perspectives. Therefore, diversity among learners, a supportive atmosphere of group work, active listening, and opportunities to critique results encourage learning through shared efforts.
- **Reflecting and Acting.** By making thoughtful decisions and examining their consequences, students may enhance personal moral commitment, enrich ethical understanding, and strengthen civic participation.

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu

MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html) [↗\(https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html\)](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates

[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html) [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)












In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/85975/modules) [page](https://miamioh.instructure.com/courses/85975/modules).











When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/85975/modules) [button](https://miamioh.instructure.com/courses/85975/modules) on the left to start the course.












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Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Wed Jan 30, 2019 |  About Me Assignment (https://miamioh.instructure.com/courses/85975/assignments/853630) | due by 11:59pm |
| Sun Feb 3, 2019 |  What did we learn about each other? Discussion (https://miamioh.instructure.com/courses/85975/assignments/863873) | due by 11:59pm |
| Sun Feb 10, 2019 |  Module 1 Social Contract Discussion (https://miamioh.instructure.com/courses/85975/assignments/934797) | due by 11:59pm |
| Sun Feb 10, 2019 |  Module 1: Project and Team Tools Discussion (https://miamioh.instructure.com/courses/85975/assignments/855744) | due by 11:59pm |
| Sun Feb 10, 2019 |  Module 1: Leadership Style Assignment (https://miamioh.instructure.com/courses/85975/assignments/867011) | due by 11:59pm |
| Sun Feb 10, 2019 |  Module 1: Team Drive Set Up Assignment (https://miamioh.instructure.com/courses/85975/assignments/855745) | due by 11:59pm |
| Wed Feb 13, 2019 |  Module 1: Interview with a Capstone Survivor (https://miamioh.instructure.com/courses/85975/assignments/1905416) | due by 11:59pm |
| Sun Feb 17, 2019 |  Module 1: Project Ideas Discussion (https://miamioh.instructure.com/courses/85975/assignments/855892) | due by 11:59pm |
| Sun Feb 24, 2019 |  Module 2: Project 1 Pitch Assignment (https://miamioh.instructure.com/courses/85975/assignments/852374) | due by 11:59pm |
| Sun Feb 24, 2019 |  Module 2: Project 1 Proposal Assignment (https://miamioh.instructure.com/courses/85975/assignments/852376) | due by 11:59pm |
| Sun Mar 3, 2019 |  Module 2: Project 1 Preliminary Work Product Assignment (https://miamioh.instructure.com/courses/85975/assignments/852375) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Mar 10, 2019 |  Module 2: Project Ideas Discussion Update https://miamioh.instructure.com/courses/85975/assignments/1905464 | due by 11:59pm |
| |  Module 2: Project 1 Reflection Discussion https://miamioh.instructure.com/courses/85975/assignments/853547 | due by 11:59pm |
| |  Module 2: Team Status Update Discussion https://miamioh.instructure.com/courses/85975/assignments/855942 | due by 11:59pm |
| |  Module 2 Project Discussion with CIT Faculty https://miamioh.instructure.com/courses/85975/assignments/2096262 | due by 11:59pm |
| Sun Mar 17, 2019 |  Module 2: Project 1 Final Work Product Assignment https://miamioh.instructure.com/courses/85975/assignments/852378 | due by 11:59pm |
| |  Module 3: Project 2 Pitch Assignment https://miamioh.instructure.com/courses/85975/assignments/872659 | due by 11:59pm |
| Sun Mar 24, 2019 |  Module 3: Project 2 Proposal Assignment https://miamioh.instructure.com/courses/85975/assignments/872660 | due by 11:59pm |
| Sun Mar 24, 2019 |  Module 3: Project 2 Preliminary Work Product Assignment https://miamioh.instructure.com/courses/85975/assignments/872661 | due by 11:59pm |
| Sun Mar 31, 2019 |  Module 3: Project Ideas Discussion Update https://miamioh.instructure.com/courses/85975/assignments/1905465 | due by 11:59pm |
| |  Module 3: Project 2 Reflection Discussion https://miamioh.instructure.com/courses/85975/assignments/872665 | due by 11:59pm |
| |  Module 3: Team Status Update Discussion | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/85975/assignments/872664) | |
| |  Module 3 Project Discussion with CIT Faculty | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/2096263) | |
| |  Module 3: Project 2 Final Work Product Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872662) | |
| |  Module 4: Project 3 Pitch Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872666) | |
| Thu Apr 4, 2019 |  Module 4: Project 3 Proposal Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872667) | |
| Sun Apr 7, 2019 |  Module 4: Project 3 Preliminary Work Product Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872668) | |
| |  Module 4: Project Ideas Discussion Update | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/1905467) | |
| |  Module 4: Project 3 Reflection Discussion | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872672) | |
| Sun Apr 14, 2019 |  Module 4: Team Status Update Discussion | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872671) | |
| |  Module 4 Project Discussion with CIT Faculty | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/2096264) | |
| |  Module 4: Project 3 Final Work Product Assignment | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/85975/assignments/872669) | |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Apr 21, 2019 |  Module 5: Project 4 Pitch Assignment https://miamioh.instructure.com/courses/85975/assignments/872674 | due by 11:59pm |
| |  Module 5: Project 4 Proposal Assignment https://miamioh.instructure.com/courses/85975/assignments/872675 | due by 11:59pm |
| Sun Apr 28, 2019 |  Module 5: Project 4 Preliminary Work Product Assignment https://miamioh.instructure.com/courses/85975/assignments/872676 | due by 11:59pm |
| |  Module 5: Project 4 Reflection Discussion https://miamioh.instructure.com/courses/85975/assignments/872680 | due by 11:59pm |
| |  Module 5: Team Status Update Discussion https://miamioh.instructure.com/courses/85975/assignments/872679 | due by 11:59pm |
| Sun May 5, 2019 |  Module 5 Project Discussion with CIT Faculty https://miamioh.instructure.com/courses/85975/assignments/2096265 | due by 11:59pm |
| |  Module 5: Project 4 Final Work Product Assignment https://miamioh.instructure.com/courses/85975/assignments/872677 | due by 11:59pm |
| Sun May 12, 2019 |  Module 6: Final Reflection https://miamioh.instructure.com/courses/85975/assignments/874991 | due by 11:59pm |
| |  Module 6: Activity/Feedback Log https://miamioh.instructure.com/courses/85975/assignments/874992 | due by 11:59pm |
| |  Module 6: Final Pitch Presentation https://miamioh.instructure.com/courses/85975/assignments/874993 | due by 11:59pm |
| |  Module 6: Project Acceptance https://miamioh.instructure.com/courses/85975/assignments/2096260 | due by 11:59pm |

| Date | Details | Due |
|------|---|----------------|
| |  Module 6: Update Student Portfolio (https://miamioh.instructure.com/courses/85975/assignments/1905405) | due by 11:59pm |
| |  Module 1 Course Expectations Quiz (https://miamioh.instructure.com/courses/85975/assignments/1905410) | |

Course Syllabus

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About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you.

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Miami Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 358 - Information Technology Assurance and Security

A hands-on course allowing students to assess the security posture of an enterprise environment. Students will evaluate fundamental threat vectors and utilize current exploitation techniques to penetrate systems (red team/blue team) in a simulated network. Prepares students for Ethical Hacking Certification. Prerequisite: CIT 258.

Why this course?

This course is a required course for the Cybersecurity concentration in the [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) major. Additionally, this course follows CIT 258 in the [Cybersecurity Administration](https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/) [\(https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/\)](https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/) minor.

Course Outcomes

At the end of this course, students should be able to:

- 358.1 Develop a penetration testing methodology.
- 358.2 Design and implement a penetration test.
- 358.3 Exploit networks and systems during a penetration test.
- 358.4 Create audience targeted reporting to communicate methodologies, plans, and results of exploitation and penetrations tests on a network.
- 358.5 Develop a plan for assessing emerging threats and defenses.
- 358.6 Build countermeasures to major security breaches.


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes,

group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.



As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

Most of the material for this course is delivered via [TestOut](https://w3.testout.com/)  (<https://w3.testout.com/>) and communicates via [Slack](http://www.slack.com)  (<http://www.slack.com>). See [Module 0: CIT Resources](https://miamioh.instructure.com/courses/170804/pages/module-0-cit-resources) (<https://miamioh.instructure.com/courses/170804/pages/module-0-cit-resources>) for more information and instructions.

Technology

This course requires access to computers and the Internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, accessing Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/170804/grades) (<https://miamioh.instructure.com/courses/170804/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |


Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.


Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, or try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records

- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates





The academic calendar is online. [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)














In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the **Modules** (<https://miamioh.instructure.com/courses/170804/modules>) page.













When you finish reviewing this syllabus page, click the **Modules** (<https://miamioh.instructure.com/courses/170804/modules>) button on the left to start the course.








[Jump to top of page.](#)












Course Summary:





| Date | Details | Due |
|------------------|---|----------------|
| Sun Aug 28, 2022 |  Module 0: Student Video Introductions (https://miamioh.instructure.com/courses/170804/assignments/2044147) | due by 11:59pm |
| |  Module 0: Technology Set-Up (https://miamioh.instructure.com/courses/170804/assignments/2034015) | due by 11:59pm |
| Sun Sep 4, 2022 |  2.1.3 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2035678) | due by 11:59pm |
| |  2.2.3 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2035679) | due by 11:59pm |













| Date | Details | Due |
|------------------|---|----------------|
| |  2.3.4 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2035680 | due by 11:59pm |
| |  2.4.4 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2035681 | due by 11:59pm |
| |  2.5.7 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2035682 | due by 11:59pm |
| |  3.1.10 - Identify Social Engineering https://miamioh.instructure.com/courses/170804/assignments/2036073 | due by 11:59pm |
| |  3.1.11 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2036074 | due by 11:59pm |
| Sun Sep 11, 2022 |  3.2.5 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2036075 | due by 11:59pm |
| |  3.3.3 - Implement Physical Security Countermeasures https://miamioh.instructure.com/courses/170804/assignments/2036076 | due by 11:59pm |
| |  3.3.4 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2036077 | due by 11:59pm |
| Sun Sep 25, 2022 |  Retrospective 1 https://miamioh.instructure.com/courses/170804/assignments/2044145 | due by 11:59pm |
| |  4.1.7 - Perform Reconnaissance with Nmap https://miamioh.instructure.com/courses/170804/assignments/2036080 | due by 11:59pm |
| |  4.1.8 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2036081 | due by 11:59pm |
| |  4.2.10 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2036086 | due by 11:59pm |
| |  4.2.3 - Disable Windows Services | due by 11:59pm |













| Date | Details | Due |
|------|--|----------------|
| | https://miamioh.instructure.com/courses/170804/assignments/2036082 | |
| |  4.2.5 - Manage Linux Services | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036083 | |
| |  4.2.6 - Enable and Disable Linux Services | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036084 | |
| |  4.2.9 - Hide the IIS Banner Broadcast | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036085 | |
| |  5.1.10 - Practice Questions | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036089 | |
| |  5.1.10 - Practice Questions | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2056240 | |
| |  5.1.5 - Perform an Internal Scan | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036087 | |
| |  5.1.6 - Perform an External Scan Using Zenmap | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036088 | |
| |  5.2.3 - Practice Questions | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2056242 | |
| |  6.1.11 - Perform Enumeration with Metasploit | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036091 | |
| |  6.1.12 - Perform Enumeration of MSSQL with Metasploit | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036092 | |
| |  6.1.13 - Practice Questions | due by 11:59pm |
| | https://miamioh.instructure.com/courses/170804/assignments/2036093 | |
| |  6.1.9 - Perform Enumeration with Nmap | due by 11:59pm |













| Date | Details | Due |
|-----------------|--|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2036090) | |
| |  6.2.4 - Prevent Zone Transfer (https://miamioh.instructure.com/courses/170804/assignments/2040285) | due by 11:59pm |
| |  6.2.5 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2036094) | due by 11:59pm |
| |  Module 3: GNS3 Cyber Lab Exercise 358-300 (https://miamioh.instructure.com/courses/170804/assignments/2034016) | due by 11:59pm |
| |  Module 3: GNS3 Cyber Lab Exercise 358-350 (https://miamioh.instructure.com/courses/170804/assignments/2037766) | due by 11:59pm |
| |  Module 3: GNS3 Cyber Lab Exercise 358-351 (https://miamioh.instructure.com/courses/170804/assignments/2049041) | due by 11:59pm |
| Sun Oct 9, 2022 |  7.1.4 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037662) | due by 11:59pm |
| |  7.2.5 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037663) | due by 11:59pm |
| |  7.3.3 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037664) | due by 11:59pm |
| |  7.4.10 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037670) | due by 11:59pm |
| |  7.4.5 - Scan for Vulnerabilities on a Windows Workstation (https://miamioh.instructure.com/courses/170804/assignments/2037665) | due by 11:59pm |
| |  7.4.6 - Scan for Vulnerabilities on a Linux Server (https://miamioh.instructure.com/courses/170804/assignments/2037666) | due by 11:59pm |
| |  7.4.7 - Scan for Vulnerabilities on a Domain Controller | due by 11:59pm |

| Date | Details | Due |
|------|--|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2037667) | |
| |  7.4.8 - Scan for Vulnerabilities on a Security Appliance | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037668) | |
| |  7.4.9 - Scan for Vulnerabilities on a WAP | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037669) | |
| |  8.1.10 - Crack a Password with John the Ripper | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037674) | |
| |  8.1.14 - Configure Account Password Policies | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037675) | |
| |  8.1.15 - Practice Questions | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037676) | |
| |  8.1.4 - Analyze a USB Keylogger Attack | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037671) | |
| |  8.1.5 - Analyze a USB Keylogger Attack 2 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037672) | |
| |  8.1.7 - Crack a Password with Rainbow Tables | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037673) | |
| |  8.2.6 - Crack the SAM Database with John the Ripper | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037677) | |
| |  8.2.8 - Enforce User Account Control | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037678) | |
| |  8.2.9 - Practice Questions | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037679) | |








| Date | Details | Due |
|------------------|--|----------------|
| |  8.3.4 - Create a Backdoor with Metasploit https://miamioh.instructure.com/courses/170804/assignments/2037680 | due by 11:59pm |
| |  8.3.6 - Create a Backdoor with Netcat https://miamioh.instructure.com/courses/170804/assignments/2037681 | due by 11:59pm |
| |  8.3.7 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2037682 | due by 11:59pm |
| |  8.4.11 - Hide Files with OpenStego https://miamioh.instructure.com/courses/170804/assignments/2037685 | due by 11:59pm |
| |  8.4.12 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2037686 | due by 11:59pm |
| |  8.4.5 - Clear Windows Log Files on Server 2016 https://miamioh.instructure.com/courses/170804/assignments/2037683 | due by 11:59pm |
| |  8.4.6 - Clear Audit Policies https://miamioh.instructure.com/courses/170804/assignments/2037684 | due by 11:59pm |
| |  Exam 1 https://miamioh.instructure.com/courses/170804/assignments/2048697 | due by 11:59pm |
| |  Module 7: GNS3 Cyber Lab Exercise 358-700 https://miamioh.instructure.com/courses/170804/assignments/2037768 | due by 11:59pm |
| |  Module 7: GNS3 Cyber Lab Exercise 358-701 https://miamioh.instructure.com/courses/170804/assignments/2049059 | due by 11:59pm |
| |  Module 7: GNS3 Cyber Lab Exercise 358-702 https://miamioh.instructure.com/courses/170804/assignments/2049060 | due by 11:59pm |
| Sun Oct 23, 2022 |  10.1.10 - Poison DNS https://miamioh.instructure.com/courses/170804/assignments/2037704 | due by 11:59pm |

| Date | Details | Due |
|------|--|----------------|
| |  10.1.11 - Filter and Analyze Traffic with Wireshark https://miamioh.instructure.com/courses/170804/assignments/2037705 | due by 11:59pm |
| |  10.1.12 - Analyze Email Traffic for Sensitive Data https://miamioh.instructure.com/courses/170804/assignments/2037706 | due by 11:59pm |
| |  10.1.13 - Analyze Email Traffic for Sensitive Data 2 https://miamioh.instructure.com/courses/170804/assignments/2037707 | due by 11:59pm |
| |  10.1.17 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2037708 | due by 11:59pm |
| |  10.1.6 - Spoof MAC Addresses with SMAC https://miamioh.instructure.com/courses/170804/assignments/2037702 | due by 11:59pm |
| |  10.1.8 - Poison ARP and Analyze with Wireshark https://miamioh.instructure.com/courses/170804/assignments/2037703 | due by 11:59pm |
| |  10.2.11 - Hijack a Web Session https://miamioh.instructure.com/courses/170804/assignments/2037712 | due by 11:59pm |
| |  10.2.14 - Practice Questions https://miamioh.instructure.com/courses/170804/assignments/2037713 | due by 11:59pm |
| |  10.2.6 - Perform a DHCP Spoofing Man-in-the-Middle Attack https://miamioh.instructure.com/courses/170804/assignments/2037709 | due by 11:59pm |
| |  10.2.7 - Perform an MITM Attack from a Remote Computer https://miamioh.instructure.com/courses/170804/assignments/2037710 | due by 11:59pm |
| |  10.2.8 - Capture HTTP POST Packets with Wireshark https://miamioh.instructure.com/courses/170804/assignments/2037711 | due by 11:59pm |
| |  10.3.10 - Analyze a DDoS Attack | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2037717) | |
| |  10.3.13 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037718) | due by 11:59pm |
| |  10.3.6 - Perform and Analyze a SYN Flood Attack (https://miamioh.instructure.com/courses/170804/assignments/2037714) | due by 11:59pm |
| |  10.3.7 - Analyze ICMP Traffic in Wireshark (https://miamioh.instructure.com/courses/170804/assignments/2037715) | due by 11:59pm |
| |  10.3.9 - Perform a DoS Attack (https://miamioh.instructure.com/courses/170804/assignments/2037716) | due by 11:59pm |
| |  9.1.12 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037694) | due by 11:59pm |
| |  9.2.5 - Detect Open Ports with Nmap (https://miamioh.instructure.com/courses/170804/assignments/2037695) | due by 11:59pm |
| |  9.2.6 - View Open Ports with netstat (https://miamioh.instructure.com/courses/170804/assignments/2037696) | due by 11:59pm |
| |  9.2.7 - Scan for Open Ports from a Remote Computer (https://miamioh.instructure.com/courses/170804/assignments/2037697) | due by 11:59pm |
| |  9.2.8 - Counter Malware with Windows Defender (https://miamioh.instructure.com/courses/170804/assignments/2037698) | due by 11:59pm |
| |  9.2.9 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037700) | due by 11:59pm |
| Sun Oct 30, 2022 |  Retrospective 2 (https://miamioh.instructure.com/courses/170804/assignments/2044144) | due by 11:59pm |
| |  11.1.10 - Implement Intrusion Detection | due by 11:59pm |

| Date | Details | Due |
|-----------------|--|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2037719) | |
| |  11.1.11 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037720) | due by 11:59pm |
| |  11.2.10 - Perform a Decoy Scan with Zenmap (https://miamioh.instructure.com/courses/170804/assignments/2037723) | due by 11:59pm |
| |  11.2.12 - Bypass Windows Firewall (https://miamioh.instructure.com/courses/170804/assignments/2037724) | due by 11:59pm |
| |  11.2.13 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037725) | due by 11:59pm |
| |  11.2.7 - Configure a Perimeter Firewall (https://miamioh.instructure.com/courses/170804/assignments/2037721) | due by 11:59pm |
| |  11.2.9 - Perform a Decoy Scan (https://miamioh.instructure.com/courses/170804/assignments/2037722) | due by 11:59pm |
| |  11.3.6 - Create a Honeypot with Pentbox (https://miamioh.instructure.com/courses/170804/assignments/2037726) | due by 11:59pm |
| |  11.3.7 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037727) | due by 11:59pm |
| Sun Nov 6, 2022 |  12.1.11 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037732) | due by 11:59pm |
| |  12.1.7 - Extract Web Server Information with Nmap (https://miamioh.instructure.com/courses/170804/assignments/2037730) | due by 11:59pm |
| |  12.1.8 - Crack FTP Credentials with Wireshark (https://miamioh.instructure.com/courses/170804/assignments/2037731) | due by 11:59pm |
| |  12.2.10 - Practice Questions | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2037733) | |
| |  12.3.6 - Perform an SQL Injection Attack (https://miamioh.instructure.com/courses/170804/assignments/2037734) | due by 11:59pm |
| |  12.3.9 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037735) | due by 11:59pm |
| Sun Nov 20, 2022 |  13.1.13 - Discover a Rogue DHCP Server (https://miamioh.instructure.com/courses/170804/assignments/2037738) | due by 11:59pm |
| |  13.1.14 - Locate a Rogue Wireless Access Point (https://miamioh.instructure.com/courses/170804/assignments/2037739) | due by 11:59pm |
| |  13.1.15 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037740) | due by 11:59pm |
| |  13.1.9 - Discover a Hidden Network (https://miamioh.instructure.com/courses/170804/assignments/2037737) | due by 11:59pm |
| |  13.2.4 - Discover Bluetooth Devices (https://miamioh.instructure.com/courses/170804/assignments/2037741) | due by 11:59pm |
| |  13.2.5 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037742) | due by 11:59pm |
| |  13.3.12 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037744) | due by 11:59pm |
| |  13.3.6 - Secure a Mobile Device (https://miamioh.instructure.com/courses/170804/assignments/2037743) | due by 11:59pm |
| |  14.1.10 - Practice Questions (https://miamioh.instructure.com/courses/170804/assignments/2037745) | due by 11:59pm |
| |  14.2.11 - Scan for IoT Devices | due by 11:59pm |

| Date | Details | Due |
|-----------------|--|----------------|
| | (https://miamioh.instructure.com/courses/170804/assignments/2037746) | |
| |  14.2.11 - Scan for IoT Devices | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037749) | |
| |  14.2.12 - Practice Questions | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037747) | |
| |  14.2.12 - Practice Questions | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037750) | |
| Sat Dec 3, 2022 |  Module 9: Final Project | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2037772) | |
| |  Module 9: Final Course | |
| | Retrospective | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2044143) | |
| Sun Dec 4, 2022 |  Module 9: Update Student | |
| | Portfolio | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2044146) | |
| Fri Dec 9, 2022 |  Final Exam | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/170804/assignments/2048698) | |

Course Syllabus

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 376 - IT for Organizations

This course explores the management of the many aspects of an IT organization. It further examines the relationship and alignment between the IT functions and its' support of the overall strategic goals of the organization. Prerequisite: CIT 205.

Why this course?

This course is required in the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) [↗](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) [↗](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>).

Course Outcomes

At the end of this course, students should be able to:


- CIT 376.1 Students will be able to explain the service management lifecycle.
- CIT 376.2 Students will be able to apply standard operating practices for managing IT staff.
- CIT 376.3 Students will be able to explain how to build strategic alignment across an IT organization.
- CIT 376.4 Students will be able to differentiate and measure areas of compliance.
- CIT 376.5 Students will be able to formulate a quality review of the efficacy of IT operations.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)


Lane, Dean (2011). *The Chief Information Officer's Body of Knowledge*. River Street: Wiley.

Rath, Tom (2007). *StrengthsFinder 2.0*. Gallup Publishing.

Harvard Business Publishing Coursepack, students will need the link provided by your instructor on the [Module 0: Resources](https://miamioh.instructure.com/courses/95211/pages/module-0-resources) (<https://miamioh.instructure.com/courses/95211/pages/module-0-resources>) page.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/95211/grades\)](https://miamioh.instructure.com/courses/95211/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive

Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report,

we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates








[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/95211/modules) (<https://miamioh.instructure.com/courses/95211/modules>) page.













When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/95211/modules) (<https://miamioh.instructure.com/courses/95211/modules>) button on the left to start the course.

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Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Thu Aug 29, 2019 |  About Me Assignment (https://miamioh.instructure.com/courses/95211/assignments/877722) | due by 11:59pm |
| |  Module 1 Mini Case Study Mind Map (https://miamioh.instructure.com/courses/95211/assignments/1034340) | due by 11:59pm |
| Sun Sep 1, 2019 |  Module 1: Creating Your Team Folder - Team Drive (https://miamioh.instructure.com/courses/95211/assignments/1005826) | due by 11:59pm |
| |  Module 1: Individual Strengths Finders (https://miamioh.instructure.com/courses/95211/assignments/991966) | due by 11:59pm |
| Sun Sep 8, 2019 |  Module 1: Group Social Contract Discussion (https://miamioh.instructure.com/courses/95211/assignments/991969) | due by 11:59pm |
| |  Module 1: Mini Case Study Assignment (https://miamioh.instructure.com/courses/95211/assignments/989245) | due by 11:59pm |
| |  What did we learn about each other? | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/95211/assignments/1005831) | |
| Sun Sep 15, 2019 |  Mini Case Study Reflection (https://miamioh.instructure.com/courses/95211/assignments/1002764) | due by 11:59pm |
| |  Case Study 1 Preparation Quiz (https://miamioh.instructure.com/courses/95211/assignments/998968) | due by 11:59pm |
| Thu Sep 19, 2019 |  Chapter 1 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000182) | due by 11:59pm |
| |  Module 2: Atek Case Study Mind map (https://miamioh.instructure.com/courses/95211/assignments/1034348) | due by 11:59pm |
| Sun Sep 22, 2019 |  Case 1 Group Discussion Part 1 (https://miamioh.instructure.com/courses/95211/assignments/1002737) | due by 11:59pm |
| |  Case 1 Discussion Part 2 (https://miamioh.instructure.com/courses/95211/assignments/992103) | due by 11:59pm |
| Thu Sep 26, 2019 |  Chapter 3 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000183) | due by 11:59pm |
| |  Case Study 1 Analysis Paper (https://miamioh.instructure.com/courses/95211/assignments/992114) | due by 11:59pm |
| |  Case Study 1 Group Reflection (https://miamioh.instructure.com/courses/95211/assignments/1002805) | due by 11:59pm |
| Thu Oct 10, 2019 |  Chapter 8 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000184) | due by 11:59pm |
| |  Chapter 9 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000185) | due by 11:59pm |
| Sun Oct 13, 2019 |  Case Study 2 Preparation Quiz (https://miamioh.instructure.com/courses/95211/assignments/1016672) | due by 11:59pm |
| |  Module 4: Celanese Case Study Mind Map | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/95211/assignments/1034350) | |
| |  Case Study 2 Group Discussion Part 1 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/992122) | |
| Thu Oct 17, 2019 |  Chapter 12 Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1000186) | |
| |  Chapter 14 Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1000187) | |
| |  Case Study 2 Group Discussion Part 2 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/992961) | |
| Sun Oct 20, 2019 |  Module 5: Mid-Point Course Reflection | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1034068) | |
| |  Case Study 2 Discussion Part 3 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/992960) | |
| Thu Oct 24, 2019 |  Chapter 20 Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1000188) | |
| |  Case Study 2 Group Discussion Part 4 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/992964) | |
| Sun Oct 27, 2019 |  Chapters 2 & 3 Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1000190) | |
| |  Case Study 2 Analysis Paper | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1024470) | |
| Sun Nov 3, 2019 |  Case Study 2 Group Reflection | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1024471) | |
| Thu Nov 7, 2019 |  Chapter 22 Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/95211/assignments/1000191) | |

| Date | Details | Due |
|------------------|---|----------------|
| Sun Nov 10, 2019 |  Case Study 3 Preparation Quiz (https://miamioh.instructure.com/courses/95211/assignments/1016679) | due by 11:59pm |
| |  Module 8: Zara Case Study Mind Map (https://miamioh.instructure.com/courses/95211/assignments/1034351) | due by 11:59pm |
| Thu Nov 14, 2019 |  Case Study 3 Group Discussion Part 1 (https://miamioh.instructure.com/courses/95211/assignments/992966) | due by 11:59pm |
| |  Chapter 24 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000192) | due by 11:59pm |
| Sun Nov 17, 2019 |  Case Study 3 Discussion Part 2 (https://miamioh.instructure.com/courses/95211/assignments/992968) | due by 11:59pm |
| |  Case Study 3 Discussion Part 3 (https://miamioh.instructure.com/courses/95211/assignments/1024482) | due by 11:59pm |
| Thu Nov 21, 2019 |  Chapter 27 Quiz (https://miamioh.instructure.com/courses/95211/assignments/1000193) | due by 11:59pm |
| Mon Dec 2, 2019 |  Case Study 3 Analysis Paper (https://miamioh.instructure.com/courses/95211/assignments/1024484) | due by 11:59pm |
| Thu Dec 5, 2019 |  Case Study 3 Group Reflection (https://miamioh.instructure.com/courses/95211/assignments/1024486) | due by 11:59pm |
| Sat Dec 7, 2019 |  Module 11: Policy Mind Map (https://miamioh.instructure.com/courses/95211/assignments/992984) | due by 11:59pm |
| Mon Dec 9, 2019 |  Module 11 Policy Peer Review (https://miamioh.instructure.com/courses/95211/assignments/1036455) | due by 11:59pm |
| |  Module 11: Final Course Reflection (https://miamioh.instructure.com/courses/95211/assignments/992985) | due by 11:59pm |

| Date | Details | Due |
|------|---|----------------|
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/95211/assignments/2096513) | due by 11:59pm |

Course Syllabus

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About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall


About the Course

CIT 386 - Designing/Deploying Secure Networks


Integrates clients, servers and infrastructure components into a secure network design. Students will learn about common network-based vulnerabilities, corresponding mitigation solutions, and structured testing methods. Topics will include infrastructure security concepts, protocols, and devices. Students will learn about device hardening, configuration of server and router-based ACLs, and firewall configuration concepts.

Prerequisite(s): CIT 281 and CIT 284.

Why this course?

This course is required in the Bachelors' degree in [Information Technology](#) 

(<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>)

Cybersecurity/Network concentration and in the [Cybersecurity Administration](#) 

(<https://bulletin.miamioh.edu/liberal-arts-applied-science/cybersecurity-administration-minor/>)_minor.

Course Outcomes

At the end of this course, students should be able to:

386.1 Determine how common security devices can be used to secure the enterprise network from common attack vectors.

386.2 Integrate servers, workstations, and common network infrastructure components into a secure network design.

386.3 Deploy common security configurations including Access Control Lists (ACLs), inter VLAN routing, and directory service policies to secure networked systems.

386.4 Analyze the efficacy of network designs through a structured penetration test.

386.5 Document network security designs, analysis, and deployment procedures tailored to the intended audience.


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes,

group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.



As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

All material for this course is delivered via [TestOut](https://w3.testout.com/)  (<https://w3.testout.com/>) and communicates via [Slack](http://www.slack.com)  (<http://www.slack.com>). See [Module 0: Software in the Course](https://miamioh.instructure.com/courses/180104/pages/module-0-software-in-the-course) (<https://miamioh.instructure.com/courses/180104/pages/module-0-software-in-the-course>) for more information and instructions.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for each Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/180104/grades) (<https://miamioh.instructure.com/courses/180104/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |


Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.


Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, or try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html)  (<http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html>) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records

- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to IThelp@miamioh.edu (<mailto:IThelp@miamioh.edu>)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based on these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus, or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss this with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting

information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates




[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)














In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/180104/modules) (<https://miamioh.instructure.com/courses/180104/modules>) page.












When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/180104/modules) (<https://miamioh.instructure.com/courses/180104/modules>) button on the left to start the course.

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Course Summary:












| Date | Details | Due |
|------------------|---|----------------|
| Sun Aug 28, 2022 |  Module 0: Student Video Introductions (https://miamioh.instructure.com/courses/180104/assignments/2061015) | due by 11:59pm |
| |  Module 0: Technology Set-Up (https://miamioh.instructure.com/courses/180104/assignments/2060622) | due by 11:59pm |
| Sun Sep 4, 2022 |  2.1.11 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2072172) | due by 11:59pm |













| Date | Details | Due |
|------------------|---|----------------|
| |  2.2.9 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072173 | due by 11:59pm |
| |  2.3.5 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072174 | due by 11:59pm |
| |  3.1.3 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072175 | due by 11:59pm |
| |  3.2.3 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072176 | due by 11:59pm |
| |  3.3.3 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072177 | due by 11:59pm |
| |  Module 1: Security Policy Review https://miamioh.instructure.com/courses/180104/assignments/2060623 | due by 11:59pm |
| Sun Sep 11, 2022 |  5.1.7 - Perform Reconnaissance with Nmap https://miamioh.instructure.com/courses/180104/assignments/2072258 | due by 11:59pm |
| |  5.1.8 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072259 | due by 11:59pm |
| |  5.2.10 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2072264 | due by 11:59pm |
| |  5.2.3 - Disable Windows Services https://miamioh.instructure.com/courses/180104/assignments/2072260 | due by 11:59pm |
| |  5.2.5 - Manage Linux Services https://miamioh.instructure.com/courses/180104/assignments/2072261 | due by 11:59pm |
| |  5.2.6 - Enable and Disable Linux Services https://miamioh.instructure.com/courses/180104/assignments/2072262 | due by 11:59pm |
| |  5.2.9 - Hide the IIS Banner Broadcast | due by 11:59pm |













| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/180104/assignments/2072263) | |
| |  5.3.12 - Scan for Zombie Processes | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072268) | |
| |  5.3.4 - Troubleshoot Connectivity with ping/hping3 | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072265) | |
| |  5.3.6 - Perform an Internal Scan with Nmap | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072266) | |
| |  5.3.7 - Perform an External Scan Using Zenmap | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072267) | |
| Sun Sep 18, 2022 |  5.3.13 - Section Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072269) | |
| |  6.1.11 - Perform Enumeration with Metasploit | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072271) | |
| |  6.1.12 - Perform Enumeration of MSSQL with Metasploit | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072272) | |
| |  6.1.13 - Section Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072273) | |
| |  6.1.8 - Perform Enumeration with Nmap | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072270) | |
| |  6.2.4 - Prevent Zone Transfer | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072274) | |
| |  6.2.5 - Section Quiz | due by 11:59pm |
| | (https://miamioh.instructure.com/courses/180104/assignments/2072275) | |













| Date | Details | Due |
|------------------|--|----------------|
| |  Module 2: Security Policy Review https://miamioh.instructure.com/courses/180104/assignments/2079257 | due by 11:59pm |
| Sun Oct 2, 2022 |  Module 3: Lab 386-100 Video Submission https://miamioh.instructure.com/courses/180104/assignments/2074582 | due by 11:59pm |
| Sun Oct 9, 2022 |  Module 3: Lab 386-200 Video Submission https://miamioh.instructure.com/courses/180104/assignments/2082089 | due by 11:59pm |
| |  7.1.4 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074113 | due by 11:59pm |
| |  7.2.5 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074114 | due by 11:59pm |
| |  7.3.3 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074115 | due by 11:59pm |
| Sun Oct 16, 2022 |  7.4.7 - Scan for Vulnerabilities on a Windows Workstation https://miamioh.instructure.com/courses/180104/assignments/2074116 | due by 11:59pm |
| |  7.4.8 - Scan for Vulnerabilities on a Linux Server https://miamioh.instructure.com/courses/180104/assignments/2074117 | due by 11:59pm |
| |  7.4.9 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074118 | due by 11:59pm |
| |  Module 4: Security Policy Review https://miamioh.instructure.com/courses/180104/assignments/2079310 | due by 11:59pm |
| Sun Oct 23, 2022 |  8.1.7 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074120 | due by 11:59pm |
| |  8.2.11 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074122 | due by 11:59pm |













| Date | Details | Due |
|------------------|--|----------------|
| |  8.2.7 - Enforce User Account Control https://miamioh.instructure.com/courses/180104/assignments/2074121 | due by 11:59pm |
| |  8.3.12 - Configure Account Password Policies https://miamioh.instructure.com/courses/180104/assignments/2074125 | due by 11:59pm |
| |  8.3.13 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074126 | due by 11:59pm |
| |  8.3.4 - Analyze a USB Keylogger Attack https://miamioh.instructure.com/courses/180104/assignments/2074123 | due by 11:59pm |
| |  8.3.6 - Analyze Passwords using Rainbow Tables https://miamioh.instructure.com/courses/180104/assignments/2074124 | due by 11:59pm |
| |  8.4.4 - Manage Certificates https://miamioh.instructure.com/courses/180104/assignments/2074127 | due by 11:59pm |
| |  8.4.5 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074128 | due by 11:59pm |
| |  Module 5: Security Policy Review https://miamioh.instructure.com/courses/180104/assignments/2079311 | due by 11:59pm |
| Sun Oct 30, 2022 |  9.1.12 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074129 | due by 11:59pm |
| |  9.2.14 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074134 | due by 11:59pm |
| |  9.2.5 - Detect Open Ports with Nmap https://miamioh.instructure.com/courses/180104/assignments/2074130 | due by 11:59pm |
| |  9.2.6 - View Open Ports with netstat https://miamioh.instructure.com/courses/180104/assignments/2074131 | due by 11:59pm |




| Date | Details | Due |
|------|--|----------------|
| |  9.2.7 - Scan for Open Ports from a Remote Computer https://miamioh.instructure.com/courses/180104/assignments/2074132 | due by 11:59pm |
| |  9.2.8 - Counter Malware with Windows Defender https://miamioh.instructure.com/courses/180104/assignments/2074133 | due by 11:59pm |
| |  9.3.10 - Analyze DNS Spoofing https://miamioh.instructure.com/courses/180104/assignments/2074136 | due by 11:59pm |
| |  9.3.11 - Filter and Analyze Traffic with Wireshark https://miamioh.instructure.com/courses/180104/assignments/2074137 | due by 11:59pm |
| |  9.3.12 - Analyze Email Traffic for Spoofed Addresses https://miamioh.instructure.com/courses/180104/assignments/2074138 | due by 11:59pm |
| |  9.3.13 - Analyze Email Traffic for Sensitive Data https://miamioh.instructure.com/courses/180104/assignments/2074139 | due by 11:59pm |
| |  9.3.17 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074140 | due by 11:59pm |
| |  9.3.8 - Analyze ARP Poisoning with Wireshark https://miamioh.instructure.com/courses/180104/assignments/2074135 | due by 11:59pm |
| |  9.4.12 - Section Quiz https://miamioh.instructure.com/courses/180104/assignments/2074144 | due by 11:59pm |
| |  9.4.6 - Analyze a DHCP Spoofing Man-in-the-Middle Attack https://miamioh.instructure.com/courses/180104/assignments/2074141 | due by 11:59pm |
| |  9.4.7 - Analyze HTTP POST Packets with Wireshark https://miamioh.instructure.com/courses/180104/assignments/2074142 | due by 11:59pm |
| |  9.4.9 - Hijack a Web Session | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| | (https://miamioh.instructure.com/courses/180104/assignments/2074143) | |
| |  9.5.10 - Analyze a DDoS Attack (https://miamioh.instructure.com/courses/180104/assignments/2074148) | due by 11:59pm |
| |  9.5.13 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074149) | due by 11:59pm |
| |  9.5.6 - Analyze a SYN Flood Attack (https://miamioh.instructure.com/courses/180104/assignments/2074145) | due by 11:59pm |
| |  9.5.7 - Analyze ICMP Traffic in Wireshark (https://miamioh.instructure.com/courses/180104/assignments/2074146) | due by 11:59pm |
| |  9.5.9 - Analyze a DoS Attack (https://miamioh.instructure.com/courses/180104/assignments/2074147) | due by 11:59pm |
| |  9.6.11 - Detect SQL Injection Flaws with Burp Suite (https://miamioh.instructure.com/courses/180104/assignments/2074151) | due by 11:59pm |
| |  9.6.12 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074152) | due by 11:59pm |
| |  9.6.6 - Explore SQL Injection Flaws (https://miamioh.instructure.com/courses/180104/assignments/2074150) | due by 11:59pm |
| Sun Nov 6, 2022 |  10.1.10 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074154) | due by 11:59pm |
| |  10.1.9 - Implement Intrusion Prevention with pfSense (https://miamioh.instructure.com/courses/180104/assignments/2074153) | due by 11:59pm |
| |  10.2.10 - Bypass Windows Firewall with Nmap (https://miamioh.instructure.com/courses/180104/assignments/2074157) | due by 11:59pm |
| |  10.2.12 - Create a Remote Access Policy | due by 11:59pm |

| Date | Details | Due |
|------|---|----------------|
| | https://miamioh.instructure.com/courses/180104/assignments/2074158 | |
| |  10.2.14 - Section Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074159 | |
| |  10.2.6 - Configure a Perimeter Firewall | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074155 | |
| |  10.2.8 - Perform a Decoy Scan | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074156 | |
| |  10.3.6 - Create a Honeypot with Pentbox | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074160 | |
| |  10.3.9 - Section Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074161 | |
| |  10.4.11 - Evaluate Webserver Security | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074164 | |
| |  10.4.12 - Section Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074165 | |
| |  10.4.7 - Extract Web Server Information with Nmap | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074162 | |
| |  10.4.8 - Analyze FTP Credentials with Wireshark | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074163 | |
| |  10.5.6 - Section Quiz | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074166 | |
| |  10.6.10 - Test the Security of a Web Application 2 | due by 11:59pm |
| | https://miamioh.instructure.com/courses/180104/assignments/2074168 | |
| |  10.6.15 - Configure URL Blocking | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/180104/assignments/2074169) | |
| |  10.6.16 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074170) | due by 11:59pm |
| |  10.6.9 - Test the Security of a Web Application 1 (https://miamioh.instructure.com/courses/180104/assignments/2074167) | due by 11:59pm |
| |  10.7.8 - Configure Windows Defender Application Control (https://miamioh.instructure.com/courses/180104/assignments/2074171) | due by 11:59pm |
| |  10.7.9 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074172) | due by 11:59pm |
| Sun Nov 13, 2022 |  12.1.10 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074174) | due by 11:59pm |
| |  12.1.5 - Encrypt a Hard Drive (https://miamioh.instructure.com/courses/180104/assignments/2074173) | due by 11:59pm |
| |  12.2.10 - Evaluate Network Security with Hunter-2 (https://miamioh.instructure.com/courses/180104/assignments/2074179) | due by 11:59pm |
| |  12.2.11 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074180) | due by 11:59pm |
| |  12.2.4 - Configure a Security Appliance (https://miamioh.instructure.com/courses/180104/assignments/2074175) | due by 11:59pm |
| |  12.2.5 - Configure Security Appliance Access (https://miamioh.instructure.com/courses/180104/assignments/2074176) | due by 11:59pm |
| |  12.2.8 - Evaluate Network Security with Kibana (https://miamioh.instructure.com/courses/180104/assignments/2074177) | due by 11:59pm |
| |  12.2.9 - Evaluate Network Security with Hunter-1 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/180104/assignments/2074178) | |
| |  12.3.13 - Evaluate Windows Log Files (https://miamioh.instructure.com/courses/180104/assignments/2074183) | due by 11:59pm |
| |  12.3.15 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074184) | due by 11:59pm |
| |  12.3.6 - Log Events with pfSense (https://miamioh.instructure.com/courses/180104/assignments/2074181) | due by 11:59pm |
| |  12.3.7 - Evaluate Event Logs in pfSense (https://miamioh.instructure.com/courses/180104/assignments/2074182) | due by 11:59pm |
| |  12.4.7 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074185) | due by 11:59pm |
| |  12.5.3 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074186) | due by 11:59pm |
| |  15.1.5 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074188) | due by 11:59pm |
| |  15.2.7 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074189) | due by 11:59pm |
| Sun Nov 20, 2022 |  15.3.10 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074190) | due by 11:59pm |
| |  15.4.6 - View Process Information (https://miamioh.instructure.com/courses/180104/assignments/2074191) | due by 11:59pm |
| |  15.4.9 - Section Quiz (https://miamioh.instructure.com/courses/180104/assignments/2074192) | due by 11:59pm |
| Sun Dec 4, 2022 |  Module 10: Red Team/Blue Team Exercise (Final Project) (https://miamioh.instructure.com/courses/180104/assignments/2086008) | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| |  Module 10: Security Policy Final Submission (https://miamioh.instructure.com/courses/180104/assignments/2086007) | due by 11:59pm |
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/180104/assignments/2096907) | due by 11:59pm |
| Fri Dec 9, 2022 |  TestOut Final Exam (https://miamioh.instructure.com/courses/180104/assignments/2089668) | due by 11:59pm |

Course Syllabus

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 448 - Global and Strategic Issues in Information Technology

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: CIT 262/CSE 262 or permission of instructor.

Why this course?

This course is required in the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/>) and [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>), and in the [CIT 1 Social and Global Computing](https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1)  (<https://bulletin.miamioh.edu/liberal-education/thematic-sequence/#CIT1>) thematic sequence.

Course Outcomes

At the end of this course, students should be able to:

- CIT 448.1 Describe technology issues that transcend country borders and demonstrate the impact on several cross-cultural aspects (such as language, culture, workforce, intellectual property, privacy).
- CIT 448.2 Contrast technology choices that face a global organization and explain the effect of such choices on the organization and its customers/users.
- CIT 448.3 Research and define various international related to the process of IT implementation, and apply them considering appropriate constraints and requirements.
- CIT 448.4 Demonstrate the use of global resources for gathering information related to current trends and issues related to technology.
- CIT 448.5 Illustrate aspects of software behavior that are related to various cultural reactions.
- CIT 448.6 Identify cultural standards and restrictions on the use of technology, and explain the effect of these restrictions in a variety of cultures/countries.
- CIT 448.7 Categorize and contrast the interrelationship of social, technical and legislative issues and

technology.


CIT 448.8 Demonstrate independent learning and research skills.

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.

Required Materials

Required Text(s)

This course does not have a required text but does require some software. Please refer to the [Module 0 Software in This Course \(https://miamioh.instructure.com/courses/122354/pages/module-0-software-in-this-course\)](https://miamioh.instructure.com/courses/122354/pages/module-0-software-in-this-course) for more information.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208) [↗](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208) (https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade \(https://miamioh.instructure.com/courses/122354/grades\)](https://miamioh.instructure.com/courses/122354/grades) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |

| | |
|----|---------------|
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).

- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates



The academic calendar is online.  (<http://miamioh.edu/events/academic-calendar/index.html>)












In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the **Modules** (<https://miamioh.instructure.com/courses/122354/modules>) page.








When you finish reviewing this syllabus page, click the **Modules** (<https://miamioh.instructure.com/courses/122354/modules>) button on the left to start the course.












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Course Summary:












| Date | Details | Due |
|------------------|--|----------------|
| Thu Aug 29, 2019 |  Module 0: About Me Assignment (https://miamioh.instructure.com/courses/122354/assignments/1180557) | due by 11:59pm |
| Sun Sep 1, 2019 |  Module 1 GlobeSmart Profile (https://miamioh.instructure.com/courses/122354/assignments/1180568) | due by 11:59pm |












| Date | Details | Due |
|------------------|--|----------------|
| |  Module 1 IES Completed Module 1 IES Completed | due by 11:59pm |
| Wed Sep 4, 2019 |  Module 1 - Global IT Scavenger Hunt Assignment Module 1 - Global IT Scavenger Hunt Assignment | due by 11:59pm |
| |  Journal 1 Journal 1 | due by 11:59pm |
| |  Module 1 Find Three Elements of Culture Module 1 Find Three Elements of Culture | due by 11:59pm |
| |  Module 1 How IT Could be Impacted by Culture Module 1 How IT Could be Impacted by Culture | due by 11:59pm |
| Sun Sep 8, 2019 |  Module 1: Ways Well Known Individuals Display Culture Module 1: Ways Well Known Individuals Display Culture | due by 11:59pm |
| |  Meet your team Instructor will assign (Group) Meet your team Instructor will assign (Group) | due by 11:59pm |
| |  turn in "Meet your team Instructor will assign" turn in "Meet your team Instructor will assign" | due by 11:59pm |
| |  Module 1: Assignment 1A - Culture Gaps Module 1: Assignment 1A - Culture Gaps | due by 11:59pm |
| Wed Sep 11, 2019 |  Module 1: Assignment 1B - View global culture videos and explain what you see Module 1: Assignment 1B - View global culture videos and explain what you see | due by 11:59pm |
| Sun Sep 15, 2019 |  Consent Form Consent Form | due by 11:59pm |







| Date | Details | Due |
|------------------|---|----------------|
| |  Pick your Culture (https://miamioh.instructure.com/courses/122354/assignments/1180549) | due by 11:59pm |
| |  Pick Your Culture Part 2 (Group) | to do: 11:59pm |
| |  About Me Assignment - What did we learn? (https://miamioh.instructure.com/courses/122354/assignments/1180552) | due by 11:59pm |
| |  Module 1 - Geert Hofstede Review and Research (https://miamioh.instructure.com/courses/122354/assignments/1180566) | due by 11:59pm |
| |  Module 1: About Me - What did we learn from each other? (https://miamioh.instructure.com/courses/122354/assignments/1180562) | due by 11:59pm |
| |  Module 2: Complete the IES Analysis and Action Plan (https://miamioh.instructure.com/courses/122354/assignments/1180570) | due by 11:59pm |
| |  Module 2: GlobeSmart Research Tool (https://miamioh.instructure.com/courses/122354/assignments/1180571) | due by 11:59pm |
| |  Module 2: Invite Teammates to GlobeSmart Site (https://miamioh.instructure.com/courses/122354/assignments/1180572) | due by 11:59pm |
| |  Module 2: View Completed GlobeSmart Analysis (https://miamioh.instructure.com/courses/122354/assignments/1180573) | due by 11:59pm |
| |  Pick Your Culture Part 1 (Group) (https://miamioh.instructure.com/courses/122354/assignments/1889831) | due by 11:59pm |
| Wed Sep 18, 2019 |  Module 2 Describe Intercultural Experiences (https://miamioh.instructure.com/courses/122354/assignments/1180537) | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Thu Sep 19, 2019 |  Journal 2 https://miamioh.instructure.com/courses/122354/assignments/1180524 | due by 11:59pm |
| |  Module 3 Reflect on How Others Might See Us https://miamioh.instructure.com/courses/122354/assignments/1180538 | due by 11:59pm |
| |  Module 3: Stereotypes of Americans Example Cadillac https://miamioh.instructure.com/courses/122354/assignments/1180544 | due by 11:59pm |
| Sun Sep 22, 2019 |  Module 3: Looking at the U.S. through an Outsider Lens https://miamioh.instructure.com/courses/122354/assignments/1180574 | due by 11:59pm |
| |  Module 3: Out of Comfort Zone - Approval https://miamioh.instructure.com/courses/122354/assignments/1180575 | due by 11:59pm |
| |  Journal 3 https://miamioh.instructure.com/courses/122354/assignments/1180525 | due by 11:59pm |
| Sun Sep 29, 2019 |  Module 4: Team Project: Presentation and Handbook to Propose to a French Company to Bring Business to the U.S. (Group) https://miamioh.instructure.com/courses/122354/assignments/1180576 | due by 11:59pm |
| Mon Sep 30, 2019 |  Individual Portion - French Company https://miamioh.instructure.com/courses/122354/assignments/1180555 | due by 11:59pm |
| |  Pick your company, country 1 and country 2 (GROUP) https://miamioh.instructure.com/courses/122354/assignments/1180534 | due by 11:59pm |
| Wed Oct 2, 2019 |  Pick your company, country 1 and country 2 Part 2 (Group) | to do: 11:59pm |
| |  Pick your company, country 1 and country 2 Part 1 (Group) https://miamioh.instructure.com/courses/122354/assignments/1889854 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| Sun Oct 6, 2019 |  Journal 4 https://miamioh.instructure.com/courses/122354/assignments/1180526 | due by 11:59pm |
| |  Module 4 Review of French Presentations https://miamioh.instructure.com/courses/122354/assignments/1180539 | due by 11:59pm |
| |  Module 5 IES Follow Up https://miamioh.instructure.com/courses/122354/assignments/1180540 | due by 11:59pm |
| Mon Oct 7, 2019 |  Module 5: Post an Example of how these Theoretical Concepts will apply to Global IT Strategy https://miamioh.instructure.com/courses/122354/assignments/1180545 | due by 11:59pm |
| |  Module 5: Team Project: Analyze Chosen Company Using GlobeSmart and Geert Hofstede https://miamioh.instructure.com/courses/122354/assignments/1180578 | due by 11:59pm |
| Thu Oct 10, 2019 |  Module 6: Visas https://miamioh.instructure.com/courses/122354/assignments/1180546 | due by 11:59pm |
| |  Journal 5 https://miamioh.instructure.com/courses/122354/assignments/1180527 | due by 11:59pm |
| |  Module 6 Review Global Strategy and Transfer Pricing https://miamioh.instructure.com/courses/122354/assignments/1180541 | due by 11:59pm |
| Sun Oct 13, 2019 |  Module 6: Intellectual Property Rights Individual Review https://miamioh.instructure.com/courses/122354/assignments/1180553 | due by 11:59pm |
| |  Module 6: Intellectual Property Rights https://miamioh.instructure.com/courses/122354/assignments/1180579 | due by 11:59pm |
| |  Module 6: Research your Company and Country and Document Related Transfer Pricing Strategies https://miamioh.instructure.com/courses/122354/assignments/1180581 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Mon Oct 14, 2019 |  Module 7: Team Project: Submit Country Profile 1 (GROUP) https://miamioh.instructure.com/courses/122354/assignments/1180582 | due by 11:59pm |
| Fri Oct 18, 2019 |  Module 7 Students Self Review https://miamioh.instructure.com/courses/122354/assignments/1180550 | due by 11:59pm |
| Sun Oct 20, 2019 |  Journal 6 https://miamioh.instructure.com/courses/122354/assignments/1180528 | due by 11:59pm |
| Sun Oct 20, 2019 |  Module 7 Students Evaluate other Teams/Peer Review Country Profile 1 https://miamioh.instructure.com/courses/122354/assignments/1180542 | due by 11:59pm |
| Sun Oct 20, 2019 |  Module 6: Research: Which would be a Better Alliance? Amazon or Alibaba? (Group) https://miamioh.instructure.com/courses/122354/assignments/1180580 | due by 11:59pm |
| Sun Oct 27, 2019 |  Journal 7 https://miamioh.instructure.com/courses/122354/assignments/1180529 | due by 11:59pm |
| Sun Oct 27, 2019 |  Work Life Balance Essay https://miamioh.instructure.com/courses/122354/assignments/1180588 | due by 11:59pm |
| Sun Nov 3, 2019 |  Journal 8 https://miamioh.instructure.com/courses/122354/assignments/1180530 | due by 11:59pm |
| Sun Nov 3, 2019 |  Module 10: Team Project: Submit Country Profile 2/Contrast to Country 1 (GROUP) https://miamioh.instructure.com/courses/122354/assignments/1180558 | due by 11:59pm |
| Sun Nov 10, 2019 |  Module 9: Understand the Impact of Visas in Technology Strategy https://miamioh.instructure.com/courses/122354/assignments/1180583 | due by 11:59pm |
| Sun Nov 10, 2019 |  Journal 9 https://miamioh.instructure.com/courses/122354/assignments/1180531 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 10 Country Profile 2/Contrast to Country 1 Peer Review (https://miamioh.instructure.com/courses/122354/assignments/1180547) | due by 11:59pm |
| |  Module 10 Students Self Review (https://miamioh.instructure.com/courses/122354/assignments/1180551) | due by 11:59pm |
| Sun Nov 17, 2019 |  Journal 10 (https://miamioh.instructure.com/courses/122354/assignments/1180532) | due by 11:59pm |
| |  Module 11 Analysis for Industry (https://miamioh.instructure.com/courses/122354/assignments/1180548) | due by 11:59pm |
| Sun Nov 24, 2019 |  Journal 11 (https://miamioh.instructure.com/courses/122354/assignments/1180533) | due by 11:59pm |
| |  Analyzing Your IES Results (https://miamioh.instructure.com/courses/122354/assignments/1180554) | due by 11:59pm |
| Tue Dec 3, 2019 |  Module 12: Final Assignment (GROUP) (https://miamioh.instructure.com/courses/122354/assignments/1180559) | due by 11:59pm |
| Wed Dec 4, 2019 |  Out of Comfort Zone (https://miamioh.instructure.com/courses/122354/assignments/1180584) | due by 11:59pm |
| |  Module 12 Final Peer Review of Your Team (https://miamioh.instructure.com/courses/122354/assignments/1180560) | due by 11:59pm |
| Fri Dec 6, 2019 |  Reminder Module 3: Out of Comfort Zone - Completed Assignment DUE LAST DAY OF CLASS (https://miamioh.instructure.com/courses/122354/assignments/1180586) | due by 11:59pm |
| Mon Dec 9, 2019 |  Update Student Portfolio (https://miamioh.instructure.com/courses/122354/assignments/2096518) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Wed Dec 11, 2019 |  Module 13: Final Reflection (https://miamioh.instructure.com/courses/122354/assignments/1180561) | due by 11:59pm |
| |  Module 0: Introduction - Test your Knowledge (https://miamioh.instructure.com/courses/122354/assignments/1180521) | |
| |  Module 11 Industry Analysis (in person) (https://miamioh.instructure.com/courses/122354/assignments/1324111) | |
| |  Module 1: Assignment: Complete the New York Times quiz - How Y'all, Youse and You Guys Talk (https://miamioh.instructure.com/courses/122354/assignments/1180565) | |
| |  Module 5: Pick and Post your company, country 1 and country 2 (GROUP) (https://miamioh.instructure.com/courses/122354/assignments/1885921) | |
| |  Quiz 0 Closed Captioning (https://miamioh.instructure.com/courses/122354/assignments/1587869) | |

Course Syllabus

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Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CIT 457 - IT Project Lifecycle I


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

Course Outcomes

At the end of this course, students should be able to:

- 457.1 Describe in detail a problem to be solved by construction of an IT system.
- 457.2 Propose initial project scope and requirements.
- 457.3 Perform feasibility and user studies of a proposed system.
- 457.4 Conduct iterative high-level design and prototyping phases.
- 457.5 Produce a detailed requirements document to industry standards.
- 457.6 Analyze factors related to potential project success and or failure and develop contingency plans.

Why this course?

This course is required in the Bachelors' degree in [Information Technology](#)  (<https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/>) and is the first of the two course capstone. Additionally, this course meets the Experiential Learning and Capstone requirements of the Miami Global Plan (see the Additional Information section of this syllabus).


Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of

an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review "[13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)"  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

There is no required text or software for this course. Students should refer to the [Student Resources](https://miamioh.instructure.com/courses/84817/modules/190589) (<https://miamioh.instructure.com/courses/84817/modules/190589>) module for applications that may be useful to their particular capstone. Note: This list is not exhaustive and students should research and explore many publications and applications in designing their capstone project.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/84817/grades) (<https://miamioh.instructure.com/courses/84817/grades>) page for information all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

The Miami Plan for Liberal Education

Liberal education complements specialized studies in your major and provides a broadened context for exploring personal and career choices. Every student, regardless of major, is required to participate in the Miami Plan for Liberal Education. Liberal education course work and co-curricular programming emphasize four basic goals:

- **Thinking Critically.** Students achieve a perspective by combining imagination, intuition, reasoning, and evaluation. Critical thinking develops the ability to construct and discern relationships, analyze arguments, and solve complex problems.
- **Understanding Contexts.** Because how we know may be as important as what we know, examining assumptions is an important part of learning. Knowledge of the conceptual frameworks and achievements of the arts, sciences, technology, and the character of global society is crucial to our future.
- **Engaging with Other Learners.** A healthy exchange of different ideas and viewpoints encourages a rethinking of accepted perspectives. Therefore, diversity among learners, a supportive atmosphere of group work, active listening, and opportunities to critique results encourage learning through shared efforts.
- **Reflecting and Acting.** By making thoughtful decisions and examining their consequences, students may enhance personal moral commitment, enrich ethical understanding, and strengthen civic participation.

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall
Email: MUHODS@MiamiOH.edu
MUM Disability Service:
Phone: 513-727-3312
Office: 14 Johnston Hall
Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html) [↗\(https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html\)](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates













[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html) [↗\(http://miamioh.edu/events/academic-calendar/index.html\)](http://miamioh.edu/events/academic-calendar/index.html)

In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/84817/modules) [_page](https://miamioh.instructure.com/courses/84817/modules).









When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/84817/modules) [_button](https://miamioh.instructure.com/courses/84817/modules) on the left to start the course.








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Course Summary:

| Date | Details | Due |
|------------------|---|----------------|
| Wed Aug 29, 2018 |  About Me (https://miamioh.instructure.com/courses/84817/assignments/741615) | due by 11:59pm |
| |  Module 1: Activity Log (https://miamioh.instructure.com/courses/84817/assignments/741775) | due by 11:59pm |
| Wed Sep 5, 2018 |  Module 1: Slack Assignment (https://miamioh.instructure.com/courses/84817/assignments/909007) | due by 11:59pm |
| |  Module 1: Team Drive (https://miamioh.instructure.com/courses/84817/assignments/741695) | due by 11:59pm |
| |  CIT 357 Project Acceptance (https://miamioh.instructure.com/courses/84817/assignments/2096271) | due by 11:59pm |
| Sun Sep 9, 2018 |  What did we learn about each other? (https://miamioh.instructure.com/courses/84817/assignments/741614) | due by 11:59pm |
| |  Module 1: Self Assessment (https://miamioh.instructure.com/courses/84817/assignments/741750) | due by 11:59pm |
| Wed Sep 12, 2018 |  Project and Team Tools (https://miamioh.instructure.com/courses/84817/assignments/741768) | due by 11:59pm |
| |  Team Assignments 1 (https://miamioh.instructure.com/courses/84817/assignments/741769) | due by 11:59pm |
| Sun Sep 16, 2018 |  Manage Tasks (https://miamioh.instructure.com/courses/84817/assignments/742033) | due by 11:59pm |
| |  Module 1: Project Ideas (https://miamioh.instructure.com/courses/84817/assignments/741774) | due by 11:59pm |
| Sun Sep 23, 2018 |  Module 2: Technology Components | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/84817/assignments/741777) | |
| |  Module 2: Project Selection (https://miamioh.instructure.com/courses/84817/assignments/741793) | due by 11:59pm |
| Tue Sep 25, 2018 |  Module 2: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909513) | due by 11:59pm |
| |  Module 3: Project Artifacts (https://miamioh.instructure.com/courses/84817/assignments/741792) | due by 11:59pm |
| Sun Sep 30, 2018 |  Module 3: Team Status Update (https://miamioh.instructure.com/courses/84817/assignments/741765) | due by 11:59pm |
| |  Module 3: Technology Components (https://miamioh.instructure.com/courses/84817/assignments/741779) | due by 11:59pm |
| |  Module 3: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909517) | due by 11:59pm |
| Tue Oct 2, 2018 |  Team Assignments 2 (https://miamioh.instructure.com/courses/84817/assignments/741770) | due by 11:59pm |
| |  Module 4: Project Artifacts (https://miamioh.instructure.com/courses/84817/assignments/741794) | due by 11:59pm |
| Sun Oct 7, 2018 |  Module 4: Technology Components (https://miamioh.instructure.com/courses/84817/assignments/741780) | due by 11:59pm |
| Mon Oct 8, 2018 |  Module 5: Artifacts Feedback (https://miamioh.instructure.com/courses/84817/assignments/742869) | due by 11:59pm |
| |  Module 4: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909518) | due by 11:59pm |
| Tue Oct 9, 2018 |  Module 4 Project Discussion with CIT Faculty (https://miamioh.instructure.com/courses/84817/assignments/2096267) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Wed Oct 10, 2018 |  Module 5: Team Status Update (https://miamioh.instructure.com/courses/84817/assignments/741766) | due by 11:59pm |
| Sun Oct 21, 2018 |  Module 5: Project Artifacts (https://miamioh.instructure.com/courses/84817/assignments/741795) | due by 11:59pm |
| |  Module 5: Technology Components (https://miamioh.instructure.com/courses/84817/assignments/741782) | due by 11:59pm |
| Tue Oct 23, 2018 |  Module 5: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909516) | due by 11:59pm |
| Wed Oct 31, 2018 |  Team Assignments 3 (https://miamioh.instructure.com/courses/84817/assignments/741771) | due by 11:59pm |
| Sun Nov 11, 2018 |  Module 6: Project Artifacts (https://miamioh.instructure.com/courses/84817/assignments/741796) | due by 11:59pm |
| |  Module 6: Technology Components (https://miamioh.instructure.com/courses/84817/assignments/741781) | due by 11:59pm |
| |  Module 6 Project Book Draft (https://miamioh.instructure.com/courses/84817/assignments/903017) | due by 11:59pm |
| Tue Nov 13, 2018 |  Module 6: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909514) | due by 11:59pm |
| |  Module 6 Project Discussion with CIT Faculty (https://miamioh.instructure.com/courses/84817/assignments/2096270) | due by 11:59pm |
| Sun Nov 25, 2018 |  Module 7: Implementation Issues (https://miamioh.instructure.com/courses/84817/assignments/741816) | due by 11:59pm |
| |  Module 7: Project Artifacts (https://miamioh.instructure.com/courses/84817/assignments/741797) | due by 11:59pm |
| Mon Nov 26, 2018 |  Module 8: Artifacts Feedback | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| | (https://miamioh.instructure.com/courses/84817/assignments/742952) | |
| Tue Nov 27, 2018 |  Module 7: Feedback Quiz (https://miamioh.instructure.com/courses/84817/assignments/909515) | due by 11:59pm |
| |  Module 8 Project Book (https://miamioh.instructure.com/courses/84817/assignments/741798) | due by 11:59pm |
| |  Module 8 Video Pitch Presentation (https://miamioh.instructure.com/courses/84817/assignments/741800) | due by 11:59pm |
| |  Module 8: Feedback Log (https://miamioh.instructure.com/courses/84817/assignments/741814) | due by 11:59pm |
| Sun Dec 9, 2018 |  Module 8: Team Status Update (https://miamioh.instructure.com/courses/84817/assignments/741767) | due by 11:59pm |
| |  Module 8: Project Design Acceptance (https://miamioh.instructure.com/courses/84817/assignments/2096268) | due by 11:59pm |
| |  Update Student Portfolio (https://miamioh.instructure.com/courses/84817/assignments/2096520) | due by 11:59pm |

Course Syllabus

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About the Course Instructor

About Dr. Eric Luczaj

Eric Luczaj is an associate professor in the Computer and Information Technology Department at Miami University. Dr. Luczaj has 15 years in industry at CBIS and Nationwide Insurance. After his industry adventure, he has been in higher education for the past 20 years. He is working to establish Miami as a leader in using Agile in higher education. He is a co-facilitator for Miami's faculty initiative and for the Agile Faculty Learning Community. Dr. Luczaj is passionate about producing graduates who use Agile for learning, discovery, reflection, and innovation.

Office Phone: N/A

Email: luczajje@miamioh.edu

For most questions, please use the Discord server for the course. This will let everyone in the class benefit from your question and from the answer.

Do NOT hesitate to email me anytime with questions. Don't allow yourself to get frustrated, I can usually resolve most issues quickly.

About CIT 458 IT Project Lifecycle II

Catalog Description

In the two course sequence of CIT 457 and CIT 458, students undertake all phases of Information Technology (IT) systems design and implementation. Students will work singly or in collaboration with other students under the direction of a faculty or external project sponsor to conduct a major IT project. With instructor permission, students may elect to pursue a co-curricular activity. All elements of the IT project lifecycle are considered, including analysis, requirements, design, user and feasibility studies,

ethical considerations, implementation, testing, documentation, and system rollout. In CIT 457, students work through pre-implementation to produce detailed requirements and a design proposal (and potentially prototypes systems. In CIT 458, students implement, test, and rollout their systems.

Prerequisite: CIT 457

Credit hours: 4 semester hours

Practicum

In this course students independently define, scope, plan, implement, and demonstrate a practical project. Students will:

- Participate in teams of 1-3 students (independent, solo projects preferred)
- Participate in stand-ups, showcases, and peer feedback
- Satisfactorily fulfill their project contract
- Practicum will require significant out-of-class work to develop a product

Learning Outcomes

At the end of the course, students will be able to:

1. Implement an IT systems project based on a pre-produced requirements document
2. Construct a test plan
3. Test the completed project according to the test plan
4. Troubleshoot and fix system failures
5. Produce user documentation and maintenance plans
6. Demonstrate the completed system to others
7. Write a final report and project lifecycle analysis

In this course, we progress through a series of modules. Each module can be accessed from the "Home" navigation link and contains a variety of readings and activities to help you learn what you need to know for this course. This content information is presented in various formats. You will be expected to finish each module by the date specified. It is very important that you keep up with the course work!

Module Content

Modules consist of the following items (some modules may not include all components):

- Introduction - Highlights the topic(s) we will explore.
- Objectives - What you should be able to do in order to demonstrate your learning.
- Readings - Assignments from your textbook and, occasionally, outside sources.
- Learning Activities - Activities and assignments you should complete individually.
- Group Work - Activities and assignments you should complete with your small group.
- Discussion - An online discussion via the discussion board.

As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.



Syllabus

Please note that this syllabus is subject to additions, deletions or other modifications. Please read each section carefully.

Download a printable version of this syllabus here. [Instructor - add a printable syllabus specific to the semester here. or delete this sentence if there isn't a separate printable versions of the syllabus.]

If you need any accommodations, contact [Disability Services \(https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html\)](https://miamioh.edu/student-life/sds/about/contact-your-campus/index.html) and your instructor.



Assessment/Grading Policy/Criteria for Assessment

As a student, it is important that you understand how your work in this course will be assessed.

Attendance

Attendance at all classes required unless an absence is pre-approved. We will set a calendar for attendance at the beginning of the semester. Attendance at the online synchronous student seminar is required to pass this course.

Late Assignments

Late assignments will not be accepted unless you have been granted an extension ahead of time or if you have an extenuating circumstance. Acceptance of extenuating circumstances and the revised conditions under which you will turn in your late work will be determined by the instructor. Computer or technology issues are not acceptable reasons for late work. All major assignments must be submitted to pass this course.

Grading

IMPORTANT: All assignments marked [Required] **must** be satisfactorily completed to pass the course. Failing to complete a [Required] assignment will result in a final grade of F.

The final assignments (listed below) will be used as the basis to evaluate the overall quality of the Capstone Project and determine the final course grade:

- [Module 3: Final Contract Report and Project Evaluation\[Required\] \[Student Grade Evaluation Part 1 of 2\]](https://miamioh.instructure.com/courses/125169/assignments/1464849) (https://miamioh.instructure.com/courses/125169/assignments/1464849)
- [Module 3: Final Individual Instructor Session \[Required\]\[Student Grade Evaluation Part 2 of 2\]](https://miamioh.instructure.com/courses/125169/assignments/1464850) (https://miamioh.instructure.com/courses/125169/assignments/1464850)

Grading Criteria and Points

| Criteria | Points |
|--|--------|
| How well did the project fulfill the promised MoSCoW | 50 |
| How well does the project demonstration an IT solution | 50 |
| Significance of the project | 25 |
| Value of feedback given to others | 25 |
| Satisfied the quality gates | 25 |
| Final Student Seminar Poster Session performance | 25 |

Grading Scale

The following grading scale will be used:

A+ 100-98%

A 97-92%

A- 91-90%

B+ 87-89%

B 86-82%

B- 81-80%

C+ 79-77%

C 76-72%

C- 71-70%

D+ 69-67%

D 66-62%

D- 61-60%

F 59% and below



Student & Instructor Expectations

You, as a student, should try your best to:

- Attend all synchronous class meetings.
- Participate actively and add value during the course project.
- Check the Canvas class site at least 4 times a week.
- Check your Miami email every 24-48 hours.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Submit work that demonstrates a clear understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.

I, as the instructor, will try my best to:

- Check the Canvas class site every day to monitor discussion board postings and check assignments.
- Check my email at least twice a day Monday-Friday. (I do NOT check my email on weekend).
- Respond to all email within 48 hours (except on weekends).
- Post all grades in a timely manner.
- Maintain posted office hours (face-to-face and/or online).




Course Calendar/Assignment Checklist

Please note that this syllabus is subject to additions, deletions or other modifications. It's good practice to check the course calendar and assignments often for changes.










Online Essentials

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, communication guidelines, etc.

Course Summary:

| Date | Details | Due |
|------------------|---|---------------|
| Thu Aug 20, 2020 |  Module 0: Quality Gate 1: Project Proposal Submission [Required] [Required] [Required] | due by 3:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| |  Module 1: Project Pitch: Instructor Conference [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464843) | due by 3:59pm |
| Thu Aug 27, 2020 |  Module 1: Affinity Group Project Introduction (https://miamioh.instructure.com/courses/125169/assignments/1464841) | due by 3:59pm |
| |  Module 1: Quality Gate 2: Project Contract [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464844) | due by 11:59pm |
| Thu Sep 10, 2020 |  Module 2: Prototype Demo (https://miamioh.instructure.com/courses/125169/assignments/1464845) | due by 4:30pm |
| Thu Sep 24, 2020 |  Module 2: Quality Gate 3: Demonstration 1 [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464846) | due by 4:30pm |
| Thu Oct 8, 2020 |  Module 2: Quality Gate 4: Online Showcase with Peer Reviews [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464840) | due by 11:59pm |
| Thu Oct 22, 2020 |  Module 2: Quality Gate 5: Rough Draft Poster Demonstration [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464848) | due by 4:30pm |
| Thu Nov 5, 2020 |  Module 3: Practice Poster Session (https://miamioh.instructure.com/courses/125169/assignments/1464851) | due by 4:30pm |
| Thu Nov 12, 2020 |  Module 3: Quality Gate 6: Final Poster Delivery [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464852) | due by 11:59pm |
| |  Module 3: Quality Gate 7: Demo Video [Required] (https://miamioh.instructure.com/courses/125169/assignments/1464853) | due by 11:59pm |
| Thu Nov 19, 2020 |  Module 3: Student Seminar Poster Session [Required] | due by 3:59pm |

| Date | Details | Due |
|-----------------|--|---------------|
| | (https://miamioh.instructure.com/courses/125169/assignments/1464854) | |
| Thu Dec 3, 2020 |  Module 3: Final Contract Report and Project Evaluation [Required] [Student Grade Evaluation Part 1 of 2] (https://miamioh.instructure.com/courses/125169/assignments/1464849) | due by 3:59pm |
| |  Module 3: Final Individual Instructor Session [Required] [Student Grade Evaluation Part 2 of 2] (https://miamioh.instructure.com/courses/125169/assignments/1464850) | due by 3:59pm |
| |  Module 0: Student Module 0 and Course Feedback (Optional) (https://miamioh.instructure.com/courses/125169/assignments/1464837) | |
| |  Module 1: Student Module 1 and Course Feedback (Optional) (https://miamioh.instructure.com/courses/125169/assignments/1464839) | |
| |  Module 2: Quality Gate 4: Online Showcase with Peer Reviews [Required] Assignment Option (https://miamioh.instructure.com/courses/125169/assignments/1464847) | |
| |  Module 2: Student Module 2 and Course Feedback (Optional) (https://miamioh.instructure.com/courses/125169/assignments/1464836) | |
| |  Module 3: Student Module 3 and Course Feedback (Optional) (https://miamioh.instructure.com/courses/125169/assignments/1464838) | |
| |  Module X: Sample Assignment (https://miamioh.instructure.com/courses/125169/assignments/1464855) | |
| |  Roll Call Attendance (https://miamioh.instructure.com/courses/125169/assignments/1464856) | |

CIT 480 Advanced Topics in Cybersecurity

Department of Computer and Information Technology

Contact: Amy Francko

Phone: 513-785-3132

Email: franckaw@MiamiOH.edu (mailto:franckaw@MiamiOH.edu)

Address: Hamilton Campus, 301 Mosler Hall

Course Description

Examination of emerging cybersecurity threats and tools to address these threats and not usually given substantial treatment in regular course offerings. May be repeated once if topic changes. Look for a notation in the course listing that provides additional detail about which special topic is being covered at the advanced level.

Prerequisite(s) CIT 357 or permission of instructor.

Course Outcomes

1. Collect data from diverse sources considering audience implications or requirements.
2. Design advanced solutions.
3. Evaluate solutions, sources, or content.

Textbook: None

Grade Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to

successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning, and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Weekly summary will change as topics change.

Course Syllabus

[Jump to Today](#)

 [Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

About Your Instructor

Post a picture or your intro video:

Write a welcome to students and/or information about you

Instructor Contact Information

- **Name:** First Last
- **Email:** namehere@miamioh.edu
- **Phone:** 513-217-xxxx
- **Office:** xxx (indicate if office hours are in person or online, if online list platform such as "Slack...")
- **Hours:** By appointment
- **Other:** The best way to reach me is via...

Department Information

Department of Computer and Information Technology

Website: [CIT Website](#) 

<https://www.miamioh.edu/regionals/academics/departments/cit/index.html>

Contact: Amy Francko

- **Phone:** 513-785-3132
- **Email:** franckaw@MiamiOH.edu (<mailto:franckaw@MiamiOH.edu>)
- **Address:** Hamilton Campus, 301 Mosler Hall

About the Course

CSE 163 - Introduction to Computer Concepts and Programming

Introduction to computers in data processing, survey of various hardware and software concepts, and analysis and solution of problems by computer programming. Lecture/laboratory, project-oriented course to provide numerous opportunities to analyze problems, formulate alternative solutions, implement solutions, and assess their effectiveness. No prior knowledge of computer concepts or programming assumed.

Why this course?

This course is required and a foundation of the Bachelors' degrees in [Health Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/health-information-technology-bs/), [Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/information-technology-bs/) and in the Associates' degree in [Computer and Information Technology](https://bulletin.miamioh.edu/liberal-arts-applied-science/computer-information-technology-aas/).

Course Outcomes

At the end of this course, students should be able to:


- CSE 163.1 Explain the fundamental concepts in programming
- CSE 163.2 Write programs in a high-level programming language
- CSE 163.3 Apply problem solving in programming
- CSE 163.4 Develop user-friendly programs
- CSE 163.5 Work effectively with other programmers
- CSE 163.6 Use and design computer programs in real-world contexts

Course Modules

In this course, we progress through a series of modules. Students are expected to complete the modules and activities in the order presented. Each module can be accessed from the "Home" navigation link or by selecting "Modules" in the left navigation bar. In general, most modules consist of an overview page, module outcomes, readings, presentations, and assignments including quizzes, group, and individual work. Additionally, as needed, supplemental material including links to external sources are also in the modules.


Online Discussions

Some discussion boards and/or collaborative tools will be required. Interacting via online text can be misconstrued.

- Review the discussion rubric before your first post. "I agree" is not an acceptable post. Be thoughtful and reflective.
- Review your text before posting.
- Watch the way in which you post humor.
- Disagree and challenge **ideas**, don't make it personal.
- Accept disagreement and thoughtfully consider other ideas
- I advise students to view this [Discussion Board Etiquette](https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html)  (https://www2.uwstout.edu/content/profdev/rubrics/discuss_etiquette.html) website for more complete information.

As a student in this course, you are expected to actively participate in online discussions and group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Closed Captioning

You may be asked to create a video(s) to post and share your work for others to view and provide feedback. ALL videos MUST be closed captioned. You may use YouTube but review and make certain the captions are correct. Review ["13 Free Tools & Subtitle Software to Make Your Video Captioning Process Easier!"](https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/)  (<https://blog.amara.org/2018/05/02/10-free-tools-to-make-your-captioning-process-easier-in-2018/>) Amara Blog last accessed 6-7-2022. This site provides useful comparisons of the various tools.


Required Materials

Required Text(s)

All material for this course is delivered via [Cengage Unlimited](https://miamioh.instructure.com/courses/157876/pages/module-0-cengage-unlimited) (<https://miamioh.instructure.com/courses/157876/pages/module-0-cengage-unlimited>). Refer to the [Software in This Course](https://miamioh.instructure.com/courses/157876/pages/software-in-this-course) (<https://miamioh.instructure.com/courses/157876/pages/software-in-this-course>) page for additional required software/applications and instructions for installation.

Technology

This course requires access to computers and the internet. If you have difficulty with your home system, public computer labs are available on campus. No extensions or exceptions will be granted due to problems with computer access. This includes any lack of access to prepare assignments, email, access Canvas, or any other online activity.

Additionally, all CIT/CSE courses require a variety of software and tools. Installation and support for these tools may be found in the [Computer and Information Technology Knowledge Base](https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208)  (<https://miamioh.teamdynamix.com/TDClient/1813/Portal/KB/?CategoryID=16208>).

Grading

Be sure to examine the rubrics for EACH Canvas assignment. These rubrics should guide you in the right direction and clarify how your submission will be graded.

Determination of Grade

Grade Components

Refer to the [grade](https://miamioh.instructure.com/courses/157876/grades) (<https://miamioh.instructure.com/courses/157876/grades>) page for information on all grade components, weighting of assignments, and to determine how your grade is calculated.

Grading Scale

| Letter Grade | Percentage Range |
|--------------|------------------|
| A+ | 97 - 100% |
| A | 93 - 96% |
| A- | 90 - 92% |
| B+ | 87 - 89% |
| B | 83 - 86% |
| B- | 80 - 82% |
| C+ | 77 - 79% |
| C | 73 - 76% |
| C- | 70 - 72% |
| D+ | 67 - 69% |
| D | 63 - 66% |
| D- | 60 - 62% |
| F | 59% and below |

Late Submissions

In general, assignments must be submitted by the due date to receive full credit. Late work is accepted only at the discretion of the instructor and may not be for full credit. Keep in mind that if you get behind in your work, it may become increasingly difficult to catch up as many assignments build on previous assignments. As a result, late assignments may impact your ability to successfully complete the course. Additionally, some assignments require students to work collaboratively to support each other's learning,

and therefore submitting your work late will diminish or eliminate the value of that work and affect other students. Your success in this course is important, consult with your instructor early if you have circumstances or concerns that are affecting your performance.

Expectations

Review the [Online Essentials \(http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html\)](http://miamioh.edu/regionals/academics/elearning/current-students/online-essentials/index.html) website to view information regarding accessibility, academic integrity, Canvas questions, and other important policies and resources.

Students will:

- Attend all scheduled class meetings.
- Check the Canvas class site regularly. You can also configure Canvas to send you notifications when different events occur - click on your name or "Settings" from the top right and then select Notifications.
- Check your Miami email regularly.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor if you have any problems in a timely manner.
- Close caption all video submissions.
- Technology problems should also be reported to [IThelp@miamioh.edu \(mailto:IThelp@miamioh.edu\)](mailto:IThelp@miamioh.edu)

Instructor will:

- Check the Canvas class site regularly to monitor course activities.
- Check my email regularly.
- Respond to all emails within 24 hours (response may be slower on weekends/holidays).
- Return all phone/text calls within 24 hours (response may be slower on weekends/holidays).
- Grade submitted items in a timely manner. My goal is that the time needed to grade an item will be similar to the time students had to complete the assignment.
- Maintain online office hours, see Instructor information above for details.

Additional Information

Statement of Community

Miami University is committed to fostering a supportive learning environment for all students irrespective of individual differences in gender, race, national origin, religion, handicapping conditions, sexual preferences, or age. Students should expect, and help create, a learning environment free from all

prejudice. Disparaging comments, sexist or racist humor, or questioning the academic commitment of students based upon these individual differences are behaviors that undermine our learning community. If such behaviors occur in class, please seek the assistance of your instructor or the campus Executive Director (or his designee). We will not tolerate unacceptable behavior in this classroom, on this campus or at this university.

Disability Services

Everyone should have an excellent learning experience in this class. If you have a disability and need accommodations, please discuss with your instructor as soon as possible so they can help by making appropriate adjustments and connecting you with resources. The university provides audiobooks, large-print materials, testing services, study services, and more at no cost for students with disabilities. Contact the Office for Disability Services (ODS).

MUH Disability Service:

Phone: 513-785-3143

Office: 130 Rentschler Hall

Email: MUHODS@MiamiOH.edu


MUM Disability Service:

Phone: 513-727-3312

Office: 14 Johnston Hall

Email: MUMDC@MiamiOH.edu

Academic Integrity

Please review all parts of the Undergraduate Students | Academic Integrity website, paying close attention to the criteria for academic dishonesty and the sanctions. You can find this information by accessing the [University Policy Library](https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html)  (<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>).

Unless directly assigned otherwise, all assignments are to be completed on an individual basis. It is a violation of academic integrity as well as the specific code of conduct as presented in the student handbook for you to represent anyone else's work as your own. This includes cutting and pasting information from websites. Instructors are **required** to report suspected incidents of academic dishonesty to the department chair who must then follow the university academic dishonesty process.

You are encouraged to study with or discuss general aspects of assignments with other students. However, anything turned in must be your own work. If you are having difficulty understanding or completing an assignment, please ask for clarification or assistance.

Duty to Report

As of July 1, 2017, nearly all employees of Miami University have a **Duty to Report Harassment and Discrimination**. We are deeply committed to finding ways to effectively prevent, reduce and respond to

discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Important Dates








[The academic calendar is online.](http://miamioh.edu/events/academic-calendar/index.html)  (<http://miamioh.edu/events/academic-calendar/index.html>)













In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](https://miamioh.instructure.com/courses/157876/modules) (<https://miamioh.instructure.com/courses/157876/modules>) page.














When you finish reviewing this syllabus page, click the [Modules](https://miamioh.instructure.com/courses/157876/modules) (<https://miamioh.instructure.com/courses/157876/modules>) button on the left to start the course.

[Jump to top of page.](#)














Course Summary:













| Date | Details | Due |
|------------------|--|----------------|
| |  Module 0: Slack Channel | due by 11:59pm |
| Sun Jan 30, 2022 |  Module 0: About Me | due by 11:59pm |
| |  Module 0: Set-Up Python | due by 11:59pm |
| Sun Feb 6, 2022 |  Module 0: What Did We Learn About Each Other? | due by 11:59pm |
| |  Chapter 1 Quiz | due by 11:59pm |
| |  Programming Exercise 1.2 | due by 11:59pm |
| |  Programming Exercise 1.5 | due by 11:59pm |







| Date | Details | Due |
|------------------|--|----------------|
| Mon Feb 7, 2022 |  Programming Exercise 1.7 https://miamioh.instructure.com/courses/157876/assignments/1884950 | due by 11:59pm |
| |  Module 1 Mindtap Assignment Files - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1881167 | due by 11:59pm |
| |  Chapter 2 Quiz https://miamioh.instructure.com/courses/157876/assignments/1886482 | due by 11:59pm |
| |  Programming Exercise 2.10 https://miamioh.instructure.com/courses/157876/assignments/1886584 | due by 11:59pm |
| Sun Feb 13, 2022 |  Programming Exercise 2.2 https://miamioh.instructure.com/courses/157876/assignments/1886580 | due by 11:59pm |
| |  Programming Exercise 2.4 https://miamioh.instructure.com/courses/157876/assignments/1886581 | due by 11:59pm |
| |  Programming Exercise 2.5 https://miamioh.instructure.com/courses/157876/assignments/1886582 | due by 11:59pm |
| |  Programming Exercise 2.8 https://miamioh.instructure.com/courses/157876/assignments/1886583 | due by 11:59pm |
| Mon Feb 14, 2022 |  Module 2 Mindtap Assignment Files - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1881730 | due by 11:59pm |
| Sun Feb 20, 2022 |  Chapter 3 Quiz https://miamioh.instructure.com/courses/157876/assignments/1886483 | due by 11:59pm |
| |  Programming Exercise 3.1 https://miamioh.instructure.com/courses/157876/assignments/1886585 | due by 11:59pm |
| |  Programming Exercise 3.2 https://miamioh.instructure.com/courses/157876/assignments/1886586 | due by 11:59pm |
| |  Programming Exercise 3.4 https://miamioh.instructure.com/courses/157876/assignments/1886587 | due by 11:59pm |

| Date | Details | Due |
|------------------|--|----------------|
| |  Programming Exercise 3.7 https://miamioh.instructure.com/courses/157876/assignments/1886588 | due by 11:59pm |
| |  Programming Exercise 3.9 https://miamioh.instructure.com/courses/157876/assignments/1886589 | due by 11:59pm |
| Mon Feb 21, 2022 |  Module 3 Mindtap Assignment Files - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1881731 | due by 11:59pm |
| Tue Feb 22, 2022 |  Module 3: Mini Project 1 - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1877406 | due by 11:59pm |
| |  Module 3: Mini Project 1 Discussion - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1881661 | due by 11:59pm |
| Wed Feb 23, 2022 |  Module 3: Retrospective Discussion - Submit in Canvas https://miamioh.instructure.com/courses/157876/assignments/1881664 | due by 11:59pm |
| Sun Mar 6, 2022 |  Chapter 4 Quiz https://miamioh.instructure.com/courses/157876/assignments/1886484 | due by 11:59pm |
| |  Programming Exercise 4.1 https://miamioh.instructure.com/courses/157876/assignments/1886590 | due by 11:59pm |
| |  Programming Exercise 4.10 https://miamioh.instructure.com/courses/157876/assignments/1886595 | due by 11:59pm |
| |  Programming Exercise 4.12 https://miamioh.instructure.com/courses/157876/assignments/1886596 | due by 11:59pm |
| |  Programming Exercise 4.3 https://miamioh.instructure.com/courses/157876/assignments/1886591 | due by 11:59pm |
| |  Programming Exercise 4.4 https://miamioh.instructure.com/courses/157876/assignments/1886592 | due by 11:59pm |
| |  Programming Exercise 4.5 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/157876/assignments/1886593) | |
| |  Programming Exercise 4.8 (https://miamioh.instructure.com/courses/157876/assignments/1886594) | due by 11:59pm |
| Mon Mar 7, 2022 |  Module 4 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881732) | due by 11:59pm |
| |  Chapter 5 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886486) | due by 11:59pm |
| |  Programming Exercise 5.1 (https://miamioh.instructure.com/courses/157876/assignments/1886597) | due by 11:59pm |
| Sun Mar 13, 2022 |  Programming Exercise 5.2 (https://miamioh.instructure.com/courses/157876/assignments/1886598) | due by 11:59pm |
| |  Programming Exercise 5.5 (https://miamioh.instructure.com/courses/157876/assignments/1886599) | due by 11:59pm |
| |  Programming Exercise 5.7 (https://miamioh.instructure.com/courses/157876/assignments/1886600) | due by 11:59pm |
| Mon Mar 14, 2022 |  Module 5 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881736) | due by 11:59pm |
| Sun Apr 3, 2022 |  Chapter 6 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886487) | due by 11:59pm |
| |  Programming Exercise 6.1 (https://miamioh.instructure.com/courses/157876/assignments/1886601) | due by 11:59pm |
| |  Programming Exercise 6.2 (https://miamioh.instructure.com/courses/157876/assignments/1886602) | due by 11:59pm |
| |  Programming Exercise 6.5 (https://miamioh.instructure.com/courses/157876/assignments/1886603) | due by 11:59pm |
| |  Programming Exercise 6.8 (https://miamioh.instructure.com/courses/157876/assignments/1886604) | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| Mon Apr 4, 2022 |  Programming Exercise 6.9 (https://miamioh.instructure.com/courses/157876/assignments/1886605) | due by 11:59pm |
| |  Module 6: Retrospective Discussion - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881715) | due by 11:59pm |
| Thu Apr 7, 2022 |  Module 6 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881733) | due by 11:59pm |
| |  Module 6: Mini Project 2 - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1877407) | due by 11:59pm |
| Sun Apr 10, 2022 |  Chapter 7 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886488) | due by 11:59pm |
| |  Programming Exercise 7.1 (https://miamioh.instructure.com/courses/157876/assignments/1886606) | due by 11:59pm |
| |  Programming Exercise 7.3 (https://miamioh.instructure.com/courses/157876/assignments/1886607) | due by 11:59pm |
| |  Programming Exercise 7.5 (https://miamioh.instructure.com/courses/157876/assignments/1886608) | due by 11:59pm |
| Mon Apr 11, 2022 |  Programming Exercise 7.6 (https://miamioh.instructure.com/courses/157876/assignments/1886609) | due by 11:59pm |
| |  Module 7 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881735) | due by 11:59pm |
| Sun Apr 17, 2022 |  Chapter 8 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886489) | due by 11:59pm |
| |  Programming Exercise 8.1 (https://miamioh.instructure.com/courses/157876/assignments/1886610) | due by 11:59pm |
| |  Programming Exercise 8.2 | due by 11:59pm |

| Date | Details | Due |
|------------------|---|----------------|
| | (https://miamioh.instructure.com/courses/157876/assignments/1886611) | |
| |  Programming Exercise 8.3 (https://miamioh.instructure.com/courses/157876/assignments/1886612) | due by 11:59pm |
| |  Module 8 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881734) | due by 11:59pm |
| |  Module 8: Mini Project 3 - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1877413) | due by 11:59pm |
| Thu Apr 21, 2022 |  Module 8: Mini Project 3 Discussion - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1889016) | due by 11:59pm |
| |  Chapter 9 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886490) | due by 11:59pm |
| |  Programming Exercise 9.1 (https://miamioh.instructure.com/courses/157876/assignments/1886613) | due by 11:59pm |
| |  Programming Exercise 9.2 (https://miamioh.instructure.com/courses/157876/assignments/1886614) | due by 11:59pm |
| Sun Apr 24, 2022 |  Programming Exercise 9.5 (https://miamioh.instructure.com/courses/157876/assignments/1886615) | due by 11:59pm |
| |  Programming Exercise 9.8 (https://miamioh.instructure.com/courses/157876/assignments/1886616) | due by 11:59pm |
| |  Module 9: Mini Project 3 Resubmission - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1889006) | due by 11:59pm |
| Mon Apr 25, 2022 |  Module 9 Mindtap Assignment Files - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881737) | due by 11:59pm |
| Sun May 1, 2022 |  Module 10: Retrospective Discussion - Submit in Canvas | due by 11:59pm |

| Date | Details | Due |
|-----------------|---|----------------|
| | (https://miamioh.instructure.com/courses/157876/assignments/1881716) | |
| Fri May 6, 2022 |  Chapter 10 Quiz (https://miamioh.instructure.com/courses/157876/assignments/1886491) | due by 11:59pm |
| |  Programming Exercise 10.2 (https://miamioh.instructure.com/courses/157876/assignments/1886617) | due by 11:59pm |
| |  Module 10: Final Course Retrospective Discussion - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1881720) | due by 11:59pm |
| Sat May 7, 2022 |  Module 10: Mini Project 4 - Submit in Canvas (https://miamioh.instructure.com/courses/157876/assignments/1877415) | due by 11:59pm |
| |  Module 10: Update Student Portfolio (https://miamioh.instructure.com/courses/157876/assignments/1890898) | due by 11:59pm |
| Sun Dec 4, 2022 |  Update Student Portfolio (https://miamioh.instructure.com/courses/157876/assignments/2096511) | due by 11:59pm |

Course Syllabus

[Jump to Today](#)

[Edit](#)



Important: This syllabus is subject to additions, deletions, or other modifications. If any change is made you will be notified by course announcement and/or email, but it's good practice to check the course calendar and this page often for changes.

Instructor Contact Information

- **Name:** John Tassoni
- **Email:** tassonjp@miamioh.edu
- **Phone:** 513. 727. 3295
- **Office:** 222 Johnston Hall, Middletown Campus
- **Hours:** Tuesday--1:30 - 2:30pm; 4:00 - 5:00pm; and by appointment
- **Other:** The best way to reach me is by email. I might pose questions for you in the Comment Section of this Canvas site, but it's best that you not respond to me there. I get a ton of Canvas notifications and they often are slow to reach me. On the other hand, I'm pretty obsessive when it comes to email. I'll be sure to see your message and will be able to reply as soon as possible. I'm also happy to schedule Zoom meetings. Just let me know (via email).

About the Course Author



Hello, my name is John Tassoni, and I'm a Professor here at Miami University with a joint appointment in the Department of English (Oxford) and the Department of Languages, Literatures, and Writing (Regionals). At Miami, I have served as Co-Coordinator for the Middletown campus's Center for Teaching and Learning, as the English Department's Director of College Composition, and as University Director of Liberal Education. I've published three books focused primarily on the teaching of writing and am the founding co-editor of two scholarly journals, one on how to help schools enhance ways their teachers teach and the other on issues and practices necessary to providing educational access to the greatest diversity of students through English Studies.

I've been teaching writing courses at all levels at Miami's regional and main campuses for close to 30 years now. I like for my courses to be open-ended in ways that students and I generate new knowledge, which means I like to work in areas that are at the edges of my own experience, where there are few definite answers, and where it takes the collective wisdom of class members to figure out what kinds of knowledge/practices are useful to making us all better writers and citizens. I like for my courses to offer multiple opportunities for us to try out new ways of thinking, to revise, and to try again and again. Doing this all in an online space might be a challenge, given that so much of the curriculum needs to be mapped out ahead of time, so I'm hoping that you will enjoy and find valuable the chance to take on this challenge with me.

Consistent with my teaching approach, then, many of the readings and concepts we'll encounter in this course are outside of my own discipline (rhetoric and composition), and in some cases, you might be bringing to the table experiences and areas of expertise that no one else in the class has. Like most of my courses, our success will hinge on our willingness to share our insights (and, probably at some points, our struggle for insight) and to work together to produce knowledge and develop skills useful to us and to the world around us.

Department Information

Department of Languages, Literatures, and Writing (LLW):

- **Website:** [LLW Miami Website](#)[Links to an external site.](#)
- **Phone:** 513-785-3232
- **Email:** llw@miamioh.edu
- **Address:** Hamilton Campus, Rentschler Hall 204A

About the Course



The Legend of BIS/EGS 305

This might be kind of a long story, but basically, I'm hoping this course opens up new ways for us to think about writing and the various forms it might take in school specifically and in a global society more generally. I'm not sure what new writing forms we'll bring to life, but I do hope the course will at least shake up some inert perspectives and point us toward new possibilities. My interest in integrative studies (and, thus, BIS) developed during the period I served as Miami's Director of Liberal Education. One thing I wanted the university to do during my tenure as Lib Ed Director was create more spaces where the various disciplines represented in the Global Miami Plan could speak to one another. Rather than hope that students discerned some useful connection among their social science, humanities, science, and math courses as they walked from class to class, I wondered: couldn't/shouldn't we provide intentional spaces where those disciplinary perspectives could come together for work on real-world challenges? The BIS program, I knew, was such a place, so when I finished my gig in Oxford and returned to my home campus in Middletown, I sought out opportunities to teach in the program. This course represents one of those opportunities.

As it so happened, my work as Lib Ed Director also intersected with the development of the Miami Plan's Global Requirement. Collaborating with faculty across the university to develop courses and programs for this requirement helped me to understand the need, the intricacies, and the challenges involved in transforming a school into a global university. I started thinking about ways a university might itself represent an

“interculture.” As part of this thinking process, I audited a study abroad course on Global Englishes. The course was comprised solely of students from China, who visited Spain during the course and worked with students there, using English as their bridge language. I learned so much from these students about what English actually looked like and how it functioned in so many locations at any given time around the world. I thought it’d be interesting if all students at Miami could actually take a course where they could think deeply about the various ways cultures might interact through English.

So, I started wondering about what these interdisciplinary and intercultural concerns might look like if they were in the same place at the same time: in what ways are the dynamics at work in an intercultural exchange similar to those at work in integrative writing, where the various assumptions and methods of multiple disciplines interact to seek out and convey the truth of the phenomena they study?; How might intercultural and integrative studies intersect and what might those intersections suggest about ways Miami can become a viable interculture where diverse peoples and diverse knowledges meet, compete, and coalesce regularly in our curricula? This course provides starting points for pursuing these answers and exploring what value they might hold for our personal, academic, professional, and political lives. The answers are also very much up in the air, so we’ll all need a good balance of patience and curiosity, especially in this virtual setting, to work through our blunders and identify our pathways for success.

In this course, we progress through a series of five modules. Each module can be accessed from the "Home" navigation link and contains a variety of readings and activities to help you learn what you need to know about interdisciplinary and intercultural studies. This content information is presented in various formats. You will be expected to finish each module by the date specified. It is very important that you keep up with the course work!

Format

Modules consist of the following items (some modules may not include all components):

- Introduction - Highlights the topic(s) we will explore.
- Objectives - What you should be able to do in order to demonstrate your learning.
- Readings - Assignments from your textbook and, occasionally, outside sources.
- Lecture - These "lectures" are often just recaps of what I think we’ve accomplished in a particular module along with questions I see pertinent.
- Website(s) - Websites to review. The websites supplement the reading and may offer visual representations or interactive elements to further your understanding.
- Learning Activities - Activities and assignments you should complete individually.
- Discussion - An online discussion via the discussion board; peer review assignments where you provide feedback to other class members.

As a student in this course, you are expected to actively participate in online discussions and the group projects, as well as other activities required in this course. You are expected to post your ideas and assignments, react to others' ideas, and exchange thoughts with fellow students and the instructor.

Course Description

Through this advanced composition and intercultural perspectives course, you develop and exercise means to integrate multiple perspectives and disciplinary discourses through writing for global audiences. Through readings focused on issues in diversity and intercultural communication, assignments involving various genres and disciplinary methodologies, and drafts of projects that ask you to exercise and analyze multiple forms of communication, you will explore the significance of your personal, political, and professional goals in regard to diverse others and the interconnected global community.

Global Miami Plan Requirements

BIS/EGS 305 fulfills both the Advanced Writing requirement and the Intercultural Perspective component of the Global Miami Plan.

- **CRITICAL THINKING:** This class should help you develop ways to use reading and writing to think about your own life and the lives of others in new and complicated ways. Critical thinking can help open up new possibilities for viewing and acting in the various communities we encounter throughout our social, professional, and political lives. Assigned projects will often involve your weighing your past experiences against those we encounter in published texts and against in-class and outside-of-class activities, your analyzing various meanings at work in these texts and experiences, and your making judgments as to the implications of these meanings in terms of ways we think about diversity and use writing to participate in a diverse world.
- **WRITTEN COMMUNICATION :** This course focuses on the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles, including many different writing technologies, and mixing words, texts, data, and images. Student writing is the central focus of this course, which provides you with frequent opportunities to write with ongoing instructor and peer feedback on multiple drafts of major projects.
- As an **INTERCULTURAL PERSPECTIVES** course, this class will help you use the writing process to recognize new perspectives about your own cultural rules and biases by developing your understanding of the ways marginalized and dominant groups define and express themselves and your understanding of the contexts in which these definitions are constructed. Among other competencies the class will help you enhance, the course will develop your **INTERCULTURAL KNOWLEDGE & COMPETENCE:** cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts; and your **INFORMATION LITERACY:** the ability to know when there is need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share information for the problem at hand.

Thematic Sequence

EGS 1: Writing for Diverse Context: BIS/EGS 305 is one of the second-tier options in the Global Miami Plan thematic sequence EGS 1: Writing for Diverse Contexts. This thematic sequence introduces students to the ways that writing can function in diverse contexts. Students have the opportunity to develop both theoretical and practical understandings of writing practices in multiple genres and for multiple audiences.

- Tier 1 - CHOOSE ONE: EGS 215 or EGS 301
- Tier 2 - CHOOSE ONE: EGS/BIS 305, EGS 319, EGS 420
- Tier 3 - CHOOSE ONE: ENG/IMS 224, ENG 225, ENG 313, ENG 413

Note: This thematic sequence is not open to English Studies, English: Creative Writing, English: Literature, English: Professional Writing, or Linguistics majors.

Student Learning Outcomes

By the conclusion of this course, you should be able to:

1. Determine how your values, beliefs, and life experiences affect your worldview and interactions with other people in familiar and new contexts.
2. Carry out effective collaborations with diverse audiences, such as classmates, instructors, community partners, etc., to solve problems.
3. Design projects that highlight rhetorical considerations vital to participation with diverse others in situations relevant to your personal, academic, professional, and/or political goals.
4. Design projects that integrate multiple genres/cognate areas for communicating with diverse audiences.
5. Determine and assess the power relationships among societies, institutions, and systems prevalent in situations relevant to your personal, academic, professional, and/or political goals.
6. Use information literacies vital to understanding multiple perspectives and the global implications of activities in which your potential employers and other organizations relevant to your personal, academic, professional, and/or political goals might engage.

Accommodations

Please feel free to speak with me about any accommodations you might need to address a documented (or even undocumented) disability.

Academic Integrity

All of the writing you post, even in draft stages, needs to be your own. Any ideas you borrow or passages you quote should be cited using proper MLA or APA form. Submission of AI-generated work as your own for a grade on any major or informal assignment in this class may also result in an academic integrity violation, the same as any other type of plagiarism. You might know of some ways AI can assist you, but it's important that you develop and submit your own writing. We're working here on

your developing yourself as writer. That writer is what you will need to help you decide on ways to use/shape any material that you might develop in collaboration with AI in the future.

Changes in Syllabus

I've designed this syllabus to the best of my ability based on my previous experiences as a teacher of composition, as a writer, and as a student. However, I realize that certain changes in the syllabus may be necessary to accommodate the needs of students in a particular class. In the spirit of cooperation, then, keep in mind that this syllabus is open to change should we find better ways of meeting our objectives or even better objectives to meet.

Contact

My contact information is listed above on this page. Please don't hesitate to phone, email, arrangement for a meeting in my office or online.

Required Materials

Required Texts

Lassiter, Luke Eric. *The Chicago Guide to Collaborative Ethnography*. U of Chicago P, 2005. ISBN: 9780226468907.

Repko, Allen F., Rick Szostak, and Michelle Phillips Buchberger, *Introduction to Interdisciplinary Studies*. Sage, 2020. ISBN: 978-1544379401

Readings on rhetorical considerations across multiple cultural considerations/discourse communities (available on Canvas)

Grading

Requirements and Grading

| | |
|---|-----|
| Module 1: Identifying Diversity | 10% |
| Module 2: Intercultural Dialogues | 10% |
| Module 3: Theories of Integrative Writing | 15% |

| | |
|---|-----|
| Module 4: Writing in the World | 10% |
| Module 5: Diversity and the Disciplines | 15% |
| Final Portfolio | 40% |

Grading Scale

| | | | | | |
|------------|-------------|-------------|------------|-------------|-------------|
| A: 94 -100 | A-: 90 - 93 | B+: 87 - 89 | B: 84 - 86 | B-: 80 - 83 | C+: 77 - 79 |
| C: 74 - 76 | C-: 70 - 73 | D+: 67 - 69 | D: 64 - 66 | D-: 60 - 63 | F: 0 - 59 |

Activities & Assessments

MODULES: For each Module, you will earn points through completion of assignments that include a major writing or multimedia project and well as exploratory writings, which involve shorter writings, responses to readings and discussion boards. You will receive full (or close to full) credit for completing each item in a Module in a manner that indicates your understanding of the task and attention to guidelines (and earn limited to zero points for unsatisfactorily completed, incomplete, or missing assignments). In short, your Module Grades greatly reflect your effort. Your Final Portfolio, which comprises revised drafts of major projects, will be graded according to a rubric that will gauge your level of writing/rhetorical skills, critical thinking, intercultural competence, and information literacy exhibited through the whole of your Final Portfolio.

FINAL PORTFOLIO: While you will complete drafts for all of the projects listed below, you will submit revised drafts for only four projects toward your Final Portfolio grade. Portfolios will contain a “Reflective Cover Letter,” a revised, completed versions of Module 5’s “Final Project,” a completed version of the “Comparative Paper” on Integrative/Intercultural Writing from Module 3, and one project you select from the below list:

- “Where I Am From Popplet and Reflection” (Module 1)
- “Critical Narrative on Discussion with ELC Students” (Module 2)
- “Scholarly Paper Assignment” (Module 3)
- “Critical Reflection on Past Writing” (Module 4)

I don’t render a grade solely on the quality of your work until the end of the term when I can get a broader view of your writing by looking at the full collection of your works. I also think the portfolio approach is a fair approach since I find it impossible to convey all

that can be conveyed about a project and/or a particular student's writing over the course of a single unit. With the portfolio approach, you and I can dialogue as many times as possible over as many revisions as you're able to generate before the end of the term, and you can also use ideas/techniques you discover in later units to help you revise projects from earlier units. I render a single grade for your complete set of works, taking into account all of your strengths.

Please keep in mind that Module grades are not the same as points you might get for your Final Portfolio, which is weighed against a rubric to gauge your skill levels, not just your engagement with particular activities. In other words, the quality of your writing is assessed at the Final Portfolio; the Modules earn you points not only for the quality of insights you might display in a given Module, but also for your engagement with course materials, your effort, in other words. You might get an "A" as a grade for the Module because you've completed the work with satisfactory effort/engagement, but **the Final Portfolio could still be worth only a "D" or "F" if the major projects submitted in it are not substantially and effectively revised** by the time it is turned in. Hopefully, the engagement with materials and activities in the Modules pave the way to insightful and creative Portfolio projects. (On a similar note, I have my doubts that Portfolio projects will be very good without engagement with the Modules.)

VOCAB PROJECT: I will invite everyone to contribute to a [google.doc Links to an external site.](#) On that doc you can list vocabulary words and/or concepts from our readings/videos/discussions that you think will be useful for the class to remember. Since we cover so much, it's sometimes too easy to leave important points behind, let alone remember all we've encountered. I'm hoping this project will help us retain more of what we read toward enhancing the ways we write and respond to writing.

Resources & Policies

Tech Support

I will not be able to assist you with things like troubleshooting Canvas, logging into Canvas, resetting your password(s), etc. You should only be contacting me with course content questions (due dates, assignment questions, lesson questions, grading questions, etc.).

Your first step in troubleshooting any tech problems is to try and figure out the problem yourself (e.g. restart your computer, try a different web browser). If you're still having tech issues, contact **Regional Technology Services** whose information can be found on the [MUR Student Resources & Policies Links to an external site.](#) website.

MUR Student Resources & Policies

Review the [MUR Student Resources & Policies Links to an external site.](#) website to view information regarding the following:

- How to Access Canvas
- Canvas and Miami Online Regionals Online Student Resources
- Technology Support, Setup, and Best Practices
- Academic Support
 - Tutoring and Learning Center Services
 - Academic Advising
 - Miami Regionals Library Services
- One-Stop Office
 - Paying for College
 - Registration
 - Academic Records
- Academic Integrity and Plagiarism
- Accommodation for Students with Disabilities
- Academic Calendar
- Time Zone
- Email and Communication Guidelines
- Career Services and Professional Development
- Student Counseling Services
- Diversity and Inclusion
- Title IX Mandatory Reporting
- Privacy
- Miami University Publications and Policies

Expectations

You, as a student, should try your best to:

- Check the Canvas class site at least 4 times a week.
- Check your Miami email every 24-48 hours.
- Submit assignments prior to their due date/time.
- Complete all readings and activities in a timely manner.
- Spend at least 12 hours a week studying and completing assignments for this class.
- Submit work that represents your best effort to demonstrate an understanding of the material.
- Keep an open mind regarding the material and other people's opinions.
- Notify the instructor in a timely manner if you have any problems.

I, as the instructor, will try my best to:

- Check the Canvas class site every day to monitor discussion board postings and check assignments.

- Check my email at least twice a day Monday-Friday. (I do check my email periodically on weekends too).
- Respond to all email within 48 hours (sometimes on weekends).
- Return all phone calls within 48 hours (sometimes on weekends).
- Post all grades within 4 days of assignments due dates (and within 2 weeks for major projects).
- Maintain posted office hours for students who want to meet face-to-face or phone me.

LATE WORK

Please submit all work by the assigned due dates. A good deal of our work in this course is interactive; other students will often depend upon the timely submission of your writings in order for them to respond to that work before the next due dates. If you know your work will be late, please negotiate a due date with me before hand (sometimes this will be possible to arrange; sometimes not). Otherwise, once a grade has been assigned for the project, I can no longer respond to your submission or award full credit. If I've graded my way through an assignment and given your missing work a "0," I cannot circle back and grade work submitted after that because I need to move on to the next assignment that I need to grade. (It's a vicious cycle.)

If you do wish to submit a late assignment, I can circle back at the end of the term and award up to half credit for submissions that meet guidelines. (This partial grade often does help out a good deal, so I encourage you to complete all assignments.)

Additional Information

In the Course Summary below, you'll see the dates and details of all online assignments for this course unless I specifically announce otherwise. The list below is for reference only; you should be accessing ALL assignments from the [Modules](#) page.

When you finish reviewing this syllabus page, click the [Modules](#) button on the left to start the course.

[Jump to top of page.](#)

Course Summary:

| Date | Details |
|------------------|--|
| Mon Jan 23, 2023 | Discussion Topic Module 1: Implicit Bias Test Discussion |

| Date | Details |
|------------------|---|
| Tue Jan 24, 2023 | Assignment Respond to Others' Bias Posts |
| Thu Jan 26, 2023 | Discussion Topic Module 1: Introduction Where I'm From Discussion |
| Fri Jan 27, 2023 | Assignment Respond to Other's "From" Poems |
| Mon Jan 30, 2023 | Discussion Topic Module 1: Working Definition of Diversity Discussion |
| Tue Jan 31, 2023 | Assignment Respond to Others' "Diversity" Definitions |
| Thu Feb 2, 2023 | Assignment Module 1: Where I'm From Popplet Assignment Rough Draft |
| Fri Feb 3, 2023 | Assignment Respond to Others' Popplets |
| Tue Feb 7, 2023 | Assignment Module 1: Where I'm From Popplet Reflection |
| Thu Feb 9, 2023 | Discussion Topic Module 2: Why can't we all just get along? Pre-Discussion |
| Fri Feb 10, 2023 | Assignment Respond to Others' "Get Along" |
| Thu Feb 16, 2023 | Discussion Topic Module 2: Why can't we all just get along? Post-Discussion |
| Fri Feb 17, 2023 | Assignment Respond to Others' Post-Discussion Posts |
| Tue Feb 21, 2023 | Discussion Topic Module 2: Talking with the ELC - Composing Questions Discussion |
| Wed Feb 22, 2023 | Assignment Provide Feedback to Others' "Talking" Questions |
| Mon Feb 27, 2023 | Discussion Topic Module 2: Talking with the ELC , Part 1--Practicing Some Answers |
| Tue Feb 28, 2023 | Assignment Provide Feedback to Others' ELC Answers |
| Fri Mar 3, 2023 | Discussion Topic Module 2: Answering Questions/ELC Dialogue--Part 2 |

| Date | Details |
|------------------|---|
| Thu Mar 9, 2023 | Assignment Module 2: Critical Narrative Assignment |
| Mon Mar 13, 2023 | Assignment Provide Feedback to Others' Critical Narratives |
| Wed Mar 15, 2023 | Discussion Topic Module 3: Describing "features" Pre-Write Discussion |
| Fri Mar 17, 2023 | Assignment Module 3: Scholarly Paper Assignment |
| Wed Mar 29, 2023 | Discussion Topic Module 3: Comparative Paper Pre-Write Discussion |
| Wed Apr 5, 2023 | Assignment Module 3: Comparative Paper Assignment |
| Fri Apr 7, 2023 | Assignment Workshop: Comparative Paper Draft |
| Wed Apr 12, 2023 | Assignment Module 4: Have You Been/Could You Have Been a Global Integrative Writer? |
| Fri Apr 14, 2023 | Assignment Provide Feedback to "Could I" Drafts |
| Tue Apr 18, 2023 | Discussion Topic Module 4: Viability of English in Global Settings Discussion |
| Wed Apr 19, 2023 | Assignment Respond to Others' "Viability" Posts |
| Fri Apr 21, 2023 | Discussion Topic Module 5: Integrative Writing for Global Contexts Discussion |
| Mon Apr 24, 2023 | Assignment Respond to Others' "Integrative" Posts |
| Tue Apr 25, 2023 | Discussion Topic Module 5: What "tips" do we have for people writing integratively in g |
| Wed Apr 26, 2023 | Assignment Respond to Others' "Tips" |
| Fri Apr 28, 2023 | Discussion Topic Module 5: Draft of Rubric for Final Portfolio Discussion |
| Tue May 2, 2023 | Assignment Module 5: Ethnographic Paper Assignment |

| Date | Details |
|------------------|---|
| Wed May 3, 2023 | Assignment Remember to Complete the Course Evaluation (It's Online; Your MyMiami |
| Thu May 4, 2023 | Assignment Workshop: Ethnographic Paper |
| Mon May 8, 2023 | Assignment Module 5: Cover Letter Assignment |
| Thu May 11, 2023 | Assignment Final Portfolio Submission Assignment |
| Mon May 22, 2023 | Discussion Topic Module 3: What-the-Discipline? Discussion |
| | Discussion Topic Module 5: Continuing the ELC Discussion--Part 3 |
| | Discussion Topic Module 5: Post ELC Dialogue Reflection--Part 4 |
| | Discussion Topic Module Extra: Ourselves at Work Discussion |
| | Discussion Topic Module Extra: Thinking of Workers and the World Stage Discussion |
| | Assignment Module Extra: Website Assignment |

Course Syllabus

ENG 215: Workplace Writing
Sections HB and HC
(Web-based course)
Spring 2023

Instructor: Dr. Linh Dich

Email: dichll@miamioh.edu

Office: Online

Office Hours: Gladly by appointment.

Phone: 513-217-4007

Introduction/Course Description

Welcome to 215! This course introduces students to ethical, rhetorical, and diverse approaches for writing in professional contexts, including various academic disciplines and workplaces. Students will learn common workplace genres used for textual, visual, and multimodal communication.

Additionally, this course meets the Advanced Writing requirement of the Miami Plan. Please visit the following site for more information: [Advanced Writing requirement at Miami University](#).

Writing may seem like a normalized activity to many of us because of the everyday writing acts we do: texting, blogging, emailing, filling out forms, and writing academic papers, to name a few. In fact, such ubiquitous writing may cause us to take our literacy acts for granted. But have you thought about why one of your FaceBook posts received unexpected responses? Have you ever stumbled upon a blog that caused you to stop and read the whole thing? What's happening in these moments of communication? Why can someone appear to be able to produce compelling writing out of thin air while others seem to write themselves into circles? Writing isn't a natural gift, as some may believe. Rather, effective writing-- the professional kind-- requires crafting, revising, editing, and more revising. This class will unpack approaches to writing well for professional contexts.

By intentionally thinking about your own literacy practices, we will begin to build on what it means to create effective writing for *specific* contexts and purposes, things that we don't really think about (or need to think about) when we write in our everyday lives. And, by paying attention to how we and others write, you will begin to acquire a "toolbox" of writing strategies that you can use in other writing aspects, particularly for workplace contexts.

In short, this class will teach you to,

1. figure out effective and ineffective writing (typically for work environments),
2. break writing down into smaller, manageable components and strategies,
3. and learn how to “name them” (ambiguous writing strategies), so that you can use writing strategies for other contexts and purposes.

By the end of this class you will be able to analyze workplace documents, create your own documents, and understand the strategies and skills that will allow you to communicate effectively.

Class activities will include writing and communicating in ways that mimic the collaborative dynamic of most work environments; students will learn to become better writers in the process of editing classmates’ work and assessing feedback from multiple peers and perspectives.

General Course Outcomes

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

- Perform the core intellectual tasks needed to create effective workplace communications, including,
 - identifying audiences and analyzing audience needs
 - defining purposes
 - conducting research
 - determining appropriate modes of communication, such as genre, style, format, and design.
- Draft concise, effective, and appropriate discipline- or occupation-specific writing.
- Identify, select, and design rhetorically and ethically appropriate visuals.
- Apply appropriate rhetorical strategies for specific work contexts.
- Use digital communication technologies to design, develop, and deliver professional workplace writing.
- Develop teamwork strategies and intercultural communication competencies for contributing, planning, developing, and delivering workplace projects.
- Plan, draft, edit, and revise writing and/or oral projects consistent with professional standards.
- Reflect on one’s own composing processes to improve on future writing and as part of the learning process.

Required Materials

- Materials provided through Canvas.
- An active Miami University student email (gmail) account that you will check regularly.
- A flash-drive or alternative drive to save work. I recommend storing your work on your Google Drive. Because the Drive “lives” in the cloud, you will have access to your document from any computer and as long as you are logged into your Google email

account.

- *Purdue Online Writing Lab*: https://owl.purdue.edu/owl/purdue_owl.html
[This is an online resource that will provide you with both APA and MLA style guidelines for such things like formatting a paper or creating a Reference page. While this site will cover most of our citation needs, it is not comprehensive. I will provide you with other sites and handouts when and if appropriate to the assignment at hand.]

Online/Distance Learning Overview

By registering for this class, you are choosing to engage with an online learning environment. This can be a positive learning experience for students with lifestyles that do not align with traditional classes and/or who have learning styles better accommodated by online instruction.

Regardless of your reasons for choosing this course, I believe that online classes are wonderful opportunities for students to work at a more individualized pace; .e.g., you can take (more) time to review materials and respond to classmates.

However, there are a few important things to keep in mind about **this** particular online course. If this is your first time taking an online class (or even if it's not), I want to dispel common myths about online classes. **Online classes,**

- Are **NOT** easier than traditional classes. In fact, depending on your comfort level and technology experience, online classes may require more work to learn both the technology and the course's content, *simultaneously*.
- May require **MORE** self-discipline, responsibility, and accountability than traditional classes; you will not have the traditional class rhythm to remind you to submit work.
- Can be **JUST AS ENGAGING** as a traditional classroom. Class members may not always talk to each other face-to-face, but communicating through online writing can be just as involved, resulting in rich, satisfying learning experiences. Yet, creating an engaging class requires your full contribution and commitment to posting and responding to discussions, inquiries, and assignments.
- Is a **PROFESSIONAL ENVIRONMENT**. Please treat it accordingly.
- May not be the best learning environment for all students. If you realize online learning is not for you, I encourage you to seek appropriate support; however, it is okay if you decide that a traditional class works better for your learning style.

Student Responsibilities

- Check your email and Canvas site **REGULARLY**. To me, this means **at least every other day**. For sprint courses, you will be asked to check your email everyday.
- Complete all assignments on time.
- Be a **Professional**—treat online peers like you would in any professional environment.
- Be **ACTIVE, ATTENTIVE, and ENGAGED** with the course and with classmates' writing.
- Be willing to work as a team in productive ways.

- Be available to meet with me, either digitally or in person, and as needed.
- Be willing to learn and use new technologies.
- Be willing to seek help (either with the courses' content or technology), as needed.
- You should expect to commit anywhere **between 8-12 hours** of work per week for this class. This includes what would be considered "class time" and homework. For summer courses, this time will be increased to accommodate the length of the course, such as **2-4 hours a day**.

Instructor's Responsibilities

- I will respond to your questions and concerns about the course in a timely manner. During the workweek, you can expect responses within 24 hours; during weekends/holidays I will have a typical 48-hour turnaround. As with traditional courses, I am not always immediately accessible. **If you need help with assignments, please plan accordingly and do not wait to contact me right before a deadline.**
- I will post assignments in a timely manner. This class is designed to align with the work-week's rhythm in mind. Typically, you can expect that assignments/modules will be made available and will be due for submission on a specified day(s) of the week.
- I will do my best to be available and/or responsive to your learning needs. Sometimes online communication can be difficult or confusing and we may need to meet in person to maximize your learning experience. Hence, I will be available to meet for in-person appointments or to meet through digital means, and in line with any University policies regarding Covid.

Attendance

While typical "attendance" is not required in this course, you are expected to be "present" by completing your work and submitting your assignments on time.

Academic Integrity means...

To copy someone else's writing without acknowledging that use is an act of academic as well as professional dishonesty, whether you borrow an entire report or a single sentence. The most serious forms of academic dishonesty are to "buy" an entire paper, to have someone else write an assignment for you, or to turn in someone else's entire paper (or significant portions of an existing piece of writing) **and call it your own**. These forms of dishonesty constitute serious breaches of academic integrity and may result in failing this course, among other possible penalties. If you have doubts about whether or not you are ethically using your own or others' writing, ask the instructor.

For additional details about Academic Integrity at Miami University — including a detailed list of examples of academic dishonesty and procedures and penalties for dealing with instances of academic dishonesty — please visit the following link: <http://www.miamioh.edu/integrity/>.

Other Policies/Information

Dropping

If students fail to submit the first few assignments of the semester, they will be dropped from the course to make room for other students. If students fail to engage consistently in this course during the first few weeks of classes, the instructor will, at her discretion, choose to drop the students. If I perceive a student with insurmountable challenges in regards to technology and/or content, I may suggest the student drop this course and/or take a traditional or preparatory one.

Conduct, Consideration, and Citizenship

The classroom environment is co-created by everyone in that classroom and is most effective when it takes the needs of all parties into account. As responsible citizens who have freely chosen to engage in this community, I request that we be mutually respectful of the time, attention, and goals of all participants. All members of this community are welcome to express their ideas about what can foster the most conducive atmosphere for learning, and to speak up if those needs are not being met. Included in the many skills we will practice this semester are to acclimate to the idea of being responsible and participating members of a learning community and to keep in mind the long term goals we hope to achieve through the day to day application of focus, intention, and applied skills. *Each individual is an important member of this community and affects the experience of all the other members.* To respect the goals you have set, as well as the goals of others, please keep this **responsibility** in mind when engaging with “the classroom.”

Back Up Your Work/File Formats

You are responsible for keeping copies of your written coursework — at least two copies in two different locations — so that if you should have an MSF (massive system failure), you can recover your work. Platform compatibility, file transfer, and email attachments are sometimes frustrating, although rarely unsolvable, problems. It is your responsibility as sender/writer to submit files to your instructor and to your classmates in an accessible, downloadable format.

Help Resources

Classmates

Rely on one another for the questions you have regarding the assigned materials, writing assignments, software we may be using, etc. You all, both individually and as a collective, embody a vast bank of knowledge and valuable experiences; use it. Developing such skills can be valuable for your future career.

Instructor Assistance

I will do all I can to assist you in succeeding in this course. Feel free to meet with me during my office hours or at a scheduled time. Email is a reliable way to contact me during the workweek. If emergencies happen or if the phone is a better option, feel free to call my office phone. I will receive voice messages as emails and I will attempt to contact you in a timely manner.

Miami University Technology Guide

Miami University offers support for your online learning. Please visit the following e-Campus site if you have general questions regarding support, computer security, and policies:

<https://miamioh.edu/regionals/academics/elearning/index.html>

For computer and laptop support, please visit Technology Services:

<https://www.miamioh.edu/regionals/technology-services/index.html>

- For the Regional campuses (Middletown, Hamilton, and VoA), please call 513-217-3356.
- For the Oxford campus, call 513-529-7900.

The Canvas “Student Resource” module will have extensive information about online learning and technology support.

Advising, Counseling, and Learning Assistance

If you need academic advising, counseling, or learning assistance for whatever reason, your respective campus provides multiple services to help you succeed as a student. Services include tutoring and the Learning Disabilities Program. If you have a documented learning disability, please speak to me early in the semester so we can discuss your learning style. You can obtain additional information and support on any of these student services from the following office:

Regional Campuses: <https://miamioh.edu/regionals/student-life/counseling-services/>

Oxford Campus: <https://www.miamioh.edu/student-life/sds/index.html>

Title IX

Sexual assault, sexual misconduct, domestic violence, dating violence and stalking are all Title IX offenses. They are strictly prohibited and will not be tolerated at Miami University. Any person, regardless of gender, can be a victim/survivor. This Protocol applies to both on-campus and off-campus conduct, academic, educational, co-curricular, athletic, and other University programs. Title IX offenses include criminal offenses, such as rape, fondling, domestic violence, dating violence and stalking, as well as violations to the Code of Student Conduct--Interpersonal Violence (see section 103).

Miami University is committed to preventing Title IX offenses by providing:

- Education and prevention programming that informs the university community about the risks and myths that contribute to violence
- Assistance and support, including interim support and accommodations
- Processes for reliable and impartial investigation and adjudication that includes appropriate disciplinary sanctions for those who commit Title IX offenses, including suspension and dismissal

Miami University encourages those who have been the victim/survivor of Title IX Offenses to pursue criminal charges against the person or persons they believe to have committed the crime.

A criminal charge and a disciplinary complaint may be pursued at the same time. Students may

file a disciplinary complaint with or without pursuing criminal charges. Victim/survivor support and resources are available regardless of criminal charges or University disciplinary action.

The Protocol for students can be found at:

<https://miamioh.edu/policy-library/students/undergraduate/health-safety/title-ix-protocol-sexual-misconduct-policy-procedures-for-students.html>

Student Handbook

All students are obligated to practice and uphold the University's code of conduct and policies found in the Student Handbook. You can review this handbook by clicking on the following link:

<https://www.miamioh.edu/policy-library/students/student-code-of-conduct/code-of-conduct.html>

Grading Overview

20% of the final grade will be **Responses to the Discussions page, and other Forms of Student-to-Student and Student-to-Teacher Communication:**

You will be asked to work with each other in this course. This can take the form of engaging in Discussions, working in groups, and communicating well with each other and the instructor. These activities are significant to a course that highlights effective communication, as most workplaces do, and are thereby required.

20% of the final grade will be **Short, Writing Assignments** (e.g. quizzes, progress reports):

Throughout the semester and as needed, I will assign quizzes and short assignments that are meant to complement the concepts covered in each Module. Quizzes will be assigned more often if there is a perceived lack of demonstrated reading.

60% of the final grade will be **Major Projects:**

This may include, but is not limited to:

- Document Design: Business Card or Infographic Advertisement
- Analytical Report Writing: Analyzing Resources
- Long, Formal Report Writing
- Career Documents

Please note that assignments may be subject to change and depending on the needs of the class; I will notify the class if changes occur.

Late Work

Being a successful student means being able to balance various work and deadlines. I expect students to submit work on time, but I am understanding that things can happen especially in a post-Covid world. Late work is an issue when it becomes a pattern. **Students are granted two late excused absences as long as you are able to email me before the deadline and provide me with a proposed deadline for your work.**

All major assignments must be submitted to pass this course.

ENG 313 Technical Writing

Course Syllabus

Spring, 2023

Mondays & Wednesdays 2:50-4:10pm
Johnston 108

Instructor Contact Information

- **Name:** Dr. Matthew Nunes
- **Email:** nunesmj@MiamiOH.edu
- **Phone:** 513-727-3234
- **Office:** 213 Johnston Hall, Middletown Campus
- **Office Hours:** Mondays & Wednesdays 1:00-2:30pm
- **Other:** I am also available for meetings by appointment, including video meetings.

Course Overview

Welcome to Technical Writing! This is an intensive writing course that will encourage you to explore the impact of technical communication in your respective discipline and possible career interest. In this class, you will develop your professional writing and critical thinking skills through the analysis and production of technical documents. In particular, you will understand how to translate a discipline-specific language to more general populations and to other areas of expertise in the workplace, such as a different discipline or a global audience. As a student in this class and as a developing professional, you will think about how to employ specific concepts, strategies, approaches, and documents to best address technical and professional contexts.

General Course Outcomes

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

- Draft precise, succinct, and informative prose, graphics, and design elements for a targeted audience.
- Analyze the rhetoric and ethics of technical communications and apply ethical approaches to technical communication.
- Apply appropriate rhetorical genres and strategies for technical communications.
- Incorporate research and citations appropriate to the technical communication genre.
- Use digital communication technologies in the design, development, and delivery of technical communications.
- Develop teamwork strategies and intercultural communication competencies for contributing, planning, developing, and delivering technical communication projects.
- Plan, draft, edit, and revise written and oral work consistent with professional standards.
- Reflect on one's own composing processes as part of the learning process.

Required Materials

- Materials provided through Canvas. (You do NOT need to buy a textbook for this class).
- Computer Access – Although our class meets in person, you will need to submit class work on Canvas. We will frequently do course activities in class, so I encourage you to bring a laptop or tablet to class.

Grading Overview

60% Major Assignments

You will complete the following major projects for the course:

50 pts. Brochure on a Career

For this assignment you will create a 2-page brochure that will provide information on a specific career for an audience of Miami University students.

75 pts. Career Documents

For this assignment you will be creating Career Documents (including a resume and cover letter) for a position you can currently apply for or will be qualified to apply for in the near future (such as within the next year).

100 pts. Instructions and Usability Project

For this assignment, you will write a set of instructions, test those instructions on users, and then write a short recommendation report based on the results of testing the instructions.

100 pts. Proposal Report

For this assignment, you will be working to create a proposal report, which proposes a specific solution/action in response to a need or problem.

30 pts. Presentation on Your Proposal

You will give an 8-10-minute presentation in front of the class on your proposal.

20 pts. Final Reflection

For this assignment you will write a detailed reflection on your learning in this class.

40% Homework & In-Class Activities

Daily informal writing homework designed to help you generate ideas for and explore revisions of your projects. This grade also includes your active and documented participation in course discussions and activities. Each homework assignment, draft, etc., is worth a number of points. At the end of the semester, the percentage you received of all homework points possible will be your homework grade.

All major assignments must be submitted to pass this course.

You will be asked to work with each other in this course. This can take the form of engaging in Discussions, working in groups, and communicating well with each other and the instructor. These activities are significant to a course that highlights effective communication, as most workplaces do, and are thereby required. Throughout the semester and as needed, I will assign quizzes and short assignments that are meant to complement the concepts covered in each Module. Quizzes will be assigned more often if there is a perceived lack of demonstrated reading.

Note that each project is weighted by what percentage of the grade it is worth. This also means that the point value of homework assignments is NOT equivalent to the point value of major projects.

I use letter grades when evaluating major course projects. The numerical equivalents are posted in our Gradebook; generally, a letter grade is equivalent to the midpoint of that scale. For example, if you receive a “B” on a writing assignment that is worth 100 points, the numerical equivalent will be 85. The following is the grade scale used for our course. NOTE: Discussion activities and other course participation assignments are graded by points rather than a letter grade.

Late Assignments

All assignments must be turned in on time. **If you anticipate not being able to complete an assignment on time, contact me in advance of the deadline to request an extension if appropriate.** I will make a determination based on my understanding of the circumstances and what I deem to be fair to all students in the course. Late penalties, such as reducing the assignment by a letter grade each day, may be applied.

Because you are expected to work on major assignments in advance of the deadline, unforeseen circumstances that come up the day of or the day before something is due are not necessarily a reasonable excuse for not completing work. If and when you request an extension, be sure to submit the work you have completed by that time to show that you have been making progress on the assignment.

If you cannot submit work due to an accident, family illness, or some other significant life event, please do your best to **contact me as soon as possible.** I will do my best to be understanding of your circumstances.

Grading Scale

The following is the grade scale used for our course:

| Letter Grade | From | To |
|---------------------|-------------|-----------|
| A+ | 97 | 100 |
| A | 94 | 96.99 |
| A- | 90 | 93.99 |
| B+ | 87 | 89.99 |
| B | 84 | 86.99 |
| B- | 80 | 83.99 |

| | | |
|----|----|-------|
| C+ | 77 | 79.99 |
| C | 74 | 76.99 |
| C- | 70 | 73.99 |
| D+ | 67 | 69.99 |
| D | 64 | 66.99 |
| D- | 60 | 63.99 |
| F | 0 | 59.99 |

Schedule

The daily course schedule and more detailed assignment prompts will be available on Canvas. The course schedule is subject to change based on the needs and interests of the class. You are responsible for regularly checking Canvas for updates.

Student Responsibilities

- Check your email and Canvas site **REGULARLY**. To me, this means *at least every other day*.
- Complete all assignments on time.
- Read instructor feedback on assignments.
- Be a **Professional**—treat peers like you would in any professional in a work environment.
- Be **ACTIVE, ATTENTIVE, and ENGAGED** with the course and with classmates' writing.
- Be willing to work as a community and team.
- Be available to meet with me, either digitally or in person, and as needed.
- Be willing to learn and use new technologies.
- Be willing to seek help (either with the courses' content or technology), as needed.
- You should expect to commit anywhere **between 7-10 hours** of work per week for this class.

Instructor's Responsibilities

- I will respond to your questions and concerns about the course in a timely manner. During the workweek, you can expect responses within 24 hours; during weekends/holidays I will have a typical 48-hour turnaround. **If you need help with assignments, please plan accordingly and do not wait to contact me right before a deadline.**
- I will post assignments in a timely manner.
- I am responsible for keeping the Canvas gradebook up-to-date. I will post grades and feedback in a timely manner.
- I will do my best to be available and/or responsive to your learning needs. I will be available to meet for in-person appointments or to meet through digital means.

Attendance

It is Miami University policy that every student is expected to attend every class meeting. Attendance is of utmost importance to the success of this class and to your development as a writer. Much of the learning in EGS 215 happens via in-class tasks and activities, in-class writing assignments, class discussion, and group interaction that cannot be easily made up or replicated outside of class. Class time will be highly interactive—requiring frequent participation, discussion, team work, in-class writing, and other learning activities. For this reason, attendance at **all** class sessions is expected.

You are allowed a maximum of 3 (three) unexcused absences in this course. Having more than 3 unexcused absences will result in a lowering of your final grade for the course by one tier for each additional absence (for example from B to B-).

If you do not plan to regularly attend the class, you should consider switching to an online section of this course.

In a workplace setting, you would not miss work without telling your boss or manager. Please also consider this class as a professional setting. If you need to miss class for any reason, please communicate with me.

Tardiness

Please be on-time to class. Coming in late can be disruptive to the class. Two late arrivals equals an absence. Similarly, if you leave class early, you may be counted as absent.

Distractions

Please silence your cell phone and refrain from texting. While we will regularly use laptops/computers for in-class writing, research, and collaboration, please refrain from using your laptop/computer for non-class activities.

Academic Integrity

To copy someone else's writing without acknowledging that use is an act of academic as well as professional dishonesty, whether you borrow an entire report or a single sentence. The most serious forms of academic dishonesty are to "buy" an entire paper, to have someone else write an assignment for you, or to turn in someone else's entire paper (or significant portions of an existing piece of writing) and call it your own. These forms of dishonesty constitute serious breaches of academic integrity and may result in failing this course, among other possible penalties. If you have doubts about whether or not you are ethically using your own or others' writing, ask the instructor.

- The work you produce for this class must be your own.
- Unless you are requested to do so, you are not to collaborate with classmates to produce work for the course.
- You are not permitted to submit material that you have prepared for another class or to submit material prepared by someone else.
- If you use any outside resources for any written work, you are required to cite them. This includes a references page, as well as in-text citations, even if you are not quoting the source.

For additional details about Academic Integrity at Miami University — including a detailed list of examples of academic dishonesty and procedures and penalties for dealing with instances of academic dishonesty — please visit the following link: [Academic Integrity](#).

Other Policies/Information

Dropping

If students fail to submit the first few assignments of the semester, they will be dropped from the course to make room for other students. If students fail to engage consistently in this course during the first few weeks of classes, the instructor might choose to drop the students.

Conduct, Consideration, and Citizenship

The classroom environment is co-created by everyone in that classroom and is most effective when it takes the needs of all parties into account. As responsible citizens who have freely chosen to engage in this community, I request that we be mutually respectful of the time, attention, and goals of all participants. All members of this community are welcome to express their ideas about what can foster the most conducive atmosphere for learning, and to speak up if those needs are not being met. Included in the many skills we will practice this semester are to acclimate to the idea of being responsible and participating members of a learning community and to keep in mind the long-term goals we hope to achieve through the day to day application of focus, intention, and applied skills. *Each individual is an important member of this community and affects the experience of all the other members.* To respect the goals you have set, as well as the goals of others, please keep this responsibility in mind when engaging with “the classroom.”

Back Up Your Work/File Formats

You are responsible for keeping copies of your written coursework — at least two copies in two different locations — so that if you should have an MSF (massive system failure), you can recover your work. Platform compatibility, file transfer, and email attachments are sometimes irritating, although rarely unsolvable, problems. It is your responsibility as sender/writer to submit files to your instructor and to your classmates in an accessible, downloadable format.

Help Resources

Classmates

Rely on one another for the questions you have regarding the readings, the work we’re doing for class, software we may be using, etc. You all, both individually and as a collective, embody a vast bank of knowledge and valuable experiences; use it. Also, this will be valuable practice for your future career.

Instructor Assistance

I will do all I can to assist you in succeeding in this course. Feel free to meet with me during my office hours or at a scheduled time. Email is a reliable way to contact me during the workweek. If emergencies happen or if the phone is a better option, feel free to call my office phone. I will receive voice messages as emails and I will attempt to contact you in a timely manner.

Miami University Technology Guide

For computer and laptop support, please visit Technology Services: [Academics | Academic Support Services | Technology Services | Regionals](#)

- For the Regional campuses (Middletown, Hamilton, and VoA), please call 513-217-3356.

Advising, Counseling, and Learning Assistance

If you need academic advising, counseling, or learning assistance for whatever reason, Middletown provides multiple services to help you succeed as a student. Services include tutoring and the Learning Disabilities Program. If you have a documented learning disability, please speak to me early in the semester so we can discuss your learning style. I am willing to work with you to establish a plan for academic success. You can also obtain additional information and support on any of these student services from the Office of Advising and Learning Assistance (Student Services)-- [Academic Advising | Regionals](#):

- Hamilton: 513-785-3129
- Middletown: 513-727-3440

Student Disability Services (SDS)

If you are a student with a disability and feel you may need a reasonable accommodation to fulfill the essential functions of this course, you are encouraged to connect with Student Disability Services (SDS). SDS provides accommodations and services for students with a variety of disabilities, including physical, medical and psychiatric disabilities. You are encouraged to contact SDS to learn more about the affiliation process and procedures for requesting accommodations.

- Oxford Campus: SDS@MiamiOH.edu
- Hamilton Campus: MUHODS@MiamiOH.edu
- Middletown Campus: MUMDC@MiamiOH.edu

Current SDS affiliated students should request accommodations according to [SDS procedure](#). You are strongly encouraged to request and discuss your accommodations needs during the first 1-2 weeks of the semester.

Title IX

Sexual assault, sexual misconduct, domestic violence, dating violence and stalking are all Title IX offenses. They are strictly prohibited and will not be tolerated at Miami University. Any person, regardless of gender, can be a victim/survivor. This Protocol applies to both on-campus and off-campus conduct, academic, educational, co-curricular, athletic, and other University programs. Title IX offenses include criminal offenses, such as rape, fondling, domestic violence, dating violence and stalking, as well as violations to the Code of Student Conduct--Interpersonal Violence (see section 103).

Miami University is committed to preventing Title IX offenses by providing:

- Education and prevention programming that informs the university community about the risks and myths that contribute to violence
- Assistance and support, including interim support and accommodations
- Processes for reliable and impartial investigation and adjudication that includes appropriate

disciplinary sanctions for those who commit Title IX offenses, including suspension and dismissal

Miami University encourages those who have been the victim/survivor of Title IX Offenses to pursue criminal charges against the person or persons they believe to have committed the crime.

A criminal charge and a disciplinary complaint may be pursued at the same time. Students may file a disciplinary complaint with or without pursuing criminal charges. Victim/survivor support and resources are available regardless of criminal charges or University disciplinary action.

Visit Miami University's [Title IX website](#) for more information.

Miami University Publications & Policies

All students are obligated to practice and uphold the University's code of conduct and policies. You can review these by clicking on the following link: [Publications and Policies](#)

MTH 122 College Algebra

A possible textbook choice: Algebra and Trigonometry 4th Edition

by [James Stewart](#) (Author), [Lothar Redlin](#) (Author), [Saleem Watson](#) (Author)

Prerequisite: ACT MATH score of 20, MPT score of 7, SAT MATH score of 520, Completion of MTH 025 or MTH 102

Online homework system: WebAssign

Technology: A graphing calculator or Desmos or GeoGebra is a required component in this course. Calculators that use a computer algebra system are not allowed.

Grading policy:

Three midterms exams 45 % (15% each)

Assignment and quizzes 23%

Online homework (WebAssign) 9%

Final exam 23%

The final grade will be awarded on a percentage basis with 90% and above an A, 80%-89% a B, 70%-79% a C, 60%-69% a D, 0%- 59% an F.

Chapter 2 Functions

Week 1 Section 2.1 Functions

- Functions All Around Us
- Definition of Function
- Evaluating a Function
- The Domain of a Function
- Four Ways to Represent a Function

Week 2 Section 2.2 Graphs of Functions

- Graphing Functions by Plotting Points
- Graphing Functions with a Graphing Calculator
- Graphing Piecewise Defined Functions
- The Vertical Line Test: Which Graphs Represent Functions?
- Which Equations Represent Functions?

Section 2.3 Getting Information from the Graph of a Function

- Values of a Function; Domain and Range
- Comparing Function Values: Solving Equations and Inequalities Graphically

Week 3

- Increasing and Decreasing Functions
- Local Maximum and Minimum Values of a Function

Section 2.4 Average Rate of Change of a Function

- Average Rate of Change
- Linear Functions Have Constant Rate of Change

Week 4 Section 2.5 Linear Functions and Models

- Linear Functions
- Slope and Rate of Change
- Making and Using Linear Models

Section 2.6 Transformations of Functions

- Vertical Shifting
- Horizontal Shifting
- Reflecting Graphs
- Vertical Stretching and Shrinking
- Horizontal Stretching and Shrinking
- Even and Odd Functions

Exam 1

Week 5 Section 2.7 Combining Functions

- Sums, Differences, Products, and Quotients
- Composition of Functions
- Applications of Composition

Section 2.8 One-to-One Functions and Their Inverses

- One-to-One Functions
- The Inverse of a Function

Week 6

- Finding the Inverse of a Function
- Graphing the Inverse of a Function
- Applications of Inverse Functions

Chapter 3 Polynomial and Rational Functions

Section 3.1 Quadratic Functions and Models

- Graphing Quadratic Functions Using the Standard Form
- Maximum and Minimum Values of Quadratic Functions
- Modeling with Quadratic Functions

Week 7 Section 3.2 Polynomial Functions and Their Graphs

- Polynomial Functions
- Graphing Basic Polynomial Functions
- Graphs of Polynomial Functions: End Behavior
- Using Zeros to Graph Polynomials
- Shape of the Graph Near a Zero

- Local Maxima and Minima of Polynomials

Section 3.3 Dividing Polynomials

- Long Division of Polynomials
- Synthetic Division (*optional*)
- The Remainder and Factor Theorems

Week 8

Section 3.4 Real Zeros of Polynomials

- Rational Zeros of Polynomials
- Descartes' Rule of Signs
- Upper and Lower Bounds Theorem
- Using Algebra and Graphing Devices to Solve Polynomial Equations

Section 3.5 Complex Zeros and the Fundamental Theorem of Algebra

- The Fundamental Theorem of Algebra and Complete Factorization
- Zeros and Their Multiplicities

Exam 2

Week 9

- Complex Zeros Come in Conjugate Pairs
- Linear and Quadratic Factors

Section 3.6 Rational Functions

- Rational Functions and Asymptotes
- Transformations of
- Asymptotes of Rational Functions
- Graphing Rational Functions
- Common Factors in Numerator and Denominator
- Slant Asymptotes and End Behavior

Week 10

Section 3.7 Polynomial and Rational Inequalities

- Polynomial Inequalities
- Rational Inequalities

Chapter 4 Exponential and Logarithmic Functions

Section 4.1 Exponential Functions

- Exponential Functions
- Graphs of Exponential Functions
- Compound Interest

Week 10

Section 4.2 The Natural Exponential Function

- The Number e
- The Natural Exponential Function
- Continuously Compounded Interest

Section 4.3 Logarithmic Functions

- Logarithmic Functions
- Graphs of Logarithmic Functions

Week 11

- Common Logarithms
- Natural Logarithms

Section 4.4 Laws of Logarithms

- Laws of Logarithms
- Expanding and Combining Logarithmic Expressions
- Change of Base Formula

Exam3

Week 12

Section 4.5 Exponential and Logarithmic Equations

- Exponential Equations
- Logarithmic Equations
- Compound Interest

Week 13 Section 4.6 Modeling with Exponential Functions- *(cover at least two topics)*

- Exponential Growth (Doubling Time)
- Exponential Growth (Relative Growth Rate)
- Radioactive Decay
- Newton's Law of Cooling

Week 14 Systems of equations

- sec 10.1 Systems of linear equations in two variables
 - Sec 10.2 Systems of linear equations in several variables
- Comprehensive review.

Week 15 Final exam.

Course Syllabus - POL 271
World Politics
Fall 2021
TR 10:05-11:25am HRN 111

Professor: Benjamin Bartlett
Office: 125 Harrison Hall
Email: bartlebg@miamioh.edu
Office Hours: TR 2:00-4:00pm (via Zoom)

Course Description:

This is an introductory course in international politics, requiring no background in the subject. The course begins with an overview of the study of international politics and introduces students to three major theoretical approaches in the field: realism, liberalism, and constructivism. Using these three theoretical approaches, it then examines some of the major conflicts of the 20th century. The next section of the course introduces international political economy, including trade and globalization. The course then examines the roles of non-state actors such as international organizations and non-governmental organizations in international politics. Finally, the course turns to a number of important subjects in international politics, such as the environment, human rights, terrorism, nuclear proliferation, and the rise of China.

Political Science Course Objectives:

1. Students will be able to define and explain political science concepts, theories and approaches related to world politics.
2. Students will demonstrate skill in evidence-based reasoning from identifying the appropriate data or evidence necessary to construct a convincing argument to constructing and communicating that argument.
3. Students will be able to apply political science knowledge to contemporary political issues and problems related to world politics and be able to identify and evaluate alternative political science-based solutions.
4. Students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

Specific Course Objectives:

1. Students will understand the major issues at stake in international politics.
2. Students will be able to think systematically about world politics, understanding how particular assumptions about what drives state behavior leads to different expectations about political outcomes and thus to different policy recommendations.
3. Students will be able to apply theory to evidence in order to make reasonable predictions about future possible outcomes in world politics.
4. Students will be able to successfully recognize the main arguments in academic articles on world politics and to understand how authors use evidence to support their arguments.

Contacting Me:

For more complicated questions, the best thing to do is to come into office hours, where you will receive my undivided attention. For simpler questions, I am available by email. Generally speaking, you will get the fastest response from me if you contact me between 9 AM - 5 PM from Monday - Friday. If you email me outside of those times, it may take until the next business day for me to respond.

Course Assignments and Grading:

Grading Scheme:

| Letter grade | Percentage range |
|---------------------|-------------------------|
| A+ | 97-100% |
| A | 93-96.9% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D | 63-66.9% |
| D- | 60-62.9% |
| F | below 60% |

In-Class Team Exercises and Participation: 20%

In order to aid in learning of the materials and to provide feedback for your instructor, there will be in-class team exercises. You will not be graded on getting the “right” answer, but you will be graded (in part via peer review) on whether you have been a helpful contributor to the group. Thus, you do want to make sure you have done the readings and are prepared. Multiple absences will also negatively affect this grade, unless there is a valid reason for those absences.

Quizzes: 60%

Quizzes will be held at the end of every module. They will be available via Canvas, and you will have approximately a week to take them. They will be timed, but are open note (though of course are to be taken on your own), so I encourage you to organize your notes well. For the most part they will be multiple choice, though the instructor reserves the right to include other types of questions if he thinks it will be useful. Quizzes may also include questions about previous modules for the purpose of reinforcement.

Final: 20%

The final is cumulative and will cover the same material as the quizzes.

Reading:

Readings for a given class day generally consist of a portion of the textbook and then an additional article (though sometimes you will be instructed to read only portions of said article). The articles will be discussed in class, so do be certain to read them.

The required textbook for this course is Mingst, McKibben, and Arreguin-Toft, *Essentials of International Relations, 8th Edition*, available at the bookstore. Other readings will be made available on Canvas.

Mask Policy:

If a student comes to class without a face covering, the instructor will first ask the student to comply, e.g. put on a face covering. If the student refuses, the instructor will ask the student to leave the classroom and inform the student that the class will not proceed until the student either complies or leaves. If the student continues to refuse, the instructor will dismiss the class and immediately report the student to the Office of Community Standards. Students reported to the Office of Community Standards may be summarily suspended from the class.

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Late Policy:

Assignments that are late will be docked 3% per day they are late. Extensions can be granted under reasonable circumstances, but need to be requested in advance (unless something truly unexpected comes up).

Academic Dishonesty:

I expect that students will be honest and do their own work. A big part of learning involves making mistakes and learning from those mistakes, and students cheat themselves of that opportunity when they submit someone else's work. You can read about academic dishonesty (including cheating and plagiarism) and its consequences here: <http://www.miamioh.edu/integrity/undergraduates/index.html> Sometimes students do not intend to plagiarize, but are simply unaware of how to reference and cite other sources properly. Here is a link with some resources to help avoid this problem: <https://www.plagiarism.org/article/preventing-plagiarism-when-writing>. If you are uncertain whether you are citing properly or not, please come talk to me.

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College can be an extremely difficult time. If you are struggling with anxiety, depression, or other mental health issues, consider the resources provided by the Student Counseling Service (<https://miamioh.edu/student-life/student-counseling-service/>). If you find that mental health issues are interfering with your studies in this class, please come talk to me.

Diversity and Class Conduct:

Students in the class will come from a wide variety of backgrounds and have a variety of experiences and opinions. Part of the college experience is being exposed to and learning from these different

viewpoints. I expect students to be respectful of one another and to help to create an environment in which everyone feels comfortable expressing their own views.

Accommodations for Disabilities:

Accommodations for disabilities are your right. In order to receive accommodation, however, you must make an accommodation request via the Student Disabilities Services (<https://miamioh.edu/student-life/sds/>).

Sexual or Gender-Based Violence or Harassment:

Title IX makes it clear that violence and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here: <https://miamioh.edu/campus-safety/sexual-assault/index.html>. You can also reach out to the Sexual and Interpersonal Violence Response Coordinator, Gabrielle Dralle at 513-529-1870 or TitleIX@MiamiOH.edu. You can also reach out to the Miami Police at 513-529-2222 or police@MiamiOH.edu.

Note that as a faculty member, I am required to report any information I become aware of regarding sexual discrimination or violence. For confidential support, you can reach out to Women Helping Women on campus at 513-431-1111 (between 10 am and 6 pm) or MU@womenhelpingwomen.org. The Butler County Office also has a 24-hour crises hotline, 513-381-5610.

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COURSE SCHEDULE AND ASSIGNED READINGS:

Note that adjustments to the course schedule may occur depending on circumstances. Should this happen, I will notify you both in class and via Canvas.

All readings other than the textbook are available on Canvas.

Module 0: Introduction

Tuesday 8/24:

Green, Amelia Hoover. 2013. "How to Read Political Science: A Guide in Four Steps."

Thursday 8/26:

Mingst et al., Chapter 2

Module 1: Theoretical Approaches to World Politics

Tuesday 8/31:

Mingst et al., Chapter 1 and pp. 67-73

Thursday 9/2:

Mingst et al., pp. 73-80

Mearsheimer, John J. 2004. "Power and Fear in Great Power Politics." In *One Hundred Year Commemoration to the Life of Hans Morgenthau (1904-2004)*, edited by G.O. Mazur, 184-196.

Tuesday 9/7:

Mingst et al., pp. 81-86

Doyle, Michael W. "Kant, Liberal Legacies, and Foreign Affairs." *Philosophy & Public Affairs* 12, no. 3 (1983). Read pages 225-235.

Thursday 9/9:

Mingst et al., pp. 86-92

Wendt, Alexander. "Anarchy Is What States Make of It: The Social Construction of Power Politics." *International Organization* 46, no. 2 (1992). Read pages 395-410.

Module 2: Levels of Analysis

Tuesday 9/14:

Mingst et al., pp. 107-110 and 132-146

Dafoe, Allan, and Devin Caughey. "Honor and War: Southern US Presidents and the Effects of Concern for Reputation." *World Politics* 68, no. 2 (April 2016). Read pages 341-358.

Thursday 9/16:

Mingst et al., pp. 124-131

Solingen, Etel. "Domestic Coalitions, Internationalization, and War: Then and Now." *International Security* 39, no. 1 (July 1, 2014). Read pages 44-58.

Tuesday 9/21:

Mingst et al., pp. 110-123

Waltz, Kenneth N. "The Origins of War in Neorealist Theory." *The Journal of Interdisciplinary History* 18, no. 4 (Spring 1988). Read pages 881-887 and 892-899.

Module 3: The State and Tools of Statecraft

Thursday 9/23:

Mingst et al., pp. 149-156

Devereaux, Bret. "Collections: My Country Isn't a Nation." A Collection of Unmitigated Pedantry, July 2, 2021. <https://acoup.blog/2021/07/02/collections-my-country-isnt-a-nation/>.

Tuesday, 9/28

Mingst et al., pp. 157-173

Putnam, Robert D. "Diplomacy and Domestic Politics: The Logic of Two-Level Games." *International Organization* 42, no. 3 (July 1, 1988). Read pages 427-430 and 435-452.

Thursday 9/30

Mingst et al., pp. 173-184

Lake, David A., and Donald Rothchild. "Containing Fear: The Origins and Management of Ethnic Conflict." *International Security* 21, no. 2 (1996). Read pages 41-56.

Module 4: War and Security

Tuesday, 10/5:

Mingst et al., pp. 187-206

Clausewitz, Carl von, Michael Howard, and Peter Paret. *On War*. Princeton, N.J: Princeton University Press, 1976. Read pages 75-89.

Thursday, 10/7:

Mingst et al., pp. 206-224.

Fearon, James D. "Rationalist Explanations for War." *International Organization* 49, no. 03 (1995). Make sure to understand the main points Fearon is making, but you can skip over the math.

Tuesday, 10/12:

Mingst et al., pp. 224-230.

Brunstetter, Daniel, and Megan Braun. "The Implications of Drones on the Just War Tradition." *Ethics & International Affairs* 25, no. 3 (2011).

Module 5: International Cooperation and International Law

Thursday 10/14:

Mingst et al., pp. 233-246

Oye, Kenneth A. "Explaining Cooperation under Anarchy: Hypotheses and Strategies." *World Politics* 38, no. 1 (1985). Read pages 1-18.

Tuesday 10/19:

Mingst et al., pp. 250-257

Guzman, Andrew T. "A Compliance-Based Theory of International Law." *California Law Review* 90, no. 6 (2002). Read pages 1836-1851 for the main ideas; you can skip the math.

Thursday 10/21:

Mingst et al., pp. 246-250 and 258-266

Guzman, Andrew T. "A Compliance-Based Theory of International Law." *California Law Review* 90, no. 6 (2002). Read pages 1860-1865 and 1872-1878.

Module 6: International Political Economy

Tuesday, 10/26:

Mingst et al., pp. 269-279

Gilpin, Robert. "The Politics of Transnational Economic Relations." *International Organization* 25, no. 3 (1971).

Thursday, 10/28:

Mingst et al., pp. 279-303

Rodrik, Dani. "What Do Trade Agreements Really Do?" *Journal of Economic Perspectives* 32, no. 2 (May 2018).

Tuesday, 11/2:

Mingst et al., pp. 303-316

Drezner, Daniel W. "The Irony of Global Economic Governance."

Module 7: International Governmental Organizations and Non-Governmental Organizations

Thursday 11/4:

Mingst et al., pp. 319-340

Mearsheimer, John J. "The False Promise of International Institutions." *International Security* 19, no. 3 (1994). Read pages 9-10, 13-14, and 15-26.

Tuesday 11/9:

Mingst et al., pp. 340-353

Keohane, Robert O. "International Institutions: Can Interdependence Work?" *Foreign Policy*, no. 110 (1998).

Thursday 11/11:

Mingst et al., pp. 353-362

Clark, Ann Marie. "Non-Governmental Organizations and Their Influence on International Society." *Journal of International Affairs* 48, no. 2 (1995).

Module 8: Human Rights and Human Security

Tuesday 11/16:

Mingst et al., pp. 365-379

Sen, Amartya. "Human Rights and Capabilities." *Journal of Human Development* 6, no. 2 (July 2005).

Thursday 11/18:

Mingst et al., pp. 379-399

Franck, Thomas M. "Are Human Rights Universal?" *Foreign Affairs*, February 2001.

Tuesday 11/23:

Mingst et al., pp. 403-416

Bollyky, Thomas J, and Chad P Bown September. "The Tragedy of Vaccine Nationalism." *Foreign Affairs*, September 2020.

Thursday 11/25 (Thanksgiving):

Thanksgiving Holiday, no class.

Tuesday 11/30:

Mingst et al., pp. 417-441

Barrett, Scott. "Why Have Climate Negotiations Proved So Disappointing?" *Proceedings of the Joint Workshop 2-6 May, 2014*, Extra Series, no. 41 (2015).

Thursday 12/2:

Review session, no assigned readings.

FINAL EXAM IS ON TUESDAY, 12/7, 10:15AM – 12:15 PM

Course Syllabus - POL 388
Politics of Cybersecurity
Spring 2022

Professor: Benjamin Bartlett
Office: 125 Harrison Hall
Email: bartlebg@miamioh.edu
Office Hours: MWThF 1:00 PM – 2:00 PM (via Zoom)

Course Description:

This is a course covering the international politics of cybersecurity, particularly through the prism of international security. No prior knowledge of cybersecurity is required, though as World Politics is a prerequisite, familiarity with the study of international politics is assumed. The course begins with an overview of the issue and then dives into two case studies involving challenges to U.S. cybersecurity, China and Russia, both to motivate the course and to provide examples for the required policy paper (more on this below). This is followed by a brief history of how cybersecurity came to be a national security issue. The course then engages with some of the major questions about cybersecurity in the international security literature: does cyber fundamentally reshape the balance of power? Does it favor the attacker or the defender? What is cyberwar and will it take place? Can offensive cyber operations be deterred? What kinds of effects does cyber have on other international security issues, such as nuclear stability?

Once discussion of these major debates is complete, the course turns to other important topics in cybersecurity studies, such as the role of the private sector and non-governmental actors in cyber and whether norms can be developed to restrain the use of offensive cyber operations. Finally, the course ends with a discussion of U.S. cybersecurity policy.

Student Learning Outcomes:

1. Students will be able to define and explain political science concepts, theories and approaches related to cybersecurity and international security.
2. Students will demonstrate skill in evidence-based reasoning by identifying the appropriate data or evidence necessary to construct a convincing argument about the political aspects of cybersecurity and by constructing and communicating that argument.
3. Students will be able to apply political science knowledge to contemporary political issues and problems related to cybersecurity and be able to identify and evaluate alternative political science-based solutions.
4. Students will be able to formulate, propose and advocate possibilities for positive change in democratic society as engaged and informed citizens.

Contacting Me:

For more complicated questions, the best thing to do is to come into office hours, where you will receive my undivided attention. For simpler questions, I am available by email. However, it may take me up to 24 hours to respond to emails.

Course Assignments and Grading:

Remember that grades are an evaluation of your work, not an evaluation of you. They are meant to help

you improve your academic abilities.

Grading Scheme:

| Letter grade | Percentage range |
|---------------------|-------------------------|
| A+ | 97-100% |
| A | 93-96.9% |
| A- | 90-92.9% |
| B+ | 87-89.9% |
| B | 83-86.9% |
| B- | 80-82.9% |
| C+ | 77-79.9% |
| C | 73-76.9% |
| C- | 70-72.9% |
| D+ | 67-69.9% |
| D | 63-66.9% |
| D- | 60-62.9% |
| F | below 60% |

Attendance and Participation: 15%

Come to class having the readings done and prepared for discussion and to ask questions. One unexcused absence may be taken without penalty. Other absences may be excused based on medical documentation or given other unfortunate circumstances.

Cybersecurity Threat Memo: 10% (Due 2/18)

This will be a 5-page, double-spaced document that describes a threat to the cybersecurity of the country of your choice. It should identify the actor(s) behind the threat, possible motives, their tactics and capabilities, the vulnerabilities of and risks to the target country, and any major incidents that have already occurred. This will help to inform the policy brief due later in the semester. Both this and the policy brief will require research beyond the classroom materials. It should draw on at least 5 outside sources. For both this and the policy brief I highly encourage you to visit me in office hours to discuss your ideas.

In-Class Midterm: 25% (Held on 3/4)

Policy Brief: 25% (Due 4/22)

This will be a 10-page, double-spaced document that lays out cybersecurity policy recommendations to the government of the country of your choice as to how they can deal with the cybersecurity threat you researched for the cybersecurity threat memo. Be certain to begin with an evaluation of the seriousness of the threat: what kinds of actions might the threat actor take, how likely are they to take these actions, and how much damage would this cause? This will require students to have some understanding of the current policies and capabilities of the target country and the broader political climate in which the target country and the threat actor(s) are operating. Students should be certain to consider a range of possible responses and their trade-offs before making a recommendation.

Final: 25% (Held on 5/11 3:00 PM – 5:00 PM)

This will cover the topics we have covered since the midterm.

Reading:

There is a lot of reading for this course, and some of it will be difficult. An approach I would recommend is to highlight or underline the key argument and main points of a given article as you read, then when you are done write up a brief summary including the argument and main points, as well as any questions you have or issues on which you want clarification. This will ensure you are well-prepared for class, as well as provide a handy study tool for the midterm and final. Remember that it is absolutely fine if you do not understand everything in the readings and need to ask questions: asking questions in class is a good way to earn participation points, and it will probably help clear up some things for your fellow students as well!

The required books for this course are Clifford Stoll, *The Cuckoo's Egg*, and Lin and Zegart, *Bytes, Bombs, and Spies*. Both are available in the bookstore. Other readings will be made available on Canvas.

Mask Policy:

If a student comes to class without a face covering, the instructor will first ask the student to comply, e.g. put on a face covering. If the student refuses, the instructor will ask the student to leave the classroom and inform the student that the class will not proceed until the student either complies or leaves. If the student continues to refuse, the instructor will dismiss the class and immediately report the student to the Office of Community Standards. Students reported to the Office of Community Standards may be summarily suspended from the class.

Grade Disputes:

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Late Policy:

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Academic Dishonesty:

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Sometimes students do not intend to plagiarize, but are simply unaware of how to reference and cite other sources properly. Here is a link with some resources to help avoid this problem:

<https://www.plagiarism.org/article/preventing-plagiarism-when-writing>. If you are uncertain whether you are citing properly or not, please come talk to me.

Turn It In:

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting

plagiarism. Use of the Turnitin.com service is subject to the Terms and Conditions of Use posted on the Turnitin.com site.

Mental Health:

College can be an extremely difficult time. If you are struggling with anxiety, depression, or other mental health issues, consider the resources provided by the Student Counseling Service (<https://miamioh.edu/student-life/student-counseling-service/>). If you find that mental health issues are interfering with your studies in this class, please come talk to me.

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COURSE SCHEDULE AND ASSIGNED READINGS:

Because cybersecurity is a new topic, it is possible that I will adjust some of the readings below as the course progresses. Other adjustments to the course schedule may occur depending on circumstances. Should this happen, I will notify you both in class and via Canvas.

(Starred items are available on Canvas.)

Tuesday 1/25: Introduction

*Green, Amelia Hoover. 2013. "How to Read Political Science: A Guide in Four Steps."

Start reading *The Cuckoo's Egg* (due 2/8)

Thursday 1/27: Why Study the Politics of Cyber Security?

*Kello, Lucas. 2013. "The Meaning of the Cyber Revolution: Perils to Theory and Statecraft." *International Security* 38 (2): 7–40.

Lin and Zegart, Chapter 14.

Tuesday 2/1: China and U.S. Cybersecurity

*Davis, Julie Hirschfeld. 2015. "Hacking of Government Computers Exposed 21.5 Million People." *The New York Times*, July 9, 2015, sec. U.S. <https://www.nytimes.com/2015/07/10/us/office-of-personnel-management-hackers-got-data-of-millions.html>.

*Lindsay, Jon R. 2015. "The Impact of China on Cybersecurity: Fiction and Friction." *International Security* 39 (3): 7–47.

*Knake, Rob, and Adam Segal. 2016. "How the Next U.S. President Can Contain China in Cyberspace." *Journal of International Affairs* 70 (1): 21–28.

Thursday 2/3: Russia and U.S. Cybersecurity

*Jensen, Benjamin, Brandon Valeriano, and Ryan Maness. 2019. "Fancy Bears and Digital Trolls: Cyber Strategy with a Russian Twist." *Journal of Strategic Studies* 42 (2): 212–34.

*Norden, Lawrence and Daniel I. Weiner. 2019. "U.S. Elections Are Still Not Safe From Attack." *Foreign Affairs*.

*Sanger, David E., and Catie Edmondson. 2019. "Russia Targeted Election Systems in All 50 States, Report Finds." *The New York Times*, July 25, 2019, sec. U.S. <https://www.nytimes.com/2019/07/25/us/politics/russian-hacking-elections.html>.

Tuesday 2/8 and Thursday 2/10: An Abbreviated History of Cybersecurity

Stoll, Clifford. *The Cuckoo's Egg*.

Tuesday 2/15: Offensive Cyber Operations Part I: Definition

Lin and Zegart, Chapters 5 and 7.

Thursday 2/17: Offensive Cyber Operations Part II: Challenges

Lin and Zegart, Chapters 6 and 11.

Tuesday 2/22: Cyber and International Stability Part I: Stability in Cyberspace

*Libicki, Martin. 2011. "The Nature of Strategic Instability in Cyberspace." *The Brown Journal of World Affairs* 18 (1): 71–79.

Lin and Zegart, Chapter 13.

Thursday 2/24: Cyber and International Stability Part II: Cyber and the Probability of Conflict
MEMO DUE

*Liff, Adam P. 2012. "Cyberwar: A New 'Absolute Weapon'? The Proliferation of Cyberwarfare Capabilities and Interstate War." *Journal of Strategic Studies* 35 (3): 401–28.

Lin and Zegart, Chapter 9.

Tuesday 3/1: Who Has the Advantage in Cyberspace?

*McGraw, Gary. 2013. "Cyber War Is Inevitable (Unless We Build Security In)." *Journal of Strategic Studies* 36 (1): 109–19.

*Slayton, Rebecca. 2017. "What Is the Cyber Offense-Defense Balance? Conceptions, Causes, and Assessment." *International Security* 41 (3): 72–109.

Thursday 3/3: In-Class Midterm

Tuesday 3/8: Cyberwar Part I: Is "Cyberwar" Even Possible?

*Rid, Thomas. 2012. "Cyber War Will Not Take Place." *Journal of Strategic Studies* 35 (1): 5–32.

*Stone, John. 2013. "Cyber War Will Take Place!" *Journal of Strategic Studies* 36 (1): 101–8.

Thursday 3/10: Cyberwar Part II: Would States Choose "Cyberwar"?

*Valeriano, Brandon and Ryan Maness. 2012. "The Fog of Cyberwar." *Foreign Affairs*.

*Gartzke, Erik. 2013. "The Myth of Cyberwar: Bringing War in Cyberspace Back Down to Earth." *International Security* 38 (2): 41–73.

Tuesday 3/15: Cyber Mercenaries

*Maurer, Tim. 2018. *Cyber Mercenaries: The State, Hackers, and Power*. Cambridge University Press. Chapter 1.

Lin and Zegart, Chapter 16.

Thursday 3/17: Cyber Terrorism

*Weimann, Gabriel. 2005. "Cyberterrorism: The Sum of All Fears?" *Studies in Conflict & Terrorism* 28 (2): 129–49.

*Lindsay, Jon R. 2013. "Stuxnet and the Limits of Cyber Warfare." *Security Studies* 22 (3): 365–404.

Tuesday 3/22 and Thursday 3/24: **SPRING BREAK**

Tuesday 3/29: Deterrence in Cyberspace

*Libicki, Martin C. 2009. "Why Cyberdeterrence Is Different." In *Cyberdeterrence and Cyberwar*, 39–74. RAND Corporation.

Lin and Zegart, Chapter 8.

Thursday 3/31: Beyond Standard Deterrence

*Nye, Joseph S. 2017. "Deterrence and Dissuasion in Cyberspace." *International Security* 41 (3): 44–71.

Tuesday 4/5: Is Attribution Really that Hard?

*Rid, Thomas, and Ben Buchanan. 2015. "Attributing Cyber Attacks." *Journal of Strategic Studies* 38 (1–2): 4–37.

*Lindsay, Jon R. 2015. "Tipping the Scales: The Attribution Problem and the Feasibility of Deterrence against Cyberattack." *Journal of Cybersecurity* 1 (1): 53–67.

Thursday 4/7: Attribution---Not Just Who But What

*Brenner, Susan W. 2007. "'At Light Speed': Attribution and Response to Cybercrime/Terrorism/Warfare." *The Journal of Criminal Law and Criminology (1973-)* 97 (2): 379–475. (Read pages 429 – 440)

*Bejtlich, Richard. 2013. "Don't Underestimate Cyber Spies." *Foreign Affairs*.

Tuesday 4/12: Class Activity

Activity TBD.

Thursday 4/14: Cybercrime and the Black Market

*Kraemer-Mbula, Erika, Puay Tang, and Howard Rush. 2013. "The Cybercrime Ecosystem: Online Innovation in the Shadows?" *Technological Forecasting and Social Change, Future-Oriented Technology Analysis*, 80 (3): 541–55.

*Ablon, Lillian. 2018. *Data Thieves: The Motivations of Cyber Threat Actors and Their Use and Monetization of Stolen Data*. RAND Corporation.

*Nichols, Michelle. 2019. "North Korea Took \$2 Billion in Cyberattacks to Fund Weapons..." *Reuters*, August 5, 2019. <https://www.reuters.com/article/us-northkorea-cyber-un-idUSKCN1UV1ZX>.

Tuesday 4/19: National Security vs Cybersecurity

*Heninger, Nadia and J. Alex Halderman. 2013. "Tales from the Crypto Community." *Foreign Affairs*.

*Schneier, Bruce. 2017. "Why the NSA Makes Us More Vulnerable to Cyberattacks." *Foreign Affairs*.

*Baram, Gil. 2018. "The Theft and Reuse of Advanced Offensive Cyber Weapons Pose A Growing Threat." Council on Foreign Relations. June 19, 2018. <https://www.cfr.org/blog/theft-and-reuse-advanced-offensive-cyber-weapons-pose-growing-threat>.

*Sanger, David E. 2018. *The Perfect Weapon: War, Sabotage, and Fear in the Cyber Age*. Crown/Archetype. Chapter 4.

Thursday 4/21: Prospects for Cybernorms I: The Debate

POLICY BRIEF DUE

*James Wood Forsyth and Billy E. Pope, "Structural Causes and Cyber Effects: Why International Order Is Inevitable in Cyberspace," *Strategic Studies Quarterly* 8, no. 4 (2014): 112–28.

*Whyte, Christopher. 2015. "On the Future of Order in Cyberspace." *Strategic Studies Quarterly* 9 (2): 69–77.

*Mazanec, Brian M. 2016. "Constraining Norms for Cyber Warfare Are Unlikely." *Georgetown Journal of International Affairs* 17 (3): 100–109.

Tuesday 4/26: Prospects for Cybernorms II: The Process

*Finnemore, Martha, and Duncan B. Hollis. 2016. "Constructing Norms for Global Cybersecurity." *American Journal of International Law* 110 (3): 425–79.

Thursday 4/28: The Role of the Private Sector

*Klimburg, Alexander. 2011. "The Whole of Nation in Cyberpower." *Georgetown Journal of International Affairs*, 171–79.

*Gordon, Lawrence A., Martin P. Loeb, and William Lucyshyn. 2014. "Cybersecurity Investments in the Private Sector: The Role of Governments." *Georgetown Journal of International Affairs*, 79–88.

Lin and Zegart, Chapter 15.

Tuesday 5/3: Comparing Government Approaches to Cybersecurity

Thursday 5/5: Wrap-Up/Review Session

Thursday 5/12 3:00 - 5:00 PM: FINAL EXAM

Instructor Information

Textbook (open resource supplementary Textbook)

Introductory Statistics by Barbara Illowsky, De Anza College Susan Dean, De Anza College. All students will be given access to an e-Textbook included in your course fees.

Required Technology and Calculators

StatCrunch will be utilized in this course and is available through our Canvas course site. StatCrunch will work on any mobile device, and will be extremely useful for conducting statistical inference in the second half of the course due to the extensive and complex nature of the formulae for various test statistics. I will be instructing you on its use as we progress through the course. This program will calculate nearly all of our statistical functions. This is a free alternative to purchasing a graphing calculator and the tool I will use in my instruction.

Additionally, I will also be instructing you in the use of a couple of applets found on the internet that will calculate statistical functions. Calculators are allowed for use in this class. The textbook has instructions on using the TI-83/84 for the statistical functions. You must become comfortable with the use of StatCrunch and the applets or the use of the graphing calculator in order to increase your success in this course. You should be competent in using a computer and have knowledge of email, emailing attachments, taking screenshots and emailing them, inserting them in documents and uploading their link in an assignment and also using Google Docs. You must have full access to a current computer with the capabilities of running Java based software, a high-speed internet connection along with an internet browser.

About the Course

Statement from the Statistics Department: It is recommended that your math placement test score has placed you into MTH 102 or higher or that you have successfully completed through at least MTH 101 prior to taking STA 261. Based on prior history, students without at least this level of mathematical experience may not be prepared to take STA 261 and may not be successful in STA 261.

This course is designed as an introductory statistics course for students without a calculus background. This course is a Miami Plan Foundation Course, meeting the formal reasoning requirement. This course will not count toward a degree in mathematics or statistics and alone does not meet the Business School statistics requirement. STA 261 combined with the one credit hour course named ISA 103, will satisfy the business school statistics requirement. It also cannot be used as a replacement for the computer science or engineering statistics requirement.

You will learn how statistics applies to your everyday life through current events and real examples from various disciplines. Every day we encounter statistics in such areas as medical research, consumer product testing, industrial product testing, politics, marketing and many others.

Course Objectives

At the end of this course, a student should be able to:

1. Differentiate between descriptive and inferential statistics and different types of studies (i.e., observational, experimental).
2. Create, describe the characteristics of, and interpret graphical displays for data.
3. Calculate measures of center and measures of variation to describe and analyze data.
4. Use rules of probability to determine the likelihood of events.
5. Identify, as well as sketch, the basic properties of a normal curve, determine areas under the standard normal curve, and find probabilities for any normally distributed variable from areas under the standard normal curve.
6. Calculate confidence intervals and interpret them in context.
7. Identify Type I and Type II errors (i.e., false positives and false negatives) and their consequences.
8. Perform and interpret the results of various significance tests: including one-population mean t-test, two-populations mean t-test, paired t-test, one-proportion z-test, two-proportions z-test, regression t-test, chi-square goodness-of-fit test, chi-square test of independence, and one-way ANOVA.
9. Obtain and graph the regression equation for a set of data points, interpret the slope, y-intercept and r and r^2 for a regression line, and use the regression equation to make predictions.

Homework, Quizzes and Activities

Each chapter will contain a one MyStatLab (MSL) chapter homework assignment and a one MSL chapter Quiz. Additionally, there will be in-class activities.

In the chapter homework, you will be able to retry each question as many times as necessary in order to complete it correctly. If you complete a question incorrectly, all you need do is click the Similar Exercise button at the bottom of the problem.

Also, in order to continue on with the chapter homework for the next chapter in the class, you must have completed at least 75% of the points available on the previous chapter homework assignment. MSL chapter homework assignments are the only thing in the class that will be accepted after the due date and it is with a 6% penalty per day.

You have until 11:59 p.m. (Eastern Standard Time) on each due date to submit your work; however, you should not wait until the last minute to submit your work in case the Canvas or Pearson site is temporarily unavailable or you experience computer problems. Computer problems are NOT an excuse for incomplete assignments.

I know that this may be confusing so the best thing to do... is not be late on homework assignments. ☺

Exams

There will be 1-2 midterm exams and a final exam. The midterm and final will each be weighted to 100 points. **The midterm and final exam are to be completed individually without the aid of any other student(s).** Late tests and exams **will not** be accepted. You may use StatCrunch and applets on all tests, quizzes and assignments. The tests will cover the following chapters:

Midterm Exam : Chapters 1 – 7

Final Exam: Chapters 1 – 13

Grades

Again, all graded work must be completed and submitted by the due date or they will be scored as a zero. The only item in this class that is allowed to be completed after the due date is MSL chapter homework assignments which can be worked on after the due date with a 6% per day penalty reflected in your recorded grade. Grades will be calculated as a percent of the total points available. The Canvas gradebook will be the official gradebook for the class and will be updated at least bi-weekly. Please see me if you are concerned about your grade or if you need help.

Grades will be given as follows, on a percent-of-the-total basis:

| | | |
|--------------|------------|--------------|
| 100-99% - A+ | 98-93% - A | 92%-90% - A- |
| 89-87% - B+ | 86-83% - B | 82%-80% - B- |
| 79-77% - C+ | 76-73% - C | 72%-70% - C- |
| 69-67% - D+ | 66-63% - D | 62%-60% - D- |

Extra Help

If you find that you need extra help with class assignments, or if you just have questions about class lectures, please feel free to discuss this with me. If you are having trouble with *anything* in the course, please ask for help immediately to avoid falling further behind. Do not hesitate to drop in during office hours. If you are not able to attend the scheduled office hours, please email me to find an alternate time. Please make use of my time as a resource for your learning. Additionally, any student with a grade of 75% or lower after chapter 6, will be required to meet with me in person.

Academic Misconduct

I expect that all work you submit to me is your own. You should not consult any other individuals either within this class or outside of this class when working on your quizzes, midterm exam and final exam. If it is determined that you are turning in work/ideas/answers that are not your own or collaborating with other students, you will receive no credit for the test or exam and may face disciplinary action by the university. It is imperative that we maintain the high academic standards that are represented by a Miami University degree. Academic integrity degrades your degree and the degree of the institution. As a university and in this class, high standards will be expected and any suspicions will be thoroughly investigated and turned over to the coordinator of math and science.

Disability Services

Students with disabilities are encouraged to register with the Disability Services Office. Information directing you to the appropriate services can be found in the Online Essentials link on the Home page of the Canvas site. Accommodations cannot be provided until you have registered with the Disability Services office and I am provided with appropriate document of your accommodations. Students wishing to utilize their accommodations must communicate that to me as soon as possible.

Important Dates

Please note: Modifications may be made to this syllabus during the semester with notice.

Grade Calculation

| Grade Category | Total Points |
|---------------------------|---------------------|
| Midterm | 100 |
| Final Exam | 100 |
| Lecture Quizzes (10) | 100 |
| In-class activities | 70 |
| MSL Chapter Homework (13) | 130 |
| Total | 500 |

Professor:

Office:

Telephone:

Email:

Class Time:

Office Hours:

Class Materials: Notes. Occasionally your textbook, calculator and laptop will be handy

Textbook: Probability & Statistics for Engineers & Scientists, Walpole, Myers, Myers, Ye

Description: A first course in applied statistics including an introduction to probability, the development of estimation and hypothesis testing, and a focus on statistical methods and applications. Includes introduction to probability of events, random variable, binomial and normal distributions, mathematical expectation, sampling distributions, estimation, and hypothesis testing. Statistical methods include one and two sample procedures for means and proportions, chi-square tests, analysis of variance, and linear regression.

Topic Outline: The course will tentatively consist of 4 units/modules:

Unit 1: Sampling procedures, Measure of locations, Probability, distributions.

Unit 2: Expected value, sampling distributions, Statistics on a single sample, descriptive.

Unit 3: Statistics on multiple samples, point and interval estimates.

Unit 4: Introduction to linear regression and other modeling procedures.

Exams: Three exams will be given in the class (worth 35% total) and a cumulative final exam (worth 15%). Dates:

Test 1 - Unit #1 material - **Monday, Sep 19**

Test 2 - Unit #2 material - **Monday, Oct 17**

Test 3 - Unit #3 material - **Monday, Nov 21**

Final - Cumulative - **Final Exam week, Dec 05-09**

Quizzes: Six quizzes will be given during the semester accounting for 25% of your grade. Typically they will cover about “half a test” and will be given between tests. No make-up quizzes will be given.

Homework:

Weekly homework, consisting of ten to twenty problems, will be assigned every week. These problems will be due following week. Homework is a good starting point, but often not enough to stay on top of the material. Regular review of your notes, textbook, and extra practice problems is expected. Different students need to spend different amounts of time studying and working through homework, but expect to spend at minimum 6 to 10 hours each week on Calculus.

Attendance: This course is 100% remote delivery via video conference at the date and time specified. Students are expected to sign on and attend all remote classes. Students must have a computer and reliable internet connection.

The pace of this class is such that it will not be advisable to miss any sessions. If you are absent from class, you are responsible for all missed material. No make-up quizzes, assignments or exams will be given. If you know will be absent, please inform me in advance. You are expected to be an active participant for the entire 90-minute class. Indications that this is not happening include sleeping, surfing the web or instant messaging on your laptop, text messaging on your cell-phone, studying for another class, etc. Please turn your cell phone to silent before class.

Letters of Accommodation: If you have a letter stating specific testing accommodations to which you are entitled, please come by my office to discuss the accommodations that you will need and to give me a copy of the letter. Even if you do not anticipate using any accommodations, it is a good idea to turn in the letter as soon as possible. Please note that unless I have at least one week's notice I will be unable to provide any accommodation on an exam.

Prerequisites: *Calculus I* or *Calculus II*.

Student Code of Conduct: Any violations of Academic Integrity within the Student Handbook will not be tolerated. This includes cheating, plagiarism, storing information in a calculator, sabotage of another's work and disrupting class. See the [Handbook](#) for a complete listing of the student code of conduct. All violations will be handled in accordance with established procedures and policies concerning student academic responsibility. See the [Bulletin](#) for additional details:

<http://miamioh.edu/academics/bulletin/>
<http://www.miamioh.edu/handbook>

Important Days:

| | |
|----------------|---|
| August 22 | Classes begin |
| August 24 | Registration/Change of Schedule via Banner Web ends |
| September 05 | Labor Day (no classes) |
| September 09 | Last day to Drop without a Grade |
| October 07-09 | Fall break |
| October 24 | Last Day to Drop from a Course with "W" |
| December 02 | Last Day of Classes |
| December 05-09 | Final Exam Week |

Please note: Modifications may be made to this syllabus during the semester with notice.

Final Grades: At the conclusion of the semester, final grades will be compiled using:

| Source | Amounts |
|----------|---------|
| Tests | 35% |
| Quizzes | 25% |
| Homework | 25% |

| | |
|--------------------------------|-------------|
| Final Exam (cumulative) | 15% |
| Total | 100% |

Grades will be assigned based on:

| | | | | | |
|-----------|----|----------|---|----------|----|
| [98, 100) | A+ | [92, 98) | A | [90, 92) | A- |
| [88, 90) | B+ | [82, 88) | B | [80, 82) | B- |
| [78, 80) | C+ | [72, 78) | C | [70, 72) | C- |
| [68, 70) | D+ | [62, 68) | D | [60, 62) | D- |
| | | [0, 60) | F | | |

MIAMI UNIVERSITY, REGIONAL CAMPUS
MIDDLETOWN, OH

STC135 Section MA
Principles of Public Speaking
Fall2022
Syllabus

Meets: Tues/Thurs, 10:05am-11:25am

Location: Johnston Hall Room 104

Instructor: Qian Huang, PhD (Name Pronunciation: *Chee-Ann Hwang*)

*Work Phone: 513-727-3429

Email: qianhuang@miamioh.edu

*I do not always have access to my work phone. An alternative and more prompt way to contact the instructor is to send emails OR messages on Canvas (to access this function, click "Inbox" on the left side of the Canvas menu).

Office Hours: Tue/Thu 11:30am-1:30pm, AND by appointment

Office: Johnston Hall Room 228

Course Description and Purpose

STC135 provides practice in researching, organizing, delivering, and evaluating public presentations. Course assignments prepare students to analyze complex topics and present them orally in a clear and coherent manner. The course helps students to understand presentation-related apprehension and presents strategies for stress reduction. Emphasis is also placed on developing skills in critical thinking, nonverbal delivery practices, presentation organization, evaluating sources, and speaking in team presentations. You should be able to effectively perform the role of a competent speaker. Toward this end, you will learn principles of highly effective public speaking and how to apply those principles to the management of speaking situations both individually and in group presentations. As a result of classroom learning and speaking experience, you will be expected to demonstrate knowledge and skill in the following areas:

- Audience analysis
- Topic analysis
- Organizational skills
- Persuasive and informative strategies
- Verbal and non-verbal delivery skills

When making a presentation, you should be able to:

- ✓ select an appropriate topic
- ✓ prepare a sentence outline with bibliography
- ✓ provide appropriate transitions and summaries
- ✓ develop effective introductions and conclusions
- ✓ use an appropriate organizational pattern
- ✓ use supporting material properly and effectively
- ✓ use presentational aids effectively

The assignments in this class are designed to achieve these goals. Textbook readings, class lectures, in class activities, and presentations will not only provide you with information about major concepts, but will also allow you the opportunity to experience the concepts. Therefore, your attendance and participation in class are of utmost importance.

Course Prerequisites

N/A

Required Texts and Resources

Gamble, T. K., & Gamble, M. W. (2020). *Public Speaking Playbook* (3rd ed.). California: SAGE Publications. ISBN: 9781544332383

*You can buy, rent, or share textbooks with your classmates. I do recommend you have the required editions for textbooks. **Contact the instructor if you have questions about textbooks.** Additional scholarly articles will be provided on Canvas.

Attendance & Class Policy

- **CONSIDERING THE STILL ONGOING COVID-19 CRISIS, WEARING A MASK/FACE COVERING IS REQUIRED IN CLASS FOR EVERYONE'S SAFETY AND HEALTH.**
- Attendance at all class meetings is expected and is essential to your success in class. You must assume that you will lose points for every absence.
- If you must be absent because of extenuating circumstances (i.e., illness, family emergency, university-excused absence, etc.), you must notify the instructor in advance
- Please be on time for each class; tardiness more than four times will receive a penalty of one-point decrease in overall grade
- Students are responsible for obtaining the material that has been missed. Class notes can be obtained from other students
- Minimize the use of technology in class except for emergency or other specific instructions
- Please avoid private conversations during class because it will be disruptive for other students and the instructor

Expectations for Students

Overall, what you could get from this course primarily depends on how much time and effort you invest every week. Your perseverance will yield a cornucopia of outcomes. The amount of time it will take you to complete the work for this course will depend on many factors, which will vary with each individual. As a general rule, in this course you will be expected to:

- Log in regularly to check messages from your instructor and other students.
- Check Canvas every day for class materials, updates, and announcements from your instructor.
- Study, read online materials, and work on assignments and other coursework for each week.
- Contribute to discussions and group projects in thoughtful and substantive ways.
- Complete all coursework and assignments in the time allowed.
- Plan and prioritize your time and effort efficiently and wisely in accordance with your work style and schedule. **Overnight work often leads to unsatisfactory products and grades**
- Communicate with the instructor promptly if there are issues and questions, especially technical ones, to avoid misunderstanding or late submission
- Be vigilant about your submissions and be attentive to instructions. There may be more than one assignment due in a week. Incorrect, blank, or unreadable submissions will receive a ZERO.
- Keep a critical eye on anything posted (including but not limited to lectures, materials, and resources). To reward your help in improving this class, anyone who catches an error/mistake/inconsistency will be given **extra credit (up to 1 pt)** depending on the significance of the error/mistake/inconsistency.
- **Be respectful, considerate, and civil to others in any interactions, especially in confronting different, even opposite opinions. Everyone's opinions, values, and grades are equally important.**

Instructor: Qian Huang (email: qianhuang@miamioh.edu OR message via Canvas)

Commitment from the Instructor

My teaching philosophy rests on three overarching principles: I aim to help students 1) appreciate and embrace diversity and inclusiveness, 2) learn and master knowledge through engaging coursework and assignments, and 3) become critical consumers of research and theories. As an instructor of this course, I am committed to:

- Regularly check messages on Canvas and email.
- Hold regular office hours for students who wish to meet in person or online and accommodate those unable to meet during regular office hours.
- Post announcements to remind students of approaching deadlines and due dates.
- Post all grades within a week of assignments/exams due date (unless otherwise announced). **I could not turn around grades the same day they are due.**
- Be open to constructive feedback from students regarding any aspect of the class.
- Provide academic resources, guidance, feedback, and advice in my ability for students in need, regardless of relevance to this course.

Class Communication

Regular and consistent communication between students and the instructor is crucial to success in any class. Here are some general instructions regarding class communications:

- Except under unusual circumstances, students can anticipate a response to an email within 24 to 48 hours of initial contact
- Emails will be read and responded to during workdays. Emails received on weekends, holidays, and vacations will be read and answered the following Monday or workday
- Student emails must be sent from your Miami University email account and signed with your first and last names. The Instructor will not open nor respond to emails from external email sources (e.g., non-Miami U Gmail account, yahoo, hotmail, etc.) for security purposes
- Students are also encouraged to contact the instructor via Canvas messages. For general or non-personal course questions, using the “Ask the Instructor” thread in the Discussion Board is the most convenient way

Writing Style for Assignments

Assignments must be submitted on Canvas in compliance with a style using **12-point Times New Roman font, double spaced, and have one-inch margins**. Everything should be written in a typical paragraph format using complete sentences and paragraphs. All sources for assignments must be cited, both within the text and on a reference page and must conform to **APA style** (see more information about APA style here: <https://apastyle.apa.org/products/publication-manual-7th-edition>). These requirements are by no means my personal preference. Rather, they are set to help standardize my evaluation of assignments.

You may want to find the contact info for the *Howe Writing Center* at Miami University (<https://www.miamioh.edu/hcwe/hwc/index.html>). Resources at the writing center are available and convenient to access online. Both online and offline appointments are offered at the writing center (to make an appointment: <https://www.miamioh.edu/hcwe/hwc/appointments/scheduling/index.html>). You are strongly encouraged to take any of your papers or speech to the writing center prior to submission if you have concerns about writing, APA style, and/or grammar. Please contact the instructor if you have questions about using the writing center.

Assignments/Coursework

Assignment#1: Informational Presentation (5-6 minutes) – 15 points

The presentation requires a formal outline and bibliography with at least FOUR sources. Further, the assignment requires you to present a well-organized presentation that includes a dynamic attention-getter, a clear thesis statement, and a thorough preview of the presentation. You must cite sources while speaking and present your ideas in a logical fashion, and you must also review and close the presentation in a compelling manner. **You have your choice of the following two topics:**

- ***Miami University-Specific presentation***

This is an informative presentation designed to tell your audience something unique about Miami University. This speech can focus on any aspect of university life, including (but not limited to): history, clubs/organizations, myths, majors, nightlife, restaurants, things to do around campus, etc. This speech requires a formal outline and bibliography with at least two sources. The outline and speech should include a formal, 4-part introduction with a dynamic attention-getter.

OR...

- ***Communication research presentation***

This speech is a detailed accounting of a research article published in a **peer-reviewed communication journal**. The presentation should provide background for the study, describe the most important results, and provide implications of those results as they apply to future research or real-world applications. The communication research presentation is a traditional descriptive informative speech. However, this descriptive presentation is particularly focused on three aspects of the research study described above. Research paper selected must be empirical (meaning that it is based on data the authors collected rather than being a review article).

NOTE if you choose this option: The article should be selected from one of the following outlets: *Health Communication, the Journal of Communication, Human Communication Research, Communication Monographs, the Journal of health Communication, and Communication Research*. The outline and speech should include a formal, 4- part introduction with a dynamic attention-getter. **You are highly encouraged to meet with the instructor to discuss your selection of article when preparing for this assignment. To complete this assignment, you are strongly encouraged to meet with a librarian to discuss how to select and read an academic article.**

Assignment#2: Complex Process Presentation (5-6 minutes) - 20 points

This instructional presentation is an informative, descriptive speech on a topic of your choice. The presentation must explain the detailed workings of a complex process. The presentation requires a formal outline and bibliography with **at least three sources**. A process speech in most public speaking courses usually conjures up images of speeches on how to make chocolate chip cookies but for this speech, the goal is not to explain how to do something that anyone can read about on the back of a tollhouse bag but to explain how a truly complex process operates. Complex processes could include topics such as global warming, the spread of a virus like COVID-19, or the writing of a new constitution in a budding democracy. The goal of this speech is to demonstrate an understanding of a complete process that influences society.

Assignment#3: Persuasive Presentation (7-8 minutes) - 20 points

This persuasive presentation will explore a significant cultural, economic or political problem and propose a viable solution to that problem. The presentation requires a formal outline and bibliography with at least 5 sources. It is assumed that in the first two speeches you will likely encounter problems in need of a solution. The goal of this speech is to simply convince the audience that the solution you pose to the problem is viable

and the best solution among many. You must demonstrate various persuasive strategies and select the best strategies given the topic you investigate. You must demonstrate your own credibility to speak on the subject matter, arouse the emotion of the audience in an effective, ethical and appropriate manner and offer logical reasons to accept the proposed solution.

Assignment#4: Special Occasion Speech (4-5 minutes) - 15 points

For this final speech, you will take the knowledge you have gained the semester and use it to craft a speech for a special location of your choosing. This could be a best man/maid of honor speech at a wedding, an award acceptance speech, an award presentation speech, the eulogy, a Thanksgiving speech to your family, etc. As all special occasions have different norms and conventions, the specific organizational scheme chosen will highly depend on the type of speech and your abilities as a speaker.

Constructive feedback - 15 points

Numerous opportunities for constructive feedback will be presented throughout the semester. You will be graded on the thoroughness and thoughtfulness of the evaluations you give others. **You must be in class to receive points towards these exercises.** Note that if you are late to class, provide subpar feedback, or otherwise shirk your responsibilities in general you will forfeit your points for the day. The value of each assignment will be based on the total number of opportunities to receive points. **To get the whole 15 points, you will need to complete a total of 15 opportunities for feedback throughout the semester, with each worth 1 point.**

Instructional Opportunities - 15 points

Every class period when a reading is due, there will be an opportunity to present an Instructional Opportunity. This is a 4- to 5-minute lesson delivered by a student on some aspect of the day's topic. You should not simply regurgitate information provided in the text, provide helpful illustrations, and examples to help your classmates learn. You must also create a handout to go along with your presentation for the class that summarizes your lesson. The handout should be visually appealing to facilitate understanding and be more than a simple bullet-point list of your presentation or a copy of your slides. Sign-up for instructional opportunities will be completed in class. **To receive the full 15 points (7.5 points for each), you must sign up for TWO selections to achieve full credit for this assignment.**

Late Work & Missed Speech Policy

All assignments are due by the assigned date. Late assignments will not be accepted. If you have an excused absence that coincides with a due date, please turn in your assignment PRIOR to your absence. There is **ONE speech make-up day** (final exam date). **IF YOU MISS A SPEECH, YOU CAN STILL PRESENT ON THE SPEECH MAKE-UP DAY FOR UP TO 75% CREDIT ON THE ORIGINAL GRADE.** Note that the speech makeup day is during our final exam session. If for some reason you cannot attend the final exam session, you will be unable to make up an assignment. **Students are responsible for recruiting four people to attend your speech on the speech make-up day.**

Grading/Evaluation

Breakdown of your total grade (100 pts in total):

| Assignments/Tasks | Points |
|---|---------------|
| Assig#1: Informational Presentation | 15 pts |
| Assig#2: Complex Process Presentation | 20 pts |

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| | |
|--|--------|
| Assig#3: Persuasion Presentation | 20 pts |
| Assig#4: Special Occasion Speech | 15 pts |
| Constructive Feedback to Others | 15 pts |
| Instructional Materials | 15 pts |

Grading Scale (point-based):

| | | |
|-----------|----------|----------|
| 97-100 A+ | 83-86 B | 70-72 C- |
| 93-96 A | 80-82 B- | 67-69 D+ |
| 90-82 A- | 77-79 C+ | 63-66 D |
| 87-89 B+ | 73-76 C | < 63 F |

Grading Policy

- All grades will be posted on Canvas
- All assignments should be submitted on Canvas by the deadline (unless otherwise announced)
- It is the students' responsibility to make sure their submission is correct and readable. Incorrect, blank, and/or unreadable files will lead to a ZERO. I could not notify you of your error in advance because I will not notice it until it comes time to grade, which is after the due date.
- For team projects: Grade of each member of the same group will be the same, so please be a team worker. If you have any questions about your team/team member, please let me know as soon as possible. Team-related issues cannot be an excuse for missing the due date or unsatisfactory quality of assignments
- Exceeding the required length of an assignment or investing an excessive amount of time in completing an assignment may not guarantee a high score
- I do not round up points

Accommodation Policy

I try my best to accommodate any reasonable accommodation in class and would love to communicate about your needs. If you have a need for accommodation, please contact the Miami University Middletown Office of Disability Services (513-727-3431) for assistance in this area and to arrange for written documentation.

Ensuring stable access to Canvas is essential to keeping up with class contents. I am happy to help you solve some technical issues, but not all of them. Should you encounter problems accessing these systems, please contact Miami University's IT support at 513-529-7900 or ITHelp@miamioh.edu.

Miami University Duty to Report Harassment and Discrimination

As of July 1, 2017, nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Academic Integrity

Students enrolled in this course are expected to abide by the Miami University Academic Integrity Policy ([Undergraduate Students | Academic Integrity](#)). The purpose of the policy is to protect the academic integrity of the University by encouraging consistent ethical behavior in assigned coursework. Academic dishonesty of any kind, for whatever reason, will not be tolerated. No honest student wants to be guilty of the intellectual crime of plagiarism, even unintentionally. Therefore, we provide you with these guidelines so that you don't accidentally fall into the plagiarism trap.

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Plagiarism is the taking of someone else's words, work, or ideas, and passing them off as a product of your own efforts. Plagiarism may occur when a person fails to place quotation marks around someone else's exact words, directly rephrasing or paraphrasing someone else's words while still following the general form of the original, and/or failing to issue the proper citation to one's source material.

In student papers, plagiarism is often due to...

- turning in someone else's paper as one's own
- using another person's data or ideas without acknowledgment
- failing to cite a written source (printed or internet) of information that you used to collect data or ideas
- copying an author's exact words and putting them in the paper without quotation marks
- rephrasing an author's words and failing to cite the source copying, rephrasing, or quoting an author's exact words and citing a source other than where the material was obtained. (For example, using a secondary source which cites the original material, but citing only the primary material. This misrepresents the nature of the scholarship involved in creating the paper. If you have not read an original publication, do not cite it in your references as if you have!)
- using wording that is very similar to that of the original source, but passing it off as one's own.
- The last item is probably the most common problem in student writing. It is still plagiarism if the student uses an author's key phrases or sentences in a way that implies they are their own, even if they cite the source.

Students found to be engaging in acts of academic dishonesty will be reported to the appropriate department chair/program director who will manage the case of academic dishonesty and determine if academic dishonesty has occurred. If the student is found to have engaged in academic dishonesty, penalties may include failure of the assignment, failure of the course, or suspension. **If you have questions about academic misconduct, you should speak with the instructor or visit the university writing center (<https://www.miamioh.edu/hcwe/index.html>).**

Class Schedule

| DATE | TOPIC | ASSIGNMENTS DUE |
|-------------------|--|---|
| Tue 8/23 | Course and Self Introductions; Review syllabus | |
| Thur 8/25 | Assigning Groups (for all practices); Sign-up for instructional opportunities; miscellaneous questions about the class | |
| Tue 8/30 | Preparing for your speech: Daily objective: Learn how to build confidence for your first speech, choose topics and purposes, and increase effectiveness of your speech | Chapters 1, 5, & 7 (Need help picking a topic? Read Chapter 5) |
| Thur 9/1 | Organizing your speech Daily objectives: Learn how to keep your audience engaged, involved, and informed through proper organization | Chapters 8 & 9 Assignment#1: Speech topic and dates |
| Tue 9/6 | Intros & Conclusions Daily objectives: Get and keep your audience's attention and avoid ending on a whimper | Chapter 10 Assignment#1: Main points and organization scheme due |
| Thur 9/8 | Wording & Delivery Daily objectives: Learn how words in your speech work and adopt an oral style of yours | Chapters 11 & 12 Assignment#1: Intro/Conclusion due |
| Tue 9/13 | Outlining the Informational Speech (Assignment#1) | Complete speech draft for Assignment#1 due |
| Thur 9/15 | Informational Speech (Assignment#1) Practice | |
| Tue 9/20 | Audience analysis & Informational speech Daily objectives: be able to determine speech content appropriate for your audience and develop basic, competent delivery strategies | Chapters 4 & 15 Assigning speech dates for Assignment#2 |
| Thur 9/22 | Informational Presentation (Assignment#1) | |
| Tue 9/27 | Informational Presentation (Assignment#1) | |
| Thur 9/29 | Delivery in-depth & Presentational Aids Daily objectives: A focus on more advanced delivery strategies and how to effectively use visuals for maximum effectiveness. | Chapter 14 |
| Tue 10/4 | Outlining the Complex Process Presentation (Assignment#2) | Complete speech draft for Assignment#2 due |
| Thur 10/6 | Complex Process Presentation (Assignment#2) Practice | |
| Tue 10/11 | Complex Process Presentation (Assignment#2) | |
| Thur 10/13 | Complex Process Presentation (Assignment#2) | |
| Tue 10/18 | Persuasive Tactics Daily objectives: Learn the difference between a persuasive and informative speech, and rhetorical devices to increase persuasive effects of your speech. Useful for sales pitches, business meetings, or persuading your roommate to give you the last packet of pop tarts | Chapters 16 & 17 Assigning speech dates for Assignment#3 |

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| DATE | TOPIC | ASSIGNMENTS DUE |
|------------|--|---|
| Thur 10/20 | Storytelling in speech Daily objectives: Learn how and why to use storytelling in your speech | Chapter 21 |
| Tue 10/25 | Outlining the persuasive speech (Assignment#3) | Complete speech draft for Assignment#3 due; |
| Thur 10/27 | Persuasive Speech (Assignment#3) Practice | |
| Tue 11/1 | Persuasive Speech Presentation (Assignment#3) | |
| Thur 11/3 | Persuasive Speech Presentation (Assignment#3) | |
| Tue 11/8 | Persuasive Speech Presentation (Assignment#3) | |
| Thur 11/10 | The special occasion speech Daily objectives: Learn different strategies for different types of event speeches. Useful for wedding speeches, eulogies, award receptions, guest speaker introductions, etc. | Chapter 19 Assigning speech dates for Assignment#4 |
| Tue 11/15 | Outlining the special occasion speech (Assignment#4) | Complete speech draft for Assignment#4 due |
| Thur 11/17 | Special Occasion Speech (Assignment#4) Practice – NCA | |
| Tue 11/22 | Special Occasion Speech (Assignment#4) | |
| Thur 11/24 | Thanksgiving Holiday – NO CLASS | |
| Tue 11/29 | Special Occasion Speech (Assignment#4) | |
| Thur 12/1 | <i>This is the ONLY speech make-up day. All make-ups must be approved by instructor in advance.</i> | |
| NOTE | Class schedule is subject to changes made by the instructor. | |

---END OF SYLLABUS---

STC 136●Introduction to Interpersonal Communication

Fall 2022

CRN: 71934

Section: MA



Meeting Time: Tuesday & Thursday from 11:40am-1:00pm

Room: JHN 104

Instructor: Jeff Kuznekoff, Ph.D. Phone: 513-727-3296

Office: Johnston Hall 223

Email: kuznekjh@miamioh.edu

Office Hours: Tuesday & Thursday 10:00-11:00am

Required Text

DeVito, J. A. (2015). *The Interpersonal Communication Book* (14th ed.). Boston: Pearson

Recommended

I **highly** recommend you purchase or have access to a style manual, which can provide information on: APA format/citations, grammar, punctuation, and help you to further develop your writing style. Below are two style manuals I recommend:

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). <https://doi.org/10.1037/0000165-000>

Hacker, D., & Sommers, N. (2016). *A pocket style manual* (7th ed.). Boston, MA: Bedford/St. Martin's.

Course Description and Objectives

Studying interpersonal communication has a distinct advantage: you are already very experienced at it. Your life is filled with various types of relationships. You spend each day interacting with people at home, at work, in various social settings, and other places. Your past and current relationships as well as your daily interactions with others provide a rich context for analyzing and applying the concepts you will learn in this course. So, reflect on your own experiences and relationships as you engage this course. You will find that such reflection will allow you to better understand your past interpersonal communication experiences and engage your current and future relationships and interactions more knowledgeably. Thus, the purpose of this class is to teach you theories and skills related to successful communication in interpersonal contexts and to discuss vital concepts that are quite simple in theory, but complex in practice. After completing this course, students should be able to:

1. Demonstrate a comprehensive knowledge of interpersonal communication theories and processes
2. Apply conceptual ideas about interpersonal communication to practical/real-world situations
3. Further develop communication competence in interpersonal settings
4. Develop an understanding of communication behaviors and to establish the potential for improved communication.

My Approach to the Course

This is mainly a discussion-based course. I will not lecture over the material you have read; rather, I will synthesize the material into discussions and activities, of which you will play a large role. You are expected to come to class prepared to discuss and participate in activities associated with the readings. My expectation is that you come to each class session having read the assigned readings ahead of time and are prepared to discuss your understanding of those readings with the class. Please keep in mind that I am here to help. Ultimately, I believe that the quality of each student's education is largely dependent on her or his own efforts, attitudes, and behaviors. It is important for you to know that I will do whatever I can to help you if I can see that you are putting forth the effort to do the work in our class.

Course Policies

Canvas Site and Email

We will primarily use our course Canvas site (<https://miamioh.instructure.com/>) to house PDFs of research articles, information about the major assignments in the class, our course grade book, and class announcements. It is your responsibility to ensure your access to Canvas and your university-issued email account (i.e., your @miamioh.edu account). If you encounter problems accessing these systems, please contact Miami University's IT support at 513-529-7900 or ITHelp@miamioh.edu.

Professionalism/Etiquette

Professionalism includes respecting others' opinions, working together in a spirit of cooperation, and being prepared for assignments/class sessions. In general, I expect the same level of professionalism that one would demonstrate in a workplace. This includes, but is not limited to:

- Arriving to class/meetings on time and prepared
- Respecting other people's opinions and viewpoints
- Looking through course materials before asking a question (many questions can be answered quickly, simply by looking for the answer)
- Using proper online/email etiquette, which includes:
 - When contacting your instructor or anyone else in the class, address them by name and, if appropriate, their title (i.e., professor, Dr., Mr., Ms., etc.).
 - Sign your first and last name. (e.g., Sincerely, First and Last Name). Every email/message should contain your name.
- Avoid distracting behavior in the classroom (i.e., texting, checking Facebook). Recent research has found that students who actively text or check Facebook during class lectures scored 13 percentage points lower on a quiz, took lower quality notes, and recalled less information than those students who abstained from texting.

In general, college is the last place one can learn successful professional habits and skills in a relatively safe space. What I mean by this is that if you forget to turn an assignment in you likely won't be fired from being a student, but your course grade might suffer. The same cannot be said for forgetting or not doing work assigned to you by your employer. Thus, I want to help reinforce a strong work ethic and sense of professional behavior in the courses that I teach and ultimately this helps students to prepare for his/her career.

Late Work

My policy is to NOT accept late work except in cases of documented personal emergencies. It is your responsibility to provide written documentation from a third party of your emergency. Work-related absences, work in other classes, or meetings with other professors are not considered personal emergencies. Accepted late work not resulting from a documented emergency is subject to a late penalty. If you are sick, and unable to complete your assignments, you will need to contact me in advance of the assignment due date so that we can make arrangements for your completion of the assignment. I will not be able to provide much assistance if you contact me after an assignment due date has passed.

Reasonable Accommodation

I will do my best to accommodate any reasonable accommodation you may have throughout the class and I encourage you to meet with me privately about this. If you have need for accommodation, please contact the Miami University Regionals Student Disability Services Office (Middletown: 513-727-3431; Hamilton 513-785-3211) for assistance in this area and to arrange for written documentation.

Academic Responsibility

It is the responsibility of faculty, staff, and students to create an academic community that is free from all forms of prejudice that negatively influence learning, such as those based on age, ethnicity, gender, mental or physical impairment, race, religion, or sexual orientation. All faculty, staff, and students should treat one another with courtesy and respect.

Academic Misconduct Policy

All work in this class should be your own, original work that has not been submitted in another class and was written by you the student. I will explicitly tell you when collaboration with other students is permitted; however, you should always assume that work submitted for this class should be your own work. You must fully acknowledge any ideas or materials taken from another source and this is best accomplished through appropriate/accurate APA citations and references (7th edition). If you do not give credit for ideas or materials that you take from another source (or course), you are guilty of the serious offense of plagiarism, which will be reported as a case of academic dishonesty. Miami University defines academic dishonesty as “engaging or attempting to engage in any activity that compromises the academic integrity of the institution or subverts the educational process, including as a means to complete or assist in the completion of an academic assignment” ([Academic Integrity Policy](#)). The University Academic Dishonesty policy notes that acts of academic dishonesty include, but are not limited to, the following:

1. **Cheating:** using or attempting to use or possessing any aid, information, resources, or means in the completion of an academic assignment that are not explicitly permitted by the instructor or providing such assistance to another student.
2. **Plagiarism:** presenting as one’s own the work, the ideas, the representations, or the words of another person/source without proper attribution.
3. **Fabrication:** falsification, invention, or manipulation of any information, citation, data, or method.
4. **Unauthorized collaboration:** working with another individual or individuals in any phase of or in the completion of an individual academic assignment without explicit permission from the instructor to complete the work in such a manner
5. **Misrepresentation:** falsely representing oneself or one’s efforts or abilities in an academic assignment
6. **Gaining an unfair advantage:** completing an academic assignment through use of information or means not available to other students or engaging in any activity that interferes with another student’s ability to complete his or her academic work.

Any suspected instances of academic dishonesty will be handled under Miami University’s [Academic Integrity policy](#) found in Part 1, Chapter 5 of the Student Handbook (<http://miamioh.edu/policy-library/students/undergraduate/academic-regulations/academic-integrity.html>). It is a student’s responsibility to read this policy. Please note that lack of knowledge or understanding of the appropriate academic conduct is not an excuse for committing academic dishonesty.

Students who are found responsible for committing academic dishonesty will receive a sanction that ranges from a zero on the assignment to an F in the course, which could contain the AD transcript notation. Students who are found responsible for committing two acts of dishonesty (academic or Code of Student Conduct section 102 (Dishonesty)) automatically will be suspended from Miami University.

Attendance Policy

Regular attendance and participation are required in order to perform well in this class. I do realize that sometimes events happen that may prevent a student from attending class and, if such a circumstance occurs, the student should notify the instructor as soon as possible that they will not be attending class. Unless you are sick or have contacted me otherwise, the following absence policy will apply:

In a class that meets twice a week, students may have up to 4 absences without their grade receiving an automatic deduction. In a class that meets once a week, students may have up to 2 absences without their grade receiving an automatic deduction. Students who miss class, as noted above, are still responsible for material covered in class and for turning in any assignments that are due that day (i.e., you will not be given an extension if something is due on the day you miss).

Students with more absences than those noted above will have their grade reduced by 1% for each additional absence (i.e., if your final grade is an 80% and you had two additional absences beyond the allocated amount, your reduced grade would be a 78%). There are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. Students must give written notification to their instructor within the first week of class of the religious event that prohibits class attendance and the date that will be missed if officially known. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work.

Face Covering Policy

Miami's masking requirement will match the [CDC's community risk level](#) for Butler County:

- **High Risk (Red)**: Masks are required indoors in all locations on campus.
- **Medium Risk (Yellow)**: Masks are required in classrooms during instruction and recommended indoors elsewhere.
- **Low Risk (Green)**: Masks are optional on campus.

At medium and low-risk levels, masks may still be required in some settings. The University will update the campus community about our status each **Friday**. There may be times when we move back to the high-risk category and we will need to restore the full campus mask requirement for a time. The current campus status [can be accessed here](#).

Some faculty and staff may continue to request (not require) that others wear a mask in individual classrooms, research labs, or offices. Please continue to carry a mask to wear in these situations to protect the health of vulnerable people in our community and respect the Miamians who make these requests. However, there will be no consequence if you decline the request.

Miami University Duty to Report Harassment and Discrimination

As of July 1, 2017, nearly all employees of Miami University have a Duty to Report Harassment and Discrimination. We are deeply committed to finding ways to effectively prevent, reduce and respond to discrimination and harassment, including sexual misconduct and interpersonal violence. This change is intended to create a more aware, responsive, and safer community. By asking all employees to report, we will be able to respond more effectively when a member of our community experiences such misconduct.

Miscellaneous

During this class, we will likely be sharing our personal experiences with interpersonal communication and this can include past or current relationships with others. You should feel free to share however much, or little, you feel comfortable sharing with others. I ask that all students respect the rights and privacy of others by not sharing other students' stories outside of class. If you have any questions or concerns you should contact the instructor to discuss those concerns.

Assignments

STC 136 has several assignments that will determine your overall grade. In the space below, I've outlined how many points each assignment is worth and also included a brief explanation of each assignment. That being said, more detailed information will be provided during the term as we approach each assignment. During the term, a student can calculate his or her current grade in the class by dividing the total number of points earned by the total number of points available (up until that point in the term). All assignments (except Exams and Knapp's Model Activity) should be turned in through their respective Assignments page of Canvas before the due date. I will NOT accept emailed assignments for a grade. Any assignment for a grade must be turned in through Canvas.

| <u>Assignment</u> | <u>Points Earned/Points Possible</u> |
|---|--------------------------------------|
| Reading Quizzes (12 total, only 10 count @ 5 points each) The lowest two quiz grades are dropped | _____/50 |
| Knapp's Model Activity | _____/30 |
| Interpersonal Competency Development Paper | |
| Part 1 | _____/50 |
| Part 2 | _____/50 |
| Midterm Exam | _____/100 |
| Final Exam | _____/100 |
| Instructor Discretion | _____/20 |
| TOTAL | _____/400 |

Please consider the following as you view your grades on assignments and your overall grade. I've provided brief explanations for each letter grade to help illustrate what type of work qualifies for each letter grade. In addition, keep in mind that the amount of work you put into an assignment is not positively correlated with the letter grade you earn. Regardless of the amount of work you put into an assignment, if you have not followed the guidelines of the assignment or haven't successfully completed the assignment, you will not receive a passing grade.

- **A**-Means your work is excellent. Not only have you met the basic guidelines of the assignment, but you have also demonstrated an in-depth understanding of course material and turned in outstanding work. **Work that is considered to be exemplary/excellent constitutes an A.**
- **B**-Means your work is relatively good. You likely met the basic guidelines of the assignment and did so by demonstrating a good understanding of the material. **Work that is considered above average constitutes a B.**
- **C**-Means your work is satisfactory or average. You likely met the basic guidelines/requirements of the assignment. **Work that is considered average constitutes a C.**
- **D**-Your work does not meet the basic guidelines of the assignment and is poorly developed. **Work that is considered below average or poor constitutes a D.**
- **F**-Your work does not meet the basic guidelines of the assignment or is substandard and warrants a failing grade. **Work that is considered to be substantially poor or not turned in constitutes an F.**

The following grading scale will be used in the course:

| <i>Exceeds expectations</i> | <i>Meets expectations</i> | <i>Attempts expectations</i> | <i>Doesn't meet expectations</i> | |
|-----------------------------|---------------------------|------------------------------|----------------------------------|----------------|
| <u>Excellent</u> | <u>Good</u> | <u>Average</u> | <u>Deficient</u> | <u>Failing</u> |
| A+ = 97-100 | B+ = 87-89 | C+ = 77-79 | D+ = 67-69 | |
| A = 93-96 | B = 83-86 | C = 73-76 | D = 63-66 | F = 0-59 |
| A- = 90-92 | B- = 80-82 | C- = 70-72 | D- = 60-62 | |

Assignment Descriptions

Quizzes

Chapter quizzes will be given to assess your preparation for class and mastery of the assigned readings. Quiz questions will consist of short answer items and will be taken directly from the daily learning objectives that are included at the end of this syllabus. Quiz dates and the chapters/reading that they cover are indicated on the tentative course schedule (i.e., these are not “pop” quizzes). Each quiz is worth 5 points and can serve as practice for the exams we have. While we have 12 quizzes total, only 10 of those quizzes count, and your lowest two quiz scores are automatically dropped. Quizzes will be administered through Canvas using Proctorio exam proctoring software. You will only be allowed to make up a quiz if you have a university excused absence.

Interpersonal Competency Development Project

The competency development project will require the identification of interpersonal communication skills that you wish to develop (or eliminate) to become a more effective interpersonal communicator. Throughout the semester you will be expected to focus on the improvement of this skill by taking specific steps that will bring about the desired change in your communication behavior, reflect on your communication behavior, and write a paper detailing your reflections. More specific details will be provided during the term.

Examinations

Exams will assess your understanding of interpersonal communication concepts and theories, as well as your application and integration abilities. The exams will consist of multiple-choice questions and essay questions. Exams are closed book/closed notes. There will be a midterm examination and a final examination.

Tentative Course Schedule – STC 136, Fall 2022

Please note, this schedule is tentative and may be subject to change during the term. I will provide as much advance notice as possible if a change is needed.

| Week | Day | Readings | Due |
|------|-------------|---|--------------------------|
| 1 | T Aug 23 | Introduction to course | |
| | R Aug 25 | Part 1-Preliminaries to Interpersonal Communication | |
| 2 | T Aug 30 | Ch 1-Foundations of Interpersonal Communication | Quiz 1 |
| | R Sep 1 | Ch 1 continued | |
| 3 | T Sep 6 | Ch 2-Culture and Interpersonal Communication | Quiz 2 |
| | R Sep 8 | Ch 3-Perception of the Self and Others in Interpersonal Communication | Quiz 3 |
| 4 | T Sep 13 | Ch 3 continued | |
| | R Sep 15 | Ch 6-Listening in interpersonal Communication | Quiz 4 |
| 5 | T Sep 20 | Part 2-Interpersonal Messages Ch 4-Verbal Messages | Quiz 5 |
| | R Sep 22 | Ch 4 continued | |
| 6 | T Sep 27 | Ch 5-Nonverbal Messages | Quiz 6 |
| | R Sep 29 | Ch 5 continued | Paper Part 1 DUE |
| 7 | T Oct 4 | Review Day | |
| | R Oct 6 | Midterm Exam | |
| 8 | T Oct 11 | Ch 7-Emotional Messages | Quiz 7 |
| | R Oct 13 | Ch 8-Conversational Messages | Quiz 8 |
| 9 | T Oct 18 | Part 3-Interpersonal Relationships Ch 9-Interpersonal Relationships Stages, Theories, and Communication | Quiz 9 |
| | R Oct 20 | Workshop | |
| 10 | T Oct 25 | Ch 9 continued | |
| | R Oct 27 | Knapp's Model Presentations | Knapp's Model DUE |
| 11 | T Nov 1 | Ch 10- Interpersonal Relationship Types | Quiz 10 |

| | | | |
|-----------|--------------------|---|-------------------------|
| | R Nov 3 | Ch 10 continued | |
| 12 | T Nov 8 | Ch 11-Interpersonal Conflict and Conflict Management | Quiz 11 |
| | R Nov 10 | Ch 11 continued | |
| 13 | T Nov 15 | Ch 12-Interpersonal Power and Influence | Quiz 12 |
| | R Nov 17 | Workshop | |
| 14 | T Nov 22 | Presentation Day 1 | Paper Part 2 DUE |
| | R Nov 24 | Thanksgiving Break, No Class | |
| 15 | T Nov 29 | Presentation Day 2 | |
| | R Dec 1 | Review Day | |
| | Final Exam | Tuesday, December 6th from 12:45-2:45 | |

STC 136: Introduction to Interpersonal Communication Daily Learning Objectives

Chapter 1: Foundations of Interpersonal Communication

- Be able to recall the definition of interpersonal communication
- Be able to recall the definition of synchronous and asynchronous communication
- Be able to recall the elements/concepts of the model of interpersonal communication
- Be able to explain the concept of noise
- Be able to explain the concept of feedback

Chapter 2: Culture and Interpersonal Communication

- Be able to recall the definition of culture
- Be able to recall the definition of a high-context culture
- Be able to recall the definition of a low-context culture
- Be able to identify an individualistic or collectivistic culture
- Be able to define ethnocentrism

Chapter 3: Perceptions and the Self in Interpersonal Communication

- Be able to recall the fundamental aspects of the self
- Be able to recall the Johari Window
- Be able to explain the Johari Window
- Be able to recall the five stages of interpersonal perception
- Be able to recall the impression formation processes
- Be able to recall ways to increase accuracy in impression formation

Chapter 4: Verbal Messages

- Be able to recall the ten principles of verbal messages
- Be able to explain the difference between denotative and connotative
- Be able to explain ageism
- Be able to explain heterosexism
- Be able to recall the six guidelines for using verbal messages effectively
- Be able to explain fact-inference confusion

Chapter 5: Nonverbal Messages

- Be able to identify the ten nonverbal channels
- Be able to explain the spiral of silence
- Be able to explain the functions of silence
- Be able to define proxemics
- Be able to define chronemics

Chapter 6: Listening in Interpersonal Communication

- Be able to recall the five stages of listening ^[L]_[SEP]
- Be able to explain the listening barriers ^[L]_[SEP]
- Be able to explain the impact of culture on listening ^[L]_[SEP]
- Be able to recall the styles of effective listening

Chapter 7: Emotional Messages

- Be able to identify the principles of emotions and emotional messages
- Be able to identify the three obstacles to communicating emotions
- Be able to explain each of the three obstacles to communicating emotions
- Be able to identify suggestions for anger communication
- Be able to explain the six skills for responding to the emotions of others

Chapter 8: Conversational Messages

- Be able to identify the five stages of the model of conversation
- Be able to explain the four conversational maxims
- Be able to explain influences on self-disclosure
- Be able to explain the rewards of self-disclosure
- Be able to identify the dangers of self-disclosure

Chapter 9: Interpersonal Relationships Stages, Theories, and Communication

- Be able to recall the six-stage model of relationships
- Be able to explain attraction theory
- Be able to explain relationship rules theory
- Be able to explain social penetration theory
- Be able to identify the main components of social exchange theory

Chapter 10: Interpersonal Relationship Types

- Be able to recall the three major types of friendships
- Be able to recall the different love types
- Be able to recall the characteristics of families
- Be able to explain the family communication patterns

Chapter 11: Interpersonal Conflict and Conflict Management

- Be able to recall the five myths about conflict
- Be able to recall the five principles of interpersonal conflict
- Be able to explain the conflict styles
- Be able to recall the stages of conflict management

Chapter 12: Interpersonal Power and Influence

- Be able to recall the principles of power and influence
- Be able to recall the different types of power
- Be able to recall the five ways of responding to sexual harassment
- Be able to recall the definition of power plays

Anthony William Rose

(513)727-3257
roseaw@miamioh.edu

Education

| Degree | Discipline | Institution | City | State or Province | Nation | Year Conferred |
|---------------|-----------------------------------|-----------------------------|-------------|--------------------------|---------------|-----------------------|
| M.B.A. | Information Technology Management | Eastern Kentucky University | Richmond | Kentucky | United States | 1996 |
| B.A. | History | Eastern Kentucky University | Richmond | Kentucky | United States | 1992 |
| Post-Graduate | Information Technology | Morehead State University | Morehead | Kentucky | United States | |

Professional Licensures & Certifications

| Title | Organization | Year Conferred |
|---|---|-----------------------|
| Implementing DevOps | ICAgile | 2021 |
| Fundamentals of DevOps | ICAgile | 2021 |
| ICAgile Certified Professional | ICAgile | 2018 |
| Certified Professional in Health Information and Management Systems | Health Information Management Systems Society | 2012 |
| Cisco Certified Security Professional | Cisco Systems | 2005 |
| Cisco Certified Networking Associate | Cisco Systems | 2005 |
| Microsoft Certified Systems Engineer (Security) | Microsoft Corporation | 2005 |
| Microsoft Certified Systems Engineer Server 2003 Security + | Microsoft Corporation | 2005 |
| | CompTIA | 2005 |

Professional Experience

| Highest Position | Organization | City | State | Years |
|------------------------------|---|-------------|--------------|----------------|
| Assistant Lecturer | Miami University | Middletown | Ohio | 2009 - Ongoing |
| Faculty-Regional Stewardship | Kentucky State University | Frankfort | Kentucky | 2006 - 2009 |
| Assistant Professor | Bluegrass Community and Technical College | Lexington | Kentucky | 2000 - 2008 |

| Highest Position | Organization | City | State | Years |
|---------------------------|------------------------------|-----------|----------|-------------|
| Adjunct Faculty | Sullivan University | Lexington | Kentucky | 1998 - 2000 |
| Consultant | The Timberfield Company | Irvine | Kentucky | 1996 - 2000 |
| Adjunct Faculty | American National University | Lexington | Kentucky | 1996 - 2000 |
| ISO 9000 Document Control | Yuasa-Exide | Richmond | Kentucky | 1992 - 1996 |

Membership

| Organization Name | Years |
|---|----------------|
| Health Information Management Systems Society (HIMSS) | 2012 - Ongoing |

Honors / Awards

| Honor-Award Title | Year Conferred | Conferring Organization | Start Semester | End Semester |
|---|----------------|-------------------------|----------------|--------------|
| Outstanding Educators, Class of 2014 Winner | 2014 | Cincy Magazine | Spring 2014 | Spring 2014 |

University Service: Committees

| Committee Name | Unit | Start Semester | End Semester | Role on Committee |
|---|-------------------------------------|----------------|--------------|-------------------|
| University Senate | Miami University | Fall 2019 | Spring 2022 | Member |
| University Senate Information Technology Policy | Miami University | Fall 2017 | Fall 2018 | Chair |
| CIT-Criminal Justice Curriculum Development | Miami University | Fall 2016 | Ongoing | Member |
| CIT Assessment Committee | Miami University | Fall 2016 | Ongoing | Member |
| University Senate Information Technology Policy | Miami University | Fall 2015 | Summer 2017 | Member |
| CIT Department Scholarship | Computer and Information Technology | Fall 2015 | Ongoing | Member |

University Service: Other than Committees

| Title | Unit | Start Semester | End Semester |
|------------|--------------|----------------|--------------|
| CyberRange | Computer and | Fall 2018 | Ongoing |

| Title | Unit | Start Semester | End Semester |
|-------------------|------------------------|----------------|--------------|
| Administrator | Information Technology | | |
| EHR Training | Computer and | Fall 2012 | Ongoing |
| Environment | Information Technology | | |
| Administrator | Computer and | Fall 2012 | Ongoing |
| Centricity Server | Information Technology | | |
| Administrator | | | |

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Jie Cheng

EDUCATION

- 2005-2009** **Ph.D., Electrical and Computer Engineering**, Southern Illinois University Carbondale, Aug 2009, GPA: 4.0/4.0; *Dissertation Title: ODE-based Vector Quantization; Advisor: Professor M. R. Saych.*
- 2003-2005** **M.S., Computer Science**, Southern Illinois University Carbondale, Aug 2005, GPA: 3.84/4.0; Thesis Title: A Framework for Clustering on Data Streams by Using Cosine Transform.
- 2001-2003** **B.S., Computer Science**, minor in Mathematics, Southern Illinois University Carbondale, May 2003, GPA: 3.78/4.0.
- 1993-1995** **Associate Degree, Electrical and Computer Engineering**, Xidian University, Xian, P.R. China 1995.

TEACHING INTERESTS

Computer Networks, Visualization, Multimedia Fundamentals, Database Design and Development, Network Administration and Security, Health Information Technology, Social Network Analysis, Real-time Systems, Programming Languages, and Pattern Recognition and Classification.

RESEARCH INTERESTS

Pattern Recognition, Bioinformatics, Social Computing, Data Modeling and Visualization, Big Data, and Deep Learning.

EXPERIENCE

2018 - Present **Associate Professor**, Dept. of Computer and Information Technology Maimi University Ohio August 2018 – Present

- Teaching core courses for Computer and Information Technology majors

Fall 2018 semester:

CSE 271 Object-Oriented Programming (3 credits)

CIT 167 IT People and Practices (2 credits)

CIT 168 Information Technology Tools and Techniques for Organizations (4 credits)

CIT 276 Systems Design and Lifecycle Management (3 credits)

Spring 2019 semester:

CIT 276 Systems Design and Lifecycle Management (3 credits)

Jie Cheng

CIT 458 IT Project Lifecycle II: Implementation and Deployment (4 credits)
CIT 214 Database Management System (3 credits)

Fall 2019 semester:

CSE 271 Object-Oriented Programming (3 credits)
CIT 457 MB IT Project Lifecycle I (4 credits)
CIT 457 HA IT Project Lifecycle I (4 credits)
CIT 253 Contemporary Programming Lang (3 credits)

Spring 2020 semester:

CIT 214 Database Management System (3 credits)
CIT 458 IT Project Lifecycle II: Implementation and Deployment (4 credits)

2015 – 2018 Tenured Associate Professor, Dept. of Computer Science and Engineering, University of Hawaii Hilo, August 2015 – July 2018

- Teaching core courses for computer science majors including computer organization and assembly language, data structure and algorithms, discrete math, and introduction to computer science.

Fall 2015 semester:

CS 241 Discrete Math for Computer Science II (3 credits)
CS 420 Database Internals ((3 credits)

Spring 2016 semester:

CS 241 Discrete Math for Computer Science II (3 credits)
CS 421 Database Systems Design (3 credits)
CS 498 Data Visualization (3 credits)

Fall 2016 – Spring 2017

Sabbatical leave

Fall 2017 semester:

CS 141 Discrete Math for Computer Science I (3 credits)
CS 241 Discrete Math for Computer Science II (3 credits)
CS 420 Database Internals (3 credits)

Fall 2018 semester:

CS 241 Discrete Math for Computer Science II (3 credits)
CS 421 Database Systems Design (3 credits)
CS 498 Data Visualization (3 credits)

2014 - 2015 Tenure-Track Associate Professor, Dept. of Computer Science and Engineering, University of Hawaii Hilo, August 2014 – July 2015

- Teaching core courses for computer science majors including computer organization and assembly language, data structure and algorithms, discrete math, and introduction to computer science.

Fall 2014 semester:

CS 241 Discrete Math for Computer Science II (3 credits)
CS 266 Computer Organization and Assembly Language Programming (3 credits)

CS 420 Database Internals (3 credits)

Spring 2015 semester:

CS 141 Discrete Math for Computer Science I (3 credits)

CS 241 Discrete Math for Computer Science II (3 credits)

CS 421 Database Systems Design (3 credits)

2010 - 2014 Tenure-Track Assistant Professor, Dept. of Computer Science and Engineering, University of Hawaii at Hilo, Aug 2010 – July 2014

- Teaching core courses for computer science majors including computer organization and assembly language, data structure and algorithms, discrete math, and introduction to computer science.

Fall 2010 semester:

CS 150 (section I and II) Introduction to Computer Science (3 credits)

CS 266 Computer Organization and Assembly Language Programming (3 credits)

Spring 2011 semester:

CS 150 (section I) Introduction to Computer Science (3 credits)

CS 321 Data Structures and Algorithms (3 credits)

Fall 2011 semester:

CS 150 (section I) Introduction to Computer Science (3 credits)

CS 266 Computer Organization and Assembly Language Programming (3 credits)

CS 241 Discrete Math for Computer Science II (3 credits)

Spring 2012 semester:

CS 141 Discrete Math for Computer Science I (3 credits)

CS 321 Data Structures and Algorithms (3 credits)

CS 494 Social Network Analysis (3 credits)

Fall 2012 semester:

CS 101 Digital Tools for Information Ages (3 credits)

CS 241 Discrete Math for Computer Science II (3 credits)

CS 266 Computer Organization and Assembly Language Programming (3 credits)

Spring 2013 semester:

CS 141 Discrete Math for Computer Science I (3 credits) (Session I and II)

CS 321 Data Structures and Algorithms (3 credits)

Fall 2013 semester:

CS 101 Digital Tools for Information Ages (3 credits)

CS 241 Discrete Math for Computer Science II (3 credits)

CS 420 Database Internals ((3 credits)

2009- 2010 Tenure-Track Assistant Professor, Dept. of Mathematics and Computer Science, Bemidji State University, Minnesota, Aug 2009 – May 2010

- ❖ Teaching core courses for computer science majors including computer organization and assembly language, data structure and algorithms, operating system, ethics, and introduction to computer science and problem solving.

Fall 2009 semester:CS 1309 Problem Solving and Computer Science (4 credits)CS 2810 Computer Organization and Assembly Language Programming (3 credits)CS 4390 Social, Ethical, and Professional Issues in Computing (2 credits)**Spring 2010 semester:**CS 1309 Problem Solving and Computer Science (4 credits)CS 4840 Operating Systems (3 credits)CS 3528 Data Structures and Algorithms (3 credits)

- 2009** **Lecturer**, Dept. of Science, John A. Logan College, Jan 2009 - May 2009
- Teaching introductory computer programming course using C++, and physics.
- Spring 2009 semester:**
CPS 176 Introduction to Computer Programming (4 credits)
PHS 105 Physics for Non-Science Majors (3 credits) (Supervisor: Sheryl Bleyer, retired)
- 2005-2008** **Research Assistant**, Dept. of Electrical and Computer Engineering, Southern Illinois University Carbondale, Aug 2005 - Summer 2008
- Studying the ODE-based vector quantization, including the properties of stability and asymptotic behaviours; applying the methods to security and bioinformatics problems. (Supervisor: Dr. Sayeh; Tel: 618-453-7066; please call)
- 2005-2008** **Teaching Assistant**, Dept. of Electrical and Computer Engineering, Southern Illinois University Carbondale, Aug 2005 - May 2008
- Grading homework and instructing lab sections for the course of Photonics I. (Supervisor: Dr. Sayeh, Tel: 618-453-7066, please call)
- 2003-2005** **Teaching Assistant**, Dept. of Computer Science, Southern Illinois University Carbondale, Aug 2003 - Aug 2005
- Grading homework for the courses of Programming Languages, Unix Programming, Design and Implementation of Programming Languages, User Interface Design and Development.
 - Teaching lab sections and some class sessions for the course of Problem Solving with Computers. (Supervisors: Dr. Rahimi, Tel: 618-453-6033, please call; Dr. Mogharreban, Tel: 618-453-6059; please call)
- 2001-2002** **Assistant in Computer and Information Systems**, Dept. of Computer Science, Southern Illinois University Carbondale, Nov 2001- Sep 2002
- Responsibilities: Designed and developed new software; performed troubleshooting.
 - Projects: Automatic Processing of Remote Requests for Presentation Equipment; Client-server project using HTML and Perl; Monitoring Utilization Rate of UNIX Workstations and Report Authoring.
 - Applied UNIX_STAT, etc. to calculate the utilization rate of UNIX workstations and generate reports. (Supervisor: Yihua Sheng, left the university)
- 1995-1999** **Automatic Control Manager**, Royal Electronics Company, Kunshan, Jiangsu, China, July 1995 - July 1999

- Responsibilities: Overviewed control data and generated statistical graphs, performed troubleshooting.

PEER REVIEWED JOURNAL ARTICLES (published)

1. **J. Cheng** "Applying AI in Children's Reading Skill Development" *International Journal of Multidisciplinary and Current Educational Research (IJMCER)* ISSN: 2581-7027, Volume 3, Issue2 Pages 84-86 2021
2. C. Peng, Z. Kang, Y. Hu, **J. Cheng**, and Q. Cheng, "Robust Graph Regularized Nonnegative Matrix Factorization for Clustering" *ACM Transactions on Knowledge Discovery from Data (TKDD)*, Volume 11 Issue 3, April 2017 Article No. 33
3. C. Peng, Z. Kang, Y. Hu, **J. Cheng**, Q. Cheng "Nonnegative Matrix Factorization with Integrated Graph and Feature Learning" *ACM Transactions on Intelligent Systems and Technology (TIST) - Special Issue: Mobile Social Multimedia Analytics in the Big Data Era*, Volume 8 Issue 3, April 2017 Article No. 42
4. C. Peng, **J. Cheng**, and Q. Cheng "A Supervised Learning Model for High-Dimensional and Large-Scale Data", *ACM Transactions on Intelligent Systems and Technology (TIST) - Survey Paper, Special Issue: Intelligent Music Systems and Applications*, Volume 8 Issue 2, January 2017
5. Z. Kang, C. Peng, **J. Cheng**, and Q. Cheng, "LogDet Rank Minimization with Application to Subspace Clustering," *Computational Intelligence and Neuroscience*, Volume 2015 (2015), Article ID 824289, 10 pages
<http://dx.doi.org/10.1155/2015/824289>
6. Q. Cheng, J. Tezcan, and **J. Cheng**, "Confidence and Prediction Intervals for Semiparametric Mixed-Effect Least Squares Support Vector Machine," *Pattern Recognition Letters*. Volume 40, 15 April 2014, Pages 88–95.
7. Y. Bai, J. Tezcan, **J. Cheng** and Q. Cheng, "Prediction of Nonstationary Ground Motions as Time-Frequency Images," *IEEE Transactions on Geoscience and Remote Sensing*, Accepted for publication after minor revision.
8. Q. Cheng, H. Zhou, and **J. Cheng**, "A Minimax Framework for Classification with Applications to Images and High Dimensional Data." *IEEE Transactions on Pattern Analysis and Machine Intelligence*, accepted with a minor revision.
9. **J. Cheng** , M. R. Zargham , and S. Rang, "Small World Phenomena" *International Journal of Computer Science and Technology*, vol 3, Issue 3, March 2013.
10. X. Huang , Z. Du, **J. Cheng**, Q. Cheng, "PKscan: a Program to Identify H-type RNA Pseudoknots in any RNA Sequence with Unlimited Length" *Bioinformatics journal* May 2013; 9(9): 440–442.

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC3705612/>

11. **J. Cheng** and R. Donahue, "The Pirate Bay Torrent Analysis and Visualization" *International Journal of Computer Science and Technology* vol 3, Issue 2, 38-42 February 2013.
12. **J. Cheng**, M.R. Sayeh, Q. Cheng and M.R. Zargham, Real-Time Vector Quantization and Clustering Based on Ordinary Differential Equations *IEEE Transactions on Neural Networks*, 22(12): 2143-2148. December 2011.
<http://ieeexplore.ieee.org/xpl/login.jsp?tp=&arnumber=6064899&url=http%3A%2F%2Fieeexplore.ieee.org%2Fstamp%2Fstamp.jsp%3Ftp%3D%26arnumber%3D6064899>
13. Q. Cheng, H. Zhou, **J. Cheng**, "The Fisher-Markov Selector: Fast Selecting Maximally Separable Feature Subset for Multi-Class Classification with Applications to High-Dimensional Data," *IEEE Transactions on Pattern Analysis and Machine Intelligence*, vol. 33, no. 6, pp. 1217-1233, June 2011, doi:10.1109/TPAMI.2010.195
http://ieeexplore.ieee.org/xpl/freeabs_all.jsp?arnumber=5611544
14. Q. Cheng and **J. Cheng**, "Sparsity optimization for multivariate feature screening for gene expression analysis," *Journal of Computational Biology*, Vol. 16, No. 9, 1241-1252, 2009.
15. W. Zheng, M.R. Zargham, and **J. Cheng**, "Fuzzy Decision Tree Based Rule Extraction in Securities Analysis," *International Journal of Computational Intelligence: Theory and Practice*, Vol. 4, No. 2, 59-67, 2009.
16. **J. Cheng**, M.R. Sayeh, and M.R. Zargham, "Neural Net Based Model for Clustering," *International Journal of Computational Intelligence: Theory and Practice*, Vol. 1, No. 2, pp. 91-102. Dec. 2006..
17. **J. Cheng**, M.R. Sayeh, and N. Mogharraban, "An Unsupervised Learning Model Based on Differential Equations and its Application to Gender Recognition," *International Journal of Computational Intelligence: Theory and Practice*, Vol.1, No.1, pp. 59-65 June 2006.

PEER REVIEWED PROCEEDINGS (published and accepted)

1. D. Akarapu, J. Cheng, "Object Identification Using Mobile Device for Visually Impaired Person" Information Systems Education Conference ISECON, October, 2021, Virtual
2. J. Cheng, "Experimental Teaching Deep Learning with TensorFlow Case Studies" Information Systems Education Conference ISECON, October, 2021, Virtual
3. J. Chen, M. Zargham, M. Rajendran, **J. Cheng**, "Coding VR

Games” Las Vegas: 15th International Conference on Frontiers in Education, August, 2019

4. H. Wang, M. Zargham, J. Chen, and **J. Cheng**, “Development of a Virtual Assistant” Las Vegas: 21st International Conference on Artificial Intelligence, August 2019 (My contribution: programming and design of techniques)
5. M. R. Zargham, M. Rajendran, C. K. Danduri, and **J. Cheng** “Coding and Climate Change in Virtual Reality”, *2018 Int'l Conf. Frontiers in Education: CS and CE, Las Vegas, Nevada*, 2018 pp.36- 39.
6. **J. Cheng**, M.R.Zargham, “Survey of Modeling for Epidemics in Social Network,” *9th Annual International Conference on Information Technology & Computer Science*, 20-23 May 2013, Athens, Greece. Accepted ; due to visa problem and didn't attend the conference.
7. M. R. Zargham and **J. Cheng**, “Effect of MOOCs on Classical Model of in-class Education,” *9th Annual International Conference on Information Technology & Computer Science*, 20-23 May 2013, Athens, Greece. Accepted; due to visa problem and didn't attend the conference.
8. Y.Bai, J. Tezcan, **J. Cheng** and Q. Cheng, “A Multiway Model for Predicting Earthquake Ground Motion,” *14th ACIS International Conference on Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing (SNPD 2013)*
9. M. R. Zargham and **J. Cheng**,” Promoting Best Educational Materials through an Open Access Academy,” *Proc. of Intellectbase International Consortium*, Las Vegas, NV, Dec. 13-15, 2012.
10. C.Cheng , Y. Bai , **Jie Cheng** , H. Soltanian-Zadeh , Qiang Cheng Discriminative Features for Interictal Epileptic Discharges in Intracerebral EEG Signals *Proc. of the 2012 5th International Congress on Image and Signal Processing (CISP 2012)* Chongqing, China
11. M. R. Zargham, E. Haque, and **J. Cheng**, “KumuCloud: A Progress Report”, *The 2012 International Conference on e-Learning, e-Business, Enterprise Information Systems, and e-Government EEE'12*, 2012
12. M. R. Zargham, E. Haque, and **J. Cheng**, “ KumuCloud: An Open Access Academy” *5th Conference on e-Learning Excellence in the Middle East*, Dubai, UAE, 235- 243, January 30th – February 2nd, 2012
13. M. R. Zargham, J. Lee, and **J. Cheng**, “ Using Smart Phones in Teaching Introductory Programming Courses in Computer Science” *5th Conference on e-Learning Excellence in the Middle East, Dubai*, UAE, 255- 264, January 30th – February 2nd, 2012

14. **J. Cheng**, M.R. Zargham, and Q. Cheng, "Big-data feature screening using Bregman divergence", *Computer Vision, and Pattern Recognition*, Las Vegas, pp. 219-223, July 18 – 21, 2011.
15. **J. Cheng**, M.R. Zargham, and Q. Cheng, "Toward a Mobile Learning Environment for Introductory Courses in Computer Science" *2nd. International Conference on Education, Training and Informatics (ICETI 2011)* to be held Orlando, USA, on March 27th - 30th, 2011.
16. M.R. Zargham, J. Zhang, and **J. Cheng**, "Securities Data Mining" *2nd. International Conference on Society and Information Technologies (ICSIT 2011)*, to be held in Orlando, USA, on March 27th - 30th, 2011.
17. **J. Cheng**, M.R. Sayeh, M.R. Zargham, and Q. Cheng, "Stability Analysis of an ODE-based Vector Quantization/Clustering Model", *Proc. International Conference on Data Mining and Knowledge Engineering*, Rome, Italy, 2010.
18. **J. Cheng** and M.R. Zargham, "Self-Organizing Vector Quantization", *Proc. International Conference on Computer Science and Information Technology*, Rome, Italy, 2010.
19. H. Qu, **J Cheng**, Q Cheng, and L.-Y. Wang, "WiFi-Based Telemedicine System: Signal Accuracy and Security," *Proc. Int. Workshop on Ubiquitous Computing in Healthcare (UbiHealth-09)*, in conjunction with *Int. Conf of Embedded and Ubiquitous Computing (EUC-09)*, Aug. 2009, Vancouver, Canada.
20. **J. Cheng**, M.R. Sayeh, and M.R. Zargham, "Real Time Clustering Model," *Proc. Tenth International Conference on Enterprise Information Systems, ICEIS 2008*, pp. 235-240.
21. **J. Cheng**, M.R. Sayeh, and M.R. Zargham, "Lorentzian Based Model for Clustering," *ANNIE Conferences*, St. Louis, MO, Nov. 2007.
22. Y. Wang, Q. Cheng, **J. Cheng**, and T.S. Huang, "E-health security and privacy: critical issues and challenges," *Encyclopedia of E-Technologies and Applications*, Ed. Mehdi Khosrow-Pour, Idea Group Information Science Publishing, 2005.
23. Q. Cheng, Y. Wang, **J. Cheng**, and T.S. Huang, "Digital rights management for e-technologies: concepts, trends, and challenges," *Encyclopedia of E-Technologies and Applications*, Ed. Mehdi Khosrow-Pour, Idea Group Information Science Publishing, 2005.
24. Y. Wang, Q. Cheng, and **J. Cheng**, "SNR analysis of phased-array MRI," *Proc. IEEE Int. Conf. of Acoustic, Speech, and Signal Processing*, Philadelphia, March 2005.
25. Y. Wang, Q. Cheng, **J. Cheng**, and T.S. Huang, "MV-MAP: Multiresolution video visualization and summarization on MAPs," *Proc. Int. Conf. Pattern Recognition*, Cambridge, England, August 2004.
26. Y. Wang, Q. Cheng, **J. Cheng**, and T.S. Huang, "VMap: Video visualization and summarization on embedded manifold articulation primitives," *Proc. Int. Workshop on Image Analysis for Multimedia Interactive Services*, Lisbon, Portugal, April 2004.

PRESENTATION

1. Eva Brill , Thomas Fezza , Anne Veillet , Elizabeth Stacy , **Jie Cheng** , Pawel Michalak and Donald Price “Reproductive isolation in sympatry & allopatry: Gene expression/sequence analysis of courtship traits & male sterility in Hawaiian *Drosophila*” June, 2014
2. M. R. Zargham and **J. Cheng**,” Promoting Best Educational Materials through an Open Access Academy,” *Proc. of Intellectbase International Consortium*, Las Vegas, NV, Dec. 13-15, 2012.
3. M. R. Zargham, J. Lee, and **J. Cheng**,” Using Smart Phones in Teaching Introductory Programming Courses in Computer Science” *5th Conference on e-Learning Excellence in the Middle East, Dubai*, UAE, 255- 264, January 30th – February 2nd, 2012. Supported by Office of Research at UH Hilo.
4. **J. Cheng**, M.R. Zargham, and Q. Cheng, “Toward a Mobile Learning Environment for Introductory Courses in Computer Science” *2nd. International Conference on Education, Training and Informatics (ICETI 2011)* to be held Orlando, USA, on March 27th - 30th, 2011. Supported by Office of Research at UH Hilo.
5. **J. Cheng** and M.R. Zargham, “Self-Organizing Vector Quantization”, Proc. International Conference on Computer Science and Information Technology, Rome, Italy, 2010.
6. **J. Cheng**, M.R. Sayeh, M.R. Zargham, and Q. Cheng, “Stability Analysis of an ODE-based Vector Quantization/Clustering Model”, Proc. *International Conference on Data Mining and Knowledge Engineering*, Rome, Italy, 2010.

PROPOSAL SUBMITTED

1. AitF: Collaborative Research: Block Term Tensor Decomposition and Algorithms for Pattern Learning, submitted 2016. Declined Principal Investigator: Jie Cheng.
2. Seed Grant Proposal to UHH Research Council, “A Sparsity Optimization-based Feature Selection for Gene Expression Analysis”, funded in the amount of \$10,500 from Fall, 2014 – Summer 2015. Principal Investigator: Jie Cheng.
3. *NSF STEP Type II*: Collaborative Research: A mutual-information-based exploration of STEM enrollment, graduation and employment patterns from year 2013 – 2016. Submitted 2012, Declined. Principal Investigator: Jie Cheng.
4. *NSF Research Experience for teachers in Engineering and Computer Science*: Research Experiences for Hawaiian Teachers Emphasizing on Machine Learning and Mobile Learning, for every summer from year 2012 – 2015. Submitted 2011, Declined. Principal Investigator: Jie Cheng.

5. *NSF Research Experience for Undergraduate*, REU Site: Undergraduate Research in Machine Learning and Visualization Incorporating the Hawaiian Environment, for every summer from year 2012 – 2015. Submitted 2011, Declined. Principal Investigator: Jie Cheng.

BOOK REVIEW(After I joined UH-Hilo)

1. *Programming Massively Parallel Processors. A Hands-on Approach* Reviewed by Jie Cheng, page 327, Volume 11, no. 3 (September 2010): *Scalable Computing: Practice and Experience* Scientific international journal for parallel and distributed computing
2. *CUDA by Example: An Introduction to General-Purpose GPU Programming*. Reviewed by **Jie Cheng**, page 401, Volume 11, no. 4 (December 2010): *Scalable Computing: Practice and Experience* Scientific international journal for parallel and distributed computing

PAPER REVIEW (After I joined UH-Hilo)

Reviewer for **Machine Learning Journal; IEEE Trans. Neural Networks and Learning Systems; IEEE Trans. Knowledge and Data Engineering; IET Signal Processing; ACM Trans. on Knowledge Discovery from Data**. The following is the sample list of papers I reviewed over the last three years.

1. Reviewed paper “Ant Colony algorithms for Constructing Bayesian Multi-net Classifiers.” for *Machine Learning Journal*, July, 2013.
2. Reviewed paper “Convergent and Anti-diffusive Properties of Mean-Shift Method.” for *Machine Learning Journal*, December, 2012 for the first round review and July, 2013 for second round review.
3. Reviewed paper “Two Fast and Accurate Heuristic RBF Learning Rules for Data Classification” for *IEEE Transactions on Neural Networks and Learning Systems*, April, 2013
4. Reviewed paper “Analysis of Frequency Shifting in Earthquake Damaged Structures through Gabor-Wigner Transform” for *IET Signal Processing*, April, 2013 for first round review and August 2013 for second-round review.
5. Reviewed paper “Effect of SAR and Bandwidth in Rectangle and H shaped PIFA with L Slot for Wireless Applications” for *IET Signal Processing*, January, 2013
6. Reviewed paper “Generalized Gaussian Kernel Entropy Component Analysis” for *IEEE Transactions on Neural Networks and Learning Systems*, Jan, 2013 for first round review and August 2013 for second-round review.
7. Reviewed paper “A Novel Approach for Artificial Bandwidth Extension of Speech Signals by LPC Technique over proposed GSM FR NB coder using High band Feature Extraction and various Extension of Excitation methods” for *IET Signal Processing*, September, 2012.

8. Reviewed paper “Kernel Densities-vs-Entropy Component Analysis With Its Application to Clustering” for *IEEE Transactions on Neural Networks and Learning Systems*, August, 2012
9. Reviewed paper “Self-Supervised Cross-Modal Generalized Learning Vector Quantization” for *IEEE Transactions on Neural Networks and Learning Systems*, January, 2012 for the first round review and August, 2012 for the second round review.
10. Reviewed paper “Automatic Feature Extraction Using GARCH Model: An Application to EEG Classification” for *IET Signal Processing*, January, 2012.
11. Reviewed paper “Support Vector Regression for Estimating Earthquake Response Spectra” for *Bulletin of Earthquake Engineering*, December, 2011.
12. Reviewed paper “Relevance Vector Machines for Earthquake Response Spectra” for *American Transactions on Engineering & Applied Sciences*, September, 2011.

SERVICES

1. Serving on **Assessment Committee**, Computer and Information Technology Department, Miami University Ohio, Fall, 2018 – present.
2. Serving on **Grievance Committee**, College of Liberal Arts and Applied Science Miami University Ohio, Fall, 2018 – present.
3. Served on **University Promotion Committee**, UH Hilo for reviewing and evaluating faculty tenure and promotion dossiers, 2018.
4. Served on **Division Promotion Committee**, College of Arts and Sciences UH Hilo for reviewing and evaluating faculty tenure and promotion dossiers, 2016.
5. Served as a **Program Committee Member** of the 2013 6th International Congress on Image and Signal Processing (CISP 2013) and the 2013 6th International Conference on BioMedical Engineering and Informatics (BMEI 2013). CISP'13-BMEI'13 is technically co-sponsored by the IEEE Engineering in Medicine and Biology Society.
6. Creating and maintaining CS department in twitter to promote our department for future students and maintain close contact with current students and alumni.
7. Served on **Search Committee** for engineering faculty leadership position in College of Agriculture, University of Hawaii at Hilo, spring, 2013- fall, 2013.
8. Served as **faculty mentor** for Energy Sustainability project at UH Hilo collaborated with Cornell University, fall 2012 – spring 2013.
9. Served on **Search Committee** for APT position in Department of Computer Science and Engineering, University of Hawaii at Hilo, spring, 2013.

10. Served as member of ABET accreditation committee in Department of Computer Science and Engineering, University of Hawaii at Hilo, 2012.
11. Served as **Program Committee Member** for 14th *ACIS International Conference on Software Engineering, Artificial Intelligence, Networking and Parallel/Distributed Computing* (SNPD 2013).
12. Served as CISP 2012 **Program Committee Member** for the 2012 5th International Congress on Image and Signal Processing (<http://cisp-bmei.cqupt.edu.cn>) / 2012 5th International Conference on BioMedical Engineering and Informatics (BMEI 2012). CISP_i-12-BMEI_i-12 is technically co-sponsored by the IEEE Engineering in Medicine and Biology Society.
13. Participated **Greet and Meet** to represent Computer Science department to advise and meet with new students, held by CAS College on Wednesday, August 15 2012.
14. Served as **Co-chair** of 5th *Conference on e-Learning Excellence in the Middle East, Dubai, UAE, 255- 264, January 30th – February 2nd, 2012*
15. Member of Chinese Civic Association of Hawaii and helped Chinese exchange UH-Hilo scholars and students to settle down at Hilo, solve all kinds of problems, get to know UH-Hilo environment (such as how to use library system) and provide them with transportation; organized field trips for Chinese students; helped Chinese farmers who are not able to communicate in English well to translate between Chinese and English while they went for medical assistance and a variety of business. 2011-present
16. Serving the **International Editorial Advisory Board** for American Transactions on Engineering & Applied Sciences. 2011 – Present
17. UH Hilo **faculty representative** of a NCWIT (**National Center for Women & IT**) to encourage more women participating into IT. August, 2011 – present.
18. Participated Advising week for advising students Thursday, August 18, 2011.
19. Participated Greet and Meet to represent Computer Science department to advise and meet with new students, held by CAS College on Tuesday, August 16, 2011.
20. Participated Workforce Initiative Gemini Base and Summit Tour to meet County Workforce Investment Board's effort to make more good paying jobs in the observatories available to Hawaii local young people. August 11, 2011.
21. Serving on **Undergraduate Engineering Program Committee**, University of Hawaii at Hilo, Summer, 2011 – present.
22. Served on **Search committee** for instructor position in Department of Computer Science and Engineering, University of Hawaii at Hilo, Spring, 2011.

23. Representative of UH Hilo for **Engineering Consortium** in UH system held in University of Hawaii Manoa. May 3, 2011.
24. Participated Na Ks 'Eleu Early Advising event for Hawaii Community College transfer students, held on UH Hilo campus on Friday, April 8, 2011, from 2-4 pm, in UCB 127.
25. Editor and Editorial Board Member for Scalable Computing: Practice and Experience Scientific international journal for parallel and distributed computing 2010.
26. Serving on **Search committee** for instructor position in Department of Computer Science in Bemidji State University, Minnesota. Spring, 2010.
27. Served on **Search committee** for tenure track assistant professor position in Bemidji State University, Minnesota. Spring, 2010.
28. Served on university and departmental committees such as the Computer Committee for the 37th annual Northern Minnesota Mathematics Contest. Fall, 2010.
29. Served on **Honors and Scholarship committee** in Department of Mathematics and Computer Science in Bemidji State University, Minnesota. Spring, 2010.
30. Served as **graduate faculty representative** for Rebekah S. Gregor who planned to complete her degree during Spring Semester 2010. The title of the paper is "Preparing high school students with Asperger's syndrome to be academically and socially successful in higher education."

HONORS AND AWARDS

1. Awarded a **Surprise Grant** (April 2017) for the amount of \$700.00, College of Arts and Sciences at UH Hilo.
2. Nominated for Who's Who in America 2013.
3. Nominated for "The Board of Regents (BOR) Award for Excellence in Teaching" and "The Frances Davis Award for Excellence in Undergraduate Teaching" at UH Hilo 2013.
4. Awarded a **Professional Improvement Grant** (April 2010) for the amount of \$1500.00 to attend the *International Conference on Computer Science and Information Technology* to present paper entitled "Stability Analysis of an ODE-based Vector Quantization/Clustering Mode." Bemidji State University, Minnesota.
5. Ph.D. Fellowship, SIUC, Fall 2008 - Summer 2009
Ranked first in university-wide competition with more than 40 applicants.
6. National Dean's List 2002
7. International Students and Scholars STS Award, SIUC, Spring 2002
8. International Students and Scholars Undergraduate Tuition Awards, SIUC, Summer 2002
9. International Students and Scholars Undergraduate Tuition Awards, SIUC Fall 2002
10. Invited to be The Honor Student, SIUC 2001 - 2003
11. Dean's List 2002 – 2003
12. Membership of Gamma Beta Phi Society

REFERENCES

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Dr. S. Rahimi

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Phone: (618) 453-6033
Email: rahimi@cs.siu.edu

Dr. Sevki S Erdogan

Professor, former Chair, Computer Science and Engineering
University of Hawaii, Hilo
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Email: sevki@hawaii.edu

CURRICULUM VITAE

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Trout Creek, MI 49967
Phone: (906)287-0957
Email: Rachel.Gramann@gmail.com

Statement of Teaching Philosophy

As an educator, my passion is to help build the next generation so that they have the skills and knowledge they need to pursue their goals. Being able to help bridge the gap for nontraditional students returning to school while juggling work, family, and other obligations is a passion for me. Students come to the classroom from various backgrounds with unique needs and goals. A successful teacher must meet the students where they are at, help them draw on their own experiences, and use their strengths to learn and grow as students. Online learners require extra attention, focus during non-traditional times, and need instructors who can provide real-world applications, not just textbook recitation. Lifelong learning is essential to being a well-rounded and productive human being. Students need an education to prepare them and to learn how to think critically to be able to solve the day-to-day complex problems they will encounter. There is always something new to learn or experience, and each of those things that we learn adds another piece to the puzzle of who we are.

In the classroom, I create a learning environment that encourages communication, promotes diverse viewpoints, and helps students to realize their strengths and weaknesses. Every student comes to the classroom with a different background and experiences to contribute to the classroom discussions. I engage with each student through thought-provoking questions and open discussions that encourage students to share without fear or bias. As a business professional with over 16 years of professional experience, I have the knowledge and expertise to speak intelligently and correctly on a wide variety of IT and business topics. I consistently post about my own experiences with the topic being taught or include relevant news sources that help bring the content to life instead of just being a textbook reading. Additionally, I use my experiences as part of my assignment feedback, so students understand why it's important to complete a task in a certain way. I work well with non-traditional students from all walks of life and those with years of experience as I can relate to them with real world scenarios. I perform with an open-door policy and reach out to students, foster open communication, and am adept at making complex concepts easier to understand. I enjoy working with students and especially the ones who are struggling to see their potential and ability. When you can really connect with a student and help set them on a good path for the rest of their academic career, that's priceless.

Personal Attributes

Skilled in many disciplines such as Business, Information Technology, Supply Chain, and Computer Science.

Self-starting instructor with over three years of experience as an online faculty in higher education and over six years of corporate application and technical training across organizations.

Respected professional with over fifteen years of corporate IT experience, with eleven years heavily focused in the Supply Chain sector.

Ability to excel in a demanding, outcome-oriented, and dynamic work environment.

Dedicated educator who applies a variety of teaching styles and adapt instruction to students with diverse learning styles.

Utilize innovative teaching strategies that promote student success.

Consistently recognized as an excellent communicator with an ability to teach complex topics to diverse classes with varying experience levels.

Able to connect abstract concepts to functional business needs, providing a better learning experience for students.

Resourceful and creative thinker that is effective at providing quality instruction while fostering a positive learning environment for all students and staff to be successful in their career goals.

Dedicated to lifelong learning and enhanced student achievement.

Proactive and persistent instructor who never settles for the status quo and always looks for ways to improve both professionally and personally.

Formal Education

| | |
|---|---------------|
| DBA, Business Administration Capella University, Minneapolis, MN | Expected 2022 |
| MBA, Business Administration Capella University, Minneapolis, MN | 2018 |
| BS, Computer Science - Software Engineering Carroll College, Waukesha, WI | 2007 |

Licenses and Certificates

| | |
|---|------|
| Lean Six Sigma Green Belt – University of North Texas & AmerisourceBergen | 2021 |
| PMP – Project Management Institute | 2020 |

Educator Experience

| | |
|---|----------------|
| Adjunct Faculty Galen College, Louisville, Kentucky | 2022 - Present |
|---|----------------|

Teach online courses in computer basics and student success.

Facilitate discussions, grade student submissions, and respond to student questions within 24 hours.

Proactively reach out to students who are not participating in the course and create a plan for them to get back on track.

Adjust instruction to address misunderstandings, assess learning, and complete formal and informal assessments.

Course Taught:

GPS 1200 Galen Pathway to Success

This course will introduce key strategies to enhance learners' abilities to learn college-level content. The activities focus on introduction to the College and its resources, time management, disciplinary literacy, note-taking skills, study skills, test-taking strategies, medical terminology, and methods to reduce the stress and anxiety often experienced by learners during nursing education. It is designed to help learners become familiar with expectations for academic success at the college level. Learners will be actively involved in learning and integrating practical applications to promote academic success. This course must be taken during the first quarter a learner is enrolled at Galen College of Nursing.

Teach online courses in computer basics and student success.

Facilitate discussions, grade student submissions, and respond to student questions within 24 hours.

Interface with 3rd party tools to enhance student learning

Proactively reach out to students who are not participating in the course and create a plan for them to get back on track.

Adjust instruction to address misunderstandings, assess learning, and complete formal and informal assessments.

Course Taught:

CCB 100 Computer Basics

Through demonstration and hands-on experience, students will gain a general understanding of computers. Hardware, software, Microsoft products, and Internet use are explained.

Teach online courses in the IT program.

Facilitate discussions, grade student submissions, and host weekly live tutoring sessions.

Assist students with questions on content and provide additional learning opportunities.

Provide additional relevant content about topics covered.

Facilitate opportunities for students to practice skills taught.

Courses Taught:

BUS228 – Project Management

This course teaches students the essence of what project managers must do to deliver remarkable results. One of the main aims of the course is to provide students with main concepts, tools and techniques for completing good projects, master effective leadership practices.

CIT383 – Manage Cloud Technology

This course covers the design of distributed applications and systems on the AWS platform. Students will have hands-on instruction in but not limited to migrating complex multi-level applications, Scalable design and implementation across the operations company, implementing cost control strategies. Then Upon completion of this class students will be ready to take and pass Amazon AWS Certified Solutions Professional Architect Exam.

CIT384 – Advanced Cloud Technology Architect

This class is intended for students who want to gain information on Microsoft's Managing Office 365 Identities and Requirements (70-346). Students for this exam are IT professionals who take part in evaluating, planning, implementing, and operating Office 365 services, including their dependencies, requirements, and supporting technologies. Students will gain knowledge with the Office 365 admin center and an understanding of Microsoft Exchange Online, Skype for Business Online, SharePoint Online, Office 365 ProPlus and Azure Active Directory. This includes knowledge with service descriptions, configuration options and integration of services with existing identity management and Local infrastructure to support the business requirements of an organization.

- Teach online courses in CS and IT disciplines and provide industry-relevant feedback and input.
- Proactively reach out to low or non-participating students.
- Provide a variety of learning materials and resources for use in educational activities.
- Encourage frequent contact by being approachable and available.
- Identify and select different instructional resources and methods to meet students' varying needs.
- Observe and evaluate student's performance and development and aid with content questions in a timely manner.

Courses Taught:

IT145 – Foundations in Application Development

Students will use programming as a problem-solving technique in business and engineering applications. In writing computer code in a logical, structured, and organized manner, students will learn how to incorporate the key concepts of object orientation into their programming. Additionally, students will learn to write, review, and document interactive applications and work with Software Development Kits and Integrated Development Environment tools.

CS205 – Foundations in Software Development

Students will use basic programming constructs, focusing on writing readable and maintainable code for building programs. Students will use flowcharts and pseudocode to develop programming logic, leading into the development of a fully functional program.

- Teach online courses in the Business program as well as an introduction to college course.
- Create healthy peer interactions through an interactive classroom environment.
- Complete grading, student support, and general course activities.
- Facilitate learning for domestic and international students.
- Adjust peer grades for accuracies.
- Grade and provide feedback to student learning journals.

Courses Taught:

UNIV 1001 – Online Education Strategies

This course is required for all students and is a preparation for a successful journey into the University's online environment. It introduces students to the University of the People library, the resources available to them, our academic methods, and the policies and expectations for student performance. Further, it provides an overview of strategies for student success including time and stress management, effective study skills, and personal ownership of the learning process.

BUS1105 – Business Communications

The purpose of this course is to build an understanding of effective uses of English in a business environment and to develop strong core business communication skills. This course will introduce and enhance the varying modes of English communication in the business environment and will also focus on when to use these varying modes, depending on the situation. This course will also give students the tools to function in a cross-cultural, global business environment and will develop an understanding of the best techniques for successful communication in varying business contexts.

BUS2202 – E-Commerce

This course serves as an introduction to internet-based business models (i.e., e-commerce) in organizations. The study of this field will assist students in recognizing opportunities and overcoming challenges in online business transactions. Topics include e-commerce management, use of information systems and integration with human resources, knowledge management strategies, eMarketing and relationships between the internet, government, and society.

BUS3306 – Business and Society

This course explores the inter-relationships between business and society, including the tensions between various stakeholders and the growing pressures to approach business with corporate responsibility and sustainability as primary underlying influences. With rapidly changing technology and globalization, we must strategize our business decisions with far greater insight and conscientiousness than ever before. This course examines business and society relationships from various global perspectives, including developing countries and societies, and different cultural norms and beliefs. It provides students with insights into the issues surrounding business from both macro and micro level perspectives.

Lead Faculty, Network/IT Program

2019 – Present

Eastern Gateway Community College, Steubenville, OH

Teach online courses in the IT program.

Develop new and update existing curriculum to be relevant to the industry.

Instruct to a diverse classroom of traditional, returning, and working students with a wide variety of backgrounds and experiences.

Creator of new Software Design program.

Lead faculty for four courses, responsible for curriculum maintenance and redesign.

CO-PI for Mobile Development Research Grant application.

*Courses Taught:***CIS101 – Introduction to Computer Applications**

This course teaches the basic terminology, concepts and use of computer systems. Hardware, personal productivity software, Internet usage, file management, electronic communication and networking technologies are also discussed. The course provides standardized, hands-on instruction in the most commonly used personal computer software for word processing, spreadsheet use, presentation graphics and database management. The course combined demonstration, hands-on, self-paced and online course management instruction. (This course complies fully with the ODHE TAG requirements for OBU003 Computer Applications.)

CYS100 – Security Foundations

The Security Foundations course will help students gain a fundamental understanding of security concepts that will be used throughout the Cyber Security track. Topics covered include basic security concepts, threat actors and attributes, organization security, policy, procedures and frameworks, security controls business impact analysis, risk management, incident response and disaster recovery.

CYS101 – Intro to Cyber Security

This course will provide instruction in technical skills required in network administration and support. This course will include information on media, topologies, protocols and standards, network support, and the knowledge and skills to sit for network certification.

NET101 – Intro to IT

Applied history of computing and its impact on modern society. This course instructs students in societal and historical impact of the development of modern computing, binary systems and they internet on society as we know it today. Students learn different facets of information technology

including the history of computing, computer hardware, computer software, networking, the Internet, and other job-related skills. Students will also utilize common problem-solving methodologies and soft skills to develop foundational skills in technical communication and basic network calculations.

NET107 – Introduction to IT

Applied history of computing and its impact on modern society. This course instructs students in societal and historical impact of the development of modern computing, binary systems and the internet on society as we know it today. Students learn different facets of information technology including the history of computing, computer hardware, computer software, networking, the Internet, and other job-related skills. Students will also utilize common problem-solving methodologies and soft skills to develop foundational skills in technical communication and basic network calculations.

NET108 – Introduction to System Administration

Students develop advanced critical thinking skills that allow them to troubleshoot common IT issues and research ways to improve an IT environment. Utilizing those critical thinking parameters, students will manipulate the file systems, manage users and groups, configure hardware and software, and work with system logs and remote connection tools on a single computer. Students will then configure servers with infrastructure services, using industry tools to manage computer and user information, user productivity and data recovery.

NET109 – Introduction Cyber Security

This course introduces foundational topics of IT security concepts, tools, and best practices. This course will introduce the security architecture and how it integrates a culture of security into your organization. Students will develop critical thinking in IT security. Utilizing those critical thinking parameters, students will learn about threats and attacks, encryption algorithms, and methods of safeguarding data. The major topics of the course include cryptology, AAA security, securing your networks, defense in depth and creating a company culture for security.

NET126 – A+ Essentials

This course provides students with an understanding of the fundamentals of computer hardware and software. The course covers basic PC concepts, installation and configuration of hardware components, installation and configuration of the operating system, maintenance and troubleshooting. Topics include motherboard, processor, memory, hard disk drive, UEFI/BIOS, audio/video, storage, peripherals, networking, printing, OS system management (backup and recovery, file management) and security best practices. This course serves as the initial preparation for the A+ certification exam.

NET132 – Networking I

This introductory course teaches students how to configure and maintain routed and switched networks. Topics include fundamentals of networking, Ethernet, Internet Protocol addressing, and IOS configuration. NET132 and NET133 serve as initial preparation for the Cisco Certified Networking Associate (CCNA) Exam.

NET133 – Networking II

This course teaches students how to configure and maintain routed and switched networks. This course builds on knowledge from NET132 Networking I. Topics include advanced switching, access control, network management and network security. NET132 and NET133 serve as initial preparation for the Cisco Certified Networking Associate (CCNA) Exam.

NET140 – Introductory Windows Server

This course provides students with an understanding of the fundamentals of computer hardware and software. The course covers basic PC concepts, installation and configuration of hardware components, installation and configuration of the operating system, maintenance and troubleshooting. Topics include motherboard, processor, memory, hard disk drive, UEFI/BIOS, audio/video, storage, peripherals, networking, printing, OS system management (backup and recovery, file management) and security best practices. This course serves as the initial preparation for the A+ certification exam.

NET227 – Linux

This course teaches students the knowledge and skills required of junior Linux administrators. It serves as initial preparation for the CompTIA Linux+ exam. Topics covered include system architecture; Linux installation and package management; GNU and Linux commands; devices, Linux file systems, and file system hierarchy standards. Advanced topics include shells, scripting and data management; user interfaces and desktops; administrative tasks; essential system services; networking fundamentals; and security.

Teaching Assistant, Information Systems Program
Strayer University, Bloomington, MN

2020 – 2022

Assisted in grading, discussion responses, and conducted student outreach for introductory CIS course.

Facilitated online learning for a combination of traditional and nontraditional students in an online course setting.

Provided responses in student discussion posts that encouraged students to engage with each other.

Responded to student emails and live chat questions while performing with an open-door policy.

Proactively reached out to underperforming students to get them caught back up in the course.

Courses Taught:

CIS101 – Navigating a Digital World

Technology has transformed the way we live and work and staying up to date with digital tools can keep you ahead of the game. From Microsoft Office to social media to productivity tools, this course will teach you about technological tools you can use to stay organized, maximize your time, and stand out personally and professionally.

Industry and Professional Experience

Maple Glen Consulting
Senior Consultant
Trout Creek, MI

2021- Present

Supply Chain consultant for small to large clients seeking alternative solutions to logistics constraints.

Collaborates with 3rd party vendors to find optimal solutions for businesses.

IT advisor for systems design and implementations.

Supply Chain Engineering Project Manager
Analyst, Warehouse Automation
AmerisourceBergen, Chesterbrook, PA

2019 – 2022

2017 – 2019

Worked as the lead resource for engineering team on Secure Supply Chain project to track all product throughout the warehouse life cycle as dictated by upcoming federal regulations.

Collaborated closely with partner applications and third-party vendor to ensure accurate tracking through manual process and automation.

Implemented automation systems at new and existing facilities across the network, ranging from small installations up to large new construction near autonomous applications.

Supported existing sites and apply regulatory solutions.

Offered insight to potential solutions for operational issues.

Labor Management Consultant
FedEx Supply Chain (Formerly Genco), Pittsburgh, PA

2013 – 2017

Provided high level application to detailed technical training of Labor Management systems, reports, and technical background details.

Facilitated labor management system and functional consultation across network facilities.

Communicated with floor teammates to facility leadership to business unit presidents on best practices, opportunities for improvement, safety protocols, and potential operational gains.

Project Lead - Systems Analyst
QA Project Manager
Programmer Analyst
Kohl's Department Stores, Menomonee Falls, WI

2012 – 2013
February – October 2012
2010 – 2012

Served as the lead developer for logistic projects supporting Kohl's eCommerce website.

Managed project areas of e-fulfillment centers, retail store distribution centers, and Omni-Channel fulfillment.

Oversaw a QA team of 15-20 on-shore and off-shore vendor resources.

Responsible for all QA testing across Logistics and Stores departments.

Coordinated resources, project timelines, and worked closely with development and support resources to ensure quality code releases.

Responsible for systems support of warehouse management, labor management, order management, legacy warehouse systems and all integration points across the Kohls.com fulfillment network.

Programmer Analyst I
FIS (Formerly Metavante), Brown Deer, WI

2006 – 2010

Supported analyst for business-critical debit and prepaid card authorization network.

Ensured high quality mainframe systems as well as customer and client web interface applications.

Functioned as the lead analyst for Cardbase system recovery in semi-annual disaster recovery drills including ongoing updates of procedures, code, and documentation.

Interfaced with clients to make system modifications to better support their businesses.

Worked as the primary analyst in troubleshooting and resolution of extensive debit network outage impacting 90% of point of sale and debit transactions nationwide.

Quickly and efficiently reissued millions of debits and prepaid cards quickly during large scale card compromise events, limiting client exposure and liability.

Acted as the critical analyst to re-coding new mobile banking application that had significant development misses but was facing tight implementation timelines.

Streamlined process to eliminate extra steps and reduce time for future events.

Educational Training

Six Sigma Green Belt Bootcamp
University of North Texas

November 2020

Business and Technical Training

PMP Bootcamp
Project Management Academy

May 2020

Memberships and Affiliations

National Society of Leadership and Success

2022 – Present

Project Management Institute (PMI)

2020 – Present

WCTC IT Advisory Committee

2011 – 2013

Community Service and Social Contributions

Church Clerk
Bruce Crossing Bible Church

2017 – 2021

Conferences Attended

MODEX Conference
Atlanta, GA

May 2016

Highly Competent Subject Areas

Software/Languages/Databases:

Microsoft Office Suite
Java
COBOL
C#
TIBCO
XML
JCL
DYL
JSTL
JavaScript
Python
(X)HTML
CSS
Oracle
Microsoft SQL Server
IBM DB2
MySQL

Learning Management Systems:

Canvas
Blackboard
Brightspace/D2L
Moodle
LoudCloud

Subject Matter Expert:

Foundational Skills in Business Leadership
Leading Innovation in Global Organizations
Global Economic Environment
Integrated Global Marketing
Financial Accounting
Finance and Value Creation
Data Analysis for Business Decisions

Foundations of Supply Chain Management
Impact of Advance in Information Technology
Strategic Operations Management
Organizational Strategy
The Global Leader
Business Integration Skills
Project Planning, Management and Financial Control
Human Resource Management in the 21st-Century
IT Leaders Partners Organizational Strategy
Becoming a Business Researcher
Effective Organizational Leadership
Teaching Business in Higher Education
Research Methods
Qualitative Design and Analysis
Quantitative Design and Analysis
High Performance Leadership
Managing Innovation Design
Computer Science
Programming Languages
Software Engineering
Data Structures using JAVA
Software Design and Development
Database Design
Database, Web Creation and Networks
Technological Productivity

References

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Jerome Eric Luczaj

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(513) 727-3292
luczaje@miamioh.edu

Curriculum Vitae

Higher Education

- Ph.D. University of Cincinnati, 2003: College of Engineering: Computer Science
Dissertation Title: A Framework for E-Learning Technology
- B.S. Kentucky Wesleyan College, 1985: Computer Science, Magna Cum Laude
- B.A. Kentucky Wesleyan College, 1985: Business Administration, Magna Cum Laude
- A.A.S. Kentucky Wesleyan College, 1985: Data Processing, Magna Cum Laude

Experience

Academic:

8/06 - Present **Miami University**, Middletown, Ohio

Associate Professor, Department of Computer & Information Technology

Courses Taught:

| | | | |
|--------|--|--------|--|
| CSE151 | Computers, Computer Science and Society | CIT172 | Web Client Programming |
| CIT162 | Fundamentals of Computer Program Design | CSE163 | Intro to Computer Concepts Programming |
| CIT205 | Agile Launchpad I | CIT214 | Database Design & Development |
| CSE174 | Fundamentals Programming/Problem Solving | CIT276 | Systems Analysis & Design |
| CIT157 | Foundations of Information Technology | CSE201 | Intro to Software Engineering |
| CSE262 | Technology, Ethics, and Global Society | CSE271 | Object-Oriented Programming |
| CIT348 | Information Management and Retrieval | CIT357 | Current Practices in Info Tech |
| CIT457 | IT Project Lifecycle I | CIT458 | IT Project Lifecycle II |

Curriculum Developed:

Online and face-to-face courses were created during separate developments years apart

| | |
|--------|---|
| CIT205 | Agile Launchpad I: Face-to-face. IC Agile Accreditation (co developed) |
| CIT205 | Agile Launchpad I: Online. IC Agile Accreditation (co developed) |
| CIT306 | Agile: Business Value Analysis: Face-to-face. IC Agile Accreditation (co developed) |
| CIT306 | Agile: Business Value Analysis: Online. IC Agile Accreditation (co developed) |
| CIT307 | Agile: ICP-Project Management: Online. IC Agile Accreditation (co developed) |
| CIT348 | Information Management and Retrieval: Face-to-face (solo developed) |
| CIT348 | Information Management and Retrieval: Online (solo developed) |
| CIT214 | Database Design & Development: Online redevelopment (co developed) |
| CIT457 | IT Project Lifecycle I: Face-to-face (solo developed) |
| CIT458 | IT Project Lifecycle II: Face-to-face (solo developed) |
| CIT458 | IT Project Lifecycle II: Online (solo developed) |
| CIT468 | Health Information Technology Project Lifecycle: Online (assisted development) |

1/00 - 8/06 **College of Mount St. Joseph**, Cincinnati, Ohio

Assistant Professor, Department of Mathematics and Computer Science
(now Department of Mathematics)

Courses Taught:

| | | | |
|--------|---|------------|----------------------------------|
| CSC103 | Programming Virtual Worlds | CSC322 | Computer Networks Client Server |
| CSC104 | Digital Fiction | CSC350 | Network Administration |
| CSC120 | Intro to Web Programming | CSC370 | Intro to Algorithms |
| CSC129 | Intro to Computer-Based Problem Solving | CSC375 | Graph Theory |
| CSC130 | Intro Computer Science I | CSC377 | Introduction to Automata |
| CSC132 | Intro Computer Science II | CSC380H | Honors: Scripting Virtual Worlds |
| CSC231 | Data Structures | CSC383 | Software Development Teams |
| CSC250 | Object-Oriented Programming | CSC/MTH400 | Senior Research |
| CSC310 | Database Management System Design | CSC/MTH402 | Capstone: Pinnacle and Beyond |
| CSC320 | Computer Networks Internetworking | CSC460 | Independent Study |

9/97 - 6/98 **University of Cincinnati**, Cincinnati, Ohio
Instructor, Department of Electrical & Computer Engineering and Computer Science
Courses Taught: Computer Science 1, Computer Science 2, Fortran Lab

Professional:

7/91-1/00 **Convergys (formerly Cincinnati Bell Information Systems)**, Cincinnati, Ohio
Systems Analyst: Team Leader- Performance Process Management Team, Team Leader-
CBIS Project Architectural Review, Network Administrator- SUN IPC/IPX, Project
Leader- Bill Consolidation Project Team

6/85 – 7/91 **Nationwide Insurance**, Columbus, Ohio
Lead Programmer Analyst: Led projects from design to implementation. Performed
budgetary research and cost evaluations, Developed and integrated new systems,
Provided complete responsibility for major production systems, Acted as systems area
liaison to application areas, operations and outside companies, Evaluated and
implemented new technology

Certifications

ICAgile Certified Professional (ICP)
ICAgile Agile Product Ownership (ICP-APO)
ICAgile Agile Project and Delivery Management (ICP-APM)
ICAgile Agile Coaching Certification (ICP-ACC)
ICAgile Instructor

Distinctions, Honors, Awards

Clifford Teaching Award Nominee 2004, 2005
Kosciuszko Foundation Stan Lesny Scholarship
University of Cincinnati Graduate Assistantship

Peer Reviewed Publications

Please note that most conference publications below were accompanied with a conference presentation listed in the following section.

- "Agile way of educating," Gannod, Gerald C., Douglas A. Troy, Jerome E. Luczaj, and Diane T. Rover, 2015 IEEE Frontiers in Education Conference (FIE), pp. 1-3. IEEE, (2015).

- “Programming Virtual Worlds: Object-Oriented Programming in a Virtual Game World,” Jerome Eric Luczaj, E-Learn: World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education, (2011)
- “Message to the World: Video Self-Authorship,” Jerome Eric Luczaj and Donna Evans, SITE 2011 Society for Information Technology & Teacher Education International Conference, (2011).
- “Bringing Intercultural Communication Concepts into the Classroom,” Jerome Eric Luczaj and Elizabeth Howard, SITE 2011 Society for Information Technology & Teacher Education International Conference, (2011).
- “Using Digital Comics to Connect Students to Course Content,” Jerome Eric Luczaj, SITE 2010 Society for Information Technology & Teacher Education International Conference, (2010).
- “Measuring Student Attitudes Toward Virtual Collaboration Teams,” Jerome Eric Luczaj, Proceedings of World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education , pp. 2887-289 (2009).
- “Collaborative Knowledge Management in e-Meetings,” Chia Y. Han and Jerome Eric Luczaj, Proceedings 2005 International Symposium on Collaborative Technologies and Systems, pp. 152-159 (2005).
- “Creating a Roadmap for Success: Closing the Assessment Loop,” Jerome Eric Luczaj and Chia Y. Han, World Conference on Educational Multimedia, Hypermedia and Telecommunications, Vol. 2004, Issue. 1, 2004, pp. 3122-3128 (2004).
- “Putting Learning into Context,” Jerome Eric Luczaj and Chia Y. Han, World Conference on E-Learning in Corp., Govt., Health., & Higher Ed., Vol. 2004, Issue. 1, 2004, pp. 2786-2793 (2004).
- “An Internet-Based Educational Assessment Tool,” Chia Y. Han and J. Eric Luczaj, ASEE 2003, Session 2003-2220 (2003).
- “Improving Teacher Effectiveness in E-Classrooms,” Jerome Eric Luczaj and Chia Y. Han, Proceedings of E-Learn 2002 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Associations for the Advancement of Computing in Education (AACE), (2002).
- “CaSA: A Technology-based Solution to Improve Learning,” Jerome Eric Luczaj and Chia Y. Han, Proceedings of Ed-Media 2002 World Conference on Educational Multimedia, Hypermedia & Telecommunications, pp 1188-1189, Association for the Advancement of Computing in Education (AACE), (2001).
- “Enhancing Student Learning in E-Classrooms,” Jerome Eric Luczaj and Chia Y. Han, International Conference on Computing and Information Technologies, World Scientific, pp. 195-200, (2001).
- “A Technological Framework for Classroom Assessment and Learning,” Jerome Eric Luczaj and Chia Y. Han, Proceedings of WebNet 2001 International Conference, Association for the Advancement of Computing in Education (AACE), pp. 800-802 (2001).

Presentations

Please note that many conference presentations below were accompanied with a conference publication listed in the previous section.

- “Agile Way of Educating,” Gerald Gannod, Eric Luczaj, Diane Rover (Iowa State University), and Doug Troy, Frontiers in Education, El Paso Texas, October 21, 2015.

- “Agile University: Using Agile Processes to Increase Engagement, Assessment and Internalization of Outcomes,” Gerald Gannod, Douglas Troy, Michelle Cosmah, Todd Edwards, Amber Franklin, Tim Krehbiel, Artie Kuhn, Jerome Eric Luczaj, Dana Miller, and Al Ryan, 35th Annual Lily Conference, Miami, Ohio, November 1, 2014.
- “Message to the World: Video Self-Authorship,” Jerome Eric Luczaj, SITE 2011 Society for Information Technology & Teacher Education International Conference, Nashville, TN, March 2011.
- “Bringing Intercultural Communication Concepts into the Classroom,” Jerome Eric Luczaj, SITE 2011 Society for Information Technology & Teacher Education International Conference, Nashville, TN, March 2011.
- “Using Digital Comics to Connect Students to Course Content,” Jerome Eric Luczaj, SITE 2010 Society for Information Technology & Teacher Education International Conference, San Diego, CA, April 2010.
- “Creating a Summer Program to Engage Students,” Jerome Eric Luczaj, CCSC 2010 Consortium for Computing Sciences in Colleges Central Plains, Parkville, MO, April 2010.
- “Measuring Student Attitudes Toward Virtual Collaboration Teams,” Jerome Eric Luczaj, World Conference on E-Learning in Corp., Govt., Health., & Higher Ed. , Vancouver B.C., October 29, 2009.
- “Using and In-class Experience to Improve Student Confidence for Virtual Collaborative Teams,” Jerome Eric Luczaj, 2008 International Lilly Conference on College Teaching, Oxford, OH, November 22, 2008.
- “Connecting to Each Other: A First Day Experience,” Jerome Eric Luczaj, Association for University Regional Campuses of Ohio (AURCO) 2008, Cincinnati, OH, April 2008.
- “Double-Dipping: Connecting Pastimes to Classtimes,” Jerome Eric Luczaj, Association for University Regional Campuses of Ohio (AURCO) 2007, Huron, OH, April 14, 2007.
- “Collaborative Knowledge Management in e-Meetings,” Chia Y. Han and Jerome Eric Luczaj, Proceedings 2005 International Symposium on Collaborative Technologies and Systems, St. Louis, MO, May 17, 2005.
- “Putting Learning into Context,” Jerome Eric Luczaj and Chia Y. Han, World Conference on E-Learning in Corp., Govt., Health., & Higher Ed., Washington D.C., November 2, 2004.
- “An Internet-Based Educational Assessment Tool,” Chia Y. Han and Jerome Eric Luczaj, ASEE 2003 Session 2003-2220, Nashville, Tennessee, June 25, 2003.
- “The Nuts and Bolts of Academic Careers: A Primer for Students,” Jerome Eric Luczaj with Carla Purdy (University of Cincinnati), James Hauser (University of Northern Kentucky), Gary Lewandowski (Xavier University), and Lisa Meeden (Swarthmore College), Thirty Third SIGCSE Technical Symposium on Computer Science Education, Covington, KY, March 1, 2002.
- “CaSA: Improved Learning through Student, Teacher and Program Collaborative Assessment,” Jerome Eric Luczaj and Chia Y. Han, E-Learn 2002 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Montreal, Canada, October 16, 2002.
- “Improving Teacher Effectiveness in E-Classrooms,” Jerome Eric Luczaj and Chia Y. Han, E-Learn 2002 World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, Montreal, Canada, , October 18, 2002.

- “CaSA: A Technology-based Solution to Improve Learning,” Jerome Eric Luczaj and Chia Y. Han, Ed-Media 2002 World Conference on Educational Multimedia, Hypermedia & Telecommunications, Denver, Colorado, June 28, 2002.
- “Wired and Wireless e-Classroom Learning Assessment,” Jerome Eric Luczaj and Chia Y. Han, Assessment Methods in Web-Based Learning Environments & Adaptive Hypermedia Workshop, AI-ED, May 19, 2001.
- “Enhancing Student Learning in E-Classrooms,” Jerome Eric Luczaj and Chia Y. Han, International Conference on Computing and Information Technologies (ICCIT 2001), Upper Montclair, New Jersey, October 12, 2001.
- “A Technological Framework for Classroom Assessment and Learning,” Jerome Eric Luczaj and Chia Y. Han, WebNet 2001, Orlando, Florida, October 2001.
- “The Nuts and Bolts of Academic Careers: A Primer for Students and Beginning Faculty, Special Session,” Jerome Eric Luczaj with Carla Purdy (University of Cincinnati), Dan Curtin (University of Northern Kentucky), Gary Lewandowski (Xavier University), and Lisa Meeden (Swarthmore College), Thirty Second SIGCSE Technical Symposium on Computer Science Education, Charlotte, NC, February 22, 2001.

Corporate Gift Funding

- “Miami University Initiative Student Agile Workshops,” Jerome Eric Luczaj and Andrea Hulshult, FIS, (2021). Workshops to teach Agile fundamentals and confer ICP certifications upon Miami students. Targeted to FSB (especially Supply Chain), ISA, and Computer Science and Engineering. Funded for \$15,000 for 1 additional workshop.
- “Miami University Initiative Student Agile Workshops,” Jerome Eric Luczaj and Andrea Hulshult, Nationwide Insurance, (2020). Workshops to teach Agile fundamentals and confer ICP certifications upon Miami students. Open to any Miami student with preference toward computing fields. Funded for \$50,000 for 4 workshops.
- “Miami University Initiative Student Agile Workshops,” Jerome Eric Luczaj and Andrea Hulshult, WorldPay from FIS, (2020). Workshops to teach Agile fundamentals and confer ICP certifications upon Miami students. Targeted to FSB (especially Supply Chain), ISA, and Computer Science and Engineering. Funded for \$25,000 for 2 workshops.

Grants

- “Miami University Agile Initiative,” Gerald C. Gannod, Doug Havelka, Timothy C. Krehbiel, and Jerome Eric Luczaj, Innovation & Interdisciplinary Fund, Miami University (2014). Funded for \$120,000 over three years (\$40,000 in year one with \$40,000 renewals in years two and three).
- “CIT Department Recruitment Initiatives,” Jill Courte, Donna Evans, Jerome Eric Luczaj, and Marianne Murphy, Recruitment Initiatives for Chairs and Coordinators, Miami University (2014). Funded for \$7,000.
- “Summer Honors Institute for Gifted Students,” Primary Author and Institute Director, Eric Luczaj, et. al., Ohio Department of Education Grant, (2009), \$65,000 ODE and \$80,000 in-kind institutional funds.
- “Summer Honors Institute for Gifted Students,” Primary Author and Institute Director, Eric Luczaj, et. al., Ohio Department of Education Grant, (2008), \$65,000 ODE and \$80,000 in-kind institutional funds.

- "Summer Honors Institute for Gifted Students," Primary Author and Institute Director, Eric Luczaj, et. al., Ohio Department of Education Grant, (2007), \$65,000 ODE and \$80,000 in-kind institutional funds.
- "Summer Honors Institute for Gifted Students," Primary Author and Institute Director, Eric Luczaj, et. al., Ohio Department of Education Grant, (2006), \$65,000 ODE and \$70,000 in-kind institutional funds.
- "Summer Honors Institute for Gifted Students," Co-Primary Author and Institute Director, Eric Luczaj, Scott Sportsman, et. al., Ohio Department of Education Grant, (2005), \$65,000 ODE and \$70,000 in-kind institutional funds.
- "Summer Honors Institute for Gifted Students," Editor and Participant with Scott Sportsman, et. al., Ohio Department of Education Grant, (2004).
- Classroom Technology Grant, College of Mount St. Joseph, Primary Author (2003), \$500 MSJ.
- Rational Rose Software Grant, Rational Rose Corporation, Primary Author, (2002-2003).
- "Summer Honors Institute for Gifted Students," Ohio Department of Education Grant, Participant with Rosemary Garmann, Scott Sportsman, et. al., (2002).
- Ohio Board of Regents Computing Research Grant for PhD Enhancement, Primary Author, (2001-2002).
- "Summer Honors Institute for Gifted Students," Ohio Department of Education Grant, Participant with Rosemary Garmann, Scott Sportsman, et. al., (2001).

Invited Lectures (external)

UC ECECS Career Course, 2003, 2004, 2005.

Unrefereed Publications

Scripted Virtual Worlds, 2004. Collected works from the Scripting Virtual Worlds honors class.

Professional Memberships and Service

Association for Computing Machinery, 1998-2007

Association for the Advancement of Computing in Education, 2002-present

Institute of Electrical and Electronics Engineers, 2001-2003, 2005, 2007-2009

American Society for Engineering Education, 2003, 2015

Journal on Centers for Teaching and Learning (JCTL), 2011-present. Reviewer.

College and Department Committee Memberships

Collaboration Initiative Agile Certifications 2021

CLAAS P&T Committee 2019-2021

Commerce Program Review Committee 2018

CIT Faculty Welfare Strategic Plan Group 2017-2018

CIT Expenditures Committee 2016-present (co-chair 2016-2019)

CIT Faculty Welfare Strategic Plan Group 2016

CIT Assessment Committee (Chair) 2010-present

Honors Advisory Committee, 2010-2014

CIT Curriculum Committee 2010-2013, 2015-2016

CIT Tenure Track Search Committee 2012, 2013, 2020, 2021, (Chair) 2015, 2016, 2018

MET Tenure Track Search Committee, 2014

CIT Chair Search Committee, 2010
CIT Visiting Professor Search Committee, 2009
CIT Promotion and Tenure Committee (Chair) 2013-present, (Chair) 2015 – 2016, 2018-2020, 2022.
CIT Fiscal Responsibilities Committee, 2013.
CIT Competency Exam Committee, 2013.
CIT Bachelors of Science in IT New Degree ad hoc Committee, 2013.
SEAS Curriculum Committee, 2012-2013.
Association for University Regional Campuses of Ohio (AURCO) 2009 Conference Steering Committee and PR Chair (2008-2009)
CSA(CSE)/CIT Committee: (Chair)2007, 2009, 2013, 2015, (Committee member) 2016-present.
Teaching and Learning Technology Roundtable (TLTR)/Teaching in Learning Committee, 2007, 2012, 2015
Weekend College Task Force, 2011-2012.
CIT Department Committee, 2006-present
Miami CIT Advisory Council, 2006-present
E-mail and Calendaring Advisory Group, 2006
Faculty Workload Task Force, 2005
Executive Committee Faculty Assembly: Vice Chair, 2004; Chair, 2005
Board of Trustees Educational Affairs Committee, 2004-2005
Program Review Task Force, 2004
Computer Science Search Committee, 2003, 2004: Chair 2004
Mathematics Search Committee, 2002, 2003, 2004
ISS Network Administrator Search Committee, 2004
Mathematics and Computer Science Department Chair Search Committee, 2003
CIS Search Committee, 2003
Faculty Development, 2002-2003
Budget and Planning, 2001
Capstone Task Force, 2001

Additional Service

Agile with Broward College 2020 and 2021: With Dr. Hulshult acted as Agile mentors for faculty at Broward College as they worked to bring Agile ways of teaching to their college. Created and helped Broward College develop programming.

A Conversation with Comfort and Adam (2018) Developed and Organized, creators of The Uniques, Rainbow in the Dark, and authors of The Complete Guide to Self-Publishing Comics: How to Create and Sell Comic Books, Manga, and Webcomics

A Conversation with Andy Bennet (2016): Developed and Organized. The event was sponsored by the ELC and the CTL with well over 100 in attendance. Andy Bennet, digital media designer at Highlights for Children and freelance designer and illustrator.

Center for Teaching and Learning-Leadership Collaborative (CTL-LC), 2008-present: Co-coordinator 2011/2012, 2015/2016
IT Forum 2011 Creativity and IT, 2010/2011, Co-chair
External Program Assessment Evaluator, 2010
We Are IT, 2009
IT Forum 2008 Expanding Horizons: Shaping Careers with IT, 2007/2008, Co-chair
First LEGO League (FLL), 2007-2009: Coach and Technical Advisor
Future Fair, 2007-2009
CIT Program Review, 2006
Program Review Computer Science, 2005
Student Network Admin Supervisor, 2004-present
Departmental Laboratories Setup, Maintenance and Support, 2000-2004
Political Campaign Volunteer, 2004
Preparing Future Faculty, 2001-2004
Mount St. Joseph IT Futures Group, 2002-2004
Summer Honors Institute, 2001-2002, 2004-2009: Institute Director 2005-2009

Dossier
Dr. Deepak Dawar
Assistant Professor, Department of Computer & Information Technology
Miami University
August 2022

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EDUCATION**North Dakota State University, Fargo, ND, USA***Degree: Ph.D. in Computer Science 2013-2016**Dissertation: Adaptive Differential Evolution and Its Application to Machine Vision***North Dakota State University, Fargo, ND, USA***Degree: M.S. in Computer Science 2012-2013**Thesis: Differential Evolution for Numerical Optimization.***Kurukshetra University, India***Degree: B. Tech in Electronics and Communication Engineering 2003-2007**Honors: Graduated with Honors Distinction***PROFESSIONAL EXPERIENCE****Miami University, Hamilton, Ohio8/2016 - present**

- *Assistant Professor*, Department of Computer & Information Technology

North Dakota State University, ND8/2013 – 8/2016

- *Research Assistant*, Department of Computer Science & Software Engineering

Infosys®, India 1/2008 - 7/2012

- *Program Analyst* (4/2011 – 7/2012)
- *Senior Software Engineer* (4/2010 – 3/2011)
- *Systems Engineer* (1/2008 – 3/2010)

INTRODUCTION AND RELATIONSHIP BETWEEN TEACHING, RESEARCH, AND SERVICE ACTIVITIES

I respectfully submit this narrative as a part of my tenure track evaluation process. Before I present my case, it is imperative to mention that I requested an extra year to build a stronger case for tenure due to unforeseeable circumstances arising from the pandemic in 2020. The provost subsequently approved that request. My time at Miami University has been a period of tremendous growth. My order of emphasized activities is teaching, research, and service. Through this narrative, I would like to demonstrate how my work in these areas is inextricably connected.

I am fortunate to have a varied professional career that has provided me with opportunities for intellectual development and personal/social growth. Delivering projects from beginning to end gave me a tremendous sense of ownership and accomplishment as a software engineer. Although I thoroughly enjoyed the challenges of building and delivering software, I became ever more aware as my career progressed that I thrived in situations where I could train and coach new hires and coworkers. Therefore, in the middle of my career, I switched from industry to academia, completed a master's degree, then a Ph.D., and started working as an assistant professor at Miami.

One of my primary areas of research is Artificial Intelligence (A.I.). I have worked on heuristic-based optimization methods for quite some time now, and while at Miami, I published two peer-reviewed journal papers in this core area. As I evolved as a teacher, I started working out a plan to apply my working knowledge of A.I. to education, especially in computer programming instruction and student learning. The motivation to pursue this line of scholarship came from my recent teaching experiences at Miami. Despite having the prerequisite zeal to excel at teaching, I observed that there was always a limited amount of time and energy I could spend per student inside and outside the classroom. There were always students that did not respond well to my methods of instruction. As a result, I started exploring relevant scholarship and restructured a part of my research agenda around effective pedagogy and state-of-the-art technology in education. Besides enhancing my research profile, I believe this would significantly help me increase my instructional presence and improve my instruction and student learning simultaneously. So far, three additional journal articles have resulted from this line of research around pedagogy.

As the CIT department embarks on a dynamic strategic plan execution, meaningful student assistance will play a crucial role in the scheme of things to come. I envision developing a *course-specific artificially intelligent tutoring system* capable of interacting with students and answering their fundamental questions about the concerned topic, which, for a start, is computer programming. While improving the efficacy of instruction, such an artificially intelligent generalized system may also assist in providing impactful service to the CIT department in terms of student assistance and, consequently, student retention.

My experience as a teacher, a student, and a software professional has led me to concentrate a part of my research - other than the A.I. tutoring system - on pedagogical concerns of high failure and non-participation rates in programming classes. In order to address this issue, I researched and subsequently published novel instructional techniques which have proved to be of considerable classroom value. When using these techniques in class, it became evident that while these methods reduced failure rates and improved participation, they simultaneously increased the load on the instructor because of their time and resource intensiveness. A natural next step was to pursue A.I. enabled bots that can reduce that load and act as a stand-in tutor when the instructor is unavailable. In this way, the strong interconnectedness between my teaching and research creates a synergy that informs all aspects of my work.

My service also helps to inform my research. For example, as a part of my service to the students' track, I frequently advise and help my students engage in research on A.I. and educational bots. This way, they improve their domain knowledge and add to their portfolios for job interviews and graduate schools. The other part of my service aims to get high school students interested in STEM fields by introducing them to simple bot development. In these ways, my research in A.I., bots, and pedagogy helps to improve my instruction while simultaneously adding value to my students, department, and community.

I. Teaching and Academic Advising

A. Teaching Philosophy

Computer science and I.T. graduates must be capable problem solvers. I.T. is a practical field, and no amount of theory can replace a nicely conducted and interactive hands-on session. As a teacher, I strive for two primary learning objectives: to foster logical thinking in my students while challenging them to come up with their own solutions to a given problem and to help them build small systems hands-on to prepare them for the industry better.

Teaching is an occupation of high responsibility, and I sincerely attend to it. When students have invested so much time and energy into a course, my responsibility is to ensure their returns are meaningful. To monitor this, I take continuous feedback concerning the quality of my classes. I feel that this is one task I must not fail as the education of others is at stake.

I believe that having knowledge and disseminating that knowledge effectively are two very different things. It takes effort to acquire and assimilate knowledge and an equal amount of labor to deliver it to the audience effectively. Hence, the preparation of a class to me is equal parts scientific and artistic process. On top of this, I believe that the method for course delivery should be tuned according to the audience. Early in my career, I tried to fill my instruction with technical jargon to make students interested in the course. The results were disastrous. Sometimes a certain concept might be explained better with a video simulation than just verbally stating it or presenting it as a slide. At the same time, mathematical proofs/computer programs may require the use of multiple modes while meticulously working through all the parts/subcomponents so that students can connect with the parts and thereby better understand the whole. I am a proponent of multi-mode delivery with a heavy emphasis on continuous small problem-solving. This way, students get more time to assimilate the presented content and formulate questions based on their practice.

Overall, teaching I.T. is a challenging and rewarding experience. I often learn from students as they create their own beautiful ways of solving the same problem. However, the central reward for me is that teaching allows me

to make a tangible difference in my students' lives, thereby adding meaning to my own. I hope to tread this path of lifelong learning while encouraging my students in the same pursuit.

B. Classroom Teaching

Every class is always a mixed bag of different and possibly contrasting personalities. A teacher should be able to balance these conflicting requirements and demands posed by the situation. For students who struggle to grasp concepts, the teacher should play the role of a mentor and develop novel ways to make the concepts stick. Students who may be quick learners or tend to prefer the self-study mode can be allowed time to make attempts by themselves. As a teacher, I feel responsible for offering my experience and in-depth expertise on the subject, just as the saying goes – *"The young may know the rules, but the experienced know the exceptions."*

Through my experiences, I can firmly state that creating a relaxed environment conducive to learning and intellectual discussion is paramount for any classroom activity to be successful. My teaching methodology is concise and can be generally summarized as follows:

- Create an environment that makes students comfortable.
- Show them the big picture that gets them interested.
- Follow a mechanism of instruction that naturally elicits questions from students rather than loading them with information.
- Once the questions start flowing, try to sharpen them rather than answering them upfront. This further lets the students frame better questions and opens up discussions.
- Hands-on assignments, group discussions, and teamwork follow afterward.

Though my methods of instruction have yielded promising results, I am quite aware that no two classes and audiences would ever be the same. Therefore, I make a concerted effort to know more about the audience, whose backgrounds vary widely, and fine-tune my methods accordingly. While I spend a significant amount of time preparing for a class and updating my technical skills in an overwhelmingly dynamic field, I believe the most important thing I do for my students is to create an inclusive classroom. I often have a diverse mix of traditional and non-traditional students. I create opportunities where these students can interact and learn from one another.

I. Courses Taught

The CIT Department is responsible for offering CIT and CSE classes on regional campuses. Since I joined Miami in a tenure-track position in August 2016, I have taught the classes listed in Table 1. I have now taught the breadth of department courses at all levels (100-400) and feel comfortable teaching the depth if future situations demand it. Primarily, I have taught introductory and advanced programming courses, but in Fall 2021, I expanded my portfolio to networking courses and taught CIT 358. I plan to earn Agile certifications to teach courses listed in the agile concentration of our department. With this, I should be able to teach courses of all concentrations.

| Course Number | Course Title | Credit Hours | Contact Hours | Semester | Sections | Enrollments | Delivery Mode |
|---------------|---|--------------|---------------|-------------------|------------|-------------|---------------|
| CSE 174 | Fundamentals of Programming and Problem Solving | 3 | 4 | Fall 2016 | MA | 14 | F-to-F |
| | | | | Spring 2017 | H.B. | 20 | F-to-F |
| | | | | Fall 2018 | H.A., H.B. | 19, 20 | F-to-F |
| | | | | Spring 2019 | H.A. | 22 | F-to-F |
| | | | | Fall 2019 | M.A., MB | 23, 21 | F-to-F |
| | | | | Fall 2020 | MB | 20 | O.S. |
| | | | | Spring 2021 | H.A. | 17 | O.S. |
| CIT 168 | IT Tools and Techniques | 4 | 4 | Spring 2022 | H.A. | 12 | OS |
| | | | | Fall 2017 | H.A. | 24 | F-to-F |
| | | | | Spring 2018 | H.A. | 12 | F-to-F |
| | | | | Fall 2017 (O.A.) | H.B., H.C. | 18, 17 | OA |
| | | | | Spring 2018(O.A.) | H.B. | 16 | OA |

| | | | | | | | |
|---------|--|---|---|------------------|------------|--------|------|
| | | | | Fall 2018 (O.A.) | H.C. | 22 | OA |
| CSE 151 | Computers, Computer Science, and Society | 3 | 3 | Fall 2016 | H.B., MB | 22, 18 | OA |
| | | | | Spring 2017 | M.A., H.A. | 22, 24 | OA |
| | | | | Winter 2018 | H.A. | 8 | OA |
| | | | | Spring 2018 | H.A. | 19 | OA |
| | | | | Spring 2021 | H.B. | 26 | OA |
| | | | | Spring 2022 | H.B. | 26 | OA |
| CSE 153 | Introduction to 'C' Programming | 3 | 3 | Spring 2019 | H.A., H.C. | 15, 17 | OA |
| | | | | Summer 2019 | HUA | 14 | OA |
| | | | | Fall 2019 | M.A., HQA | 20, 17 | OA |
| | | | | Summer 2021 | HTA | 18 | OA |
| | | | | Summer 2022 | HUA | 8 | OA |
| CSE 163 | Intro- Computer Concepts and Programming | 3 | 4 | Fall 2020 | H.B. | 20 | OA |
| | | | | Spring 2021 | H.B. | 14 | OA |
| | | | | Summer 2021 | HUA | 12 | OA |
| CSE 271 | Object Oriented Programming | 3 | 3 | Fall 2021 | H.A. | 13 | O.S. |
| | | | | Spring 2022 | H.A. | 20 | OS |
| CIT 358 | IT Assurance and Security | 3 | 3 | Fall 2021 | MA | 24 | OA |
| CIT 457 | IT Project Life Cycle 1 | 3 | 3 | Fall 2020 | H.A. | 17 | OA |
| | | | | Fall 2021 | H.A. | 15 | OA |

Table 1: Classes taught from Fall 2016 through Fall 2021; F-to-F as Face to Face; O.S. as Online Synchronous; O.A. as Online Asynchronous

2. Evaluation of Teaching

I use different methods to evaluate my teaching effectiveness, including student course evaluations, peer reviews, Small Group Instructional Diagnostics (SGID), and informal feedback from my students. These multiple measures provide a broad feedback basis for reflecting on and enhancing my classes' teaching and learning process. Table 2 lists various measures of teaching evaluations and the date(s) they were conducted.

| S. No. | Measure | No. of times the evaluation was conducted | Date(s) |
|--------|--|---|------------------|
| 1 | Student Course Evaluations | 41 | <Continuous> |
| 2 | Peer Reviews | 4 | a. October 2017 |
| | | | b. October 2018 |
| | | | c. November 2021 |
| | | | d. February 2022 |
| 3 | Small Group Instructional Diagnosis (SGID) | 3 | a. October 2016 |
| | | | b. March 2018 |
| | | | c. October 2019 |

Table 2: Multiple measures of teaching evaluations

A brief discussion of these methods and their impact is presented in the following sub-sections.

a. Student Course Evaluations

Students perform an online evaluation in all the courses that I have taught. Table 3 lists the student evaluations for the top nine questions asked. The ratings equal to or above the department means are bold-faced in the tables. Course-wise reflections and a final summary follow.

| Section No. | Course | Delivery Mode | Response Rates | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|-------------|-------------------------|---------------|----------------|------|------|------|------|------|------|------|------|------|
| 1 | CSE 174 MA Fall 2016 | F-to-F | 93% | 3.31 | 3.15 | 3.23 | 3.46 | 3.31 | 3.39 | 3.23 | 2.92 | 3 |
| 2 | CSE 174 HB Spring 2017 | F-to-F | 80% | 3.5 | 3.07 | 3.64 | 3.43 | 3.14 | 2.86 | 3.54 | 3.71 | 2.86 |
| 3 | CIT 168 HA Fall 2017 | F-to-F | 75% | 2.39 | 2.33 | 2.94 | 2.67 | 2.72 | 2.78 | 2.89 | 3.11 | 2.78 |
| 4 | CIT 168 HA Spring 2018 | F-to-F | 77% | 3.6 | 3.8 | 3.5 | 3.5 | 3.2 | 3.4 | 3.2 | 3.2 | 3.1 |
| 5 | CSE 174 HA Fall 2018 | F-to-F | 79% | 3.73 | 3.73 | 3.93 | 3.93 | 3.8 | 3.8 | 3.8 | 3.47 | 3.64 |
| 6 | CSE 174 HB Fall 2018 | F-to-F | 95% | 3.37 | 3.47 | 3.68 | 3.79 | 3.53 | 3.74 | 3.42 | 2.95 | 3.16 |
| 7 | CSE 174 HA Spring 2019 | F-to-F | 91% | 3.43 | 3.29 | 3.57 | 3.48 | 3.43 | 3.48 | 3.43 | 3.33 | 3.52 |
| 8 | CSE 174 MA Fall 2019 | F-to-F | 87% | 2.6 | 3.15 | 3.45 | 3.35 | 3.15 | 3.3 | 2.9 | 2.8 | 2.95 |
| 9 | CSE 174 MB Fall 2019 | F-to-F | 95% | 2.95 | 3.1 | 3.25 | 3.53 | 3.16 | 3.32 | 3.37 | 3.32 | 3.42 |
| 10 | CSE 151 HB Fall 2016 | Online | 86% | 3.32 | 3.37 | 3.68 | 3.74 | 3.58 | 3.58 | 3.63 | 3.63 | 3.63 |
| 11 | CSE 151 MB Fall 2016 | Online | 89% | 3.53 | 3.65 | 3.71 | 3.94 | 3.77 | 3.82 | 3.75 | 3.65 | 3.71 |
| 12 | CSE 151 MA Spring 2017 | Online | 73% | 3.71 | 3.72 | 3.72 | 3.83 | 3.61 | 3.17 | 3.46 | 3.94 | 3.72 |
| 13 | CSE 151 HA Spring 2017 | Online | 63% | 3.29 | 3.5 | 3.57 | 3.5 | 3.71 | 3.43 | 3.5 | 3.57 | 3.29 |
| 14 | CIT 168 HB Fall 2017 | Online | 94% | 3.35 | 3.35 | 3.24 | 3.69 | 3.47 | 3.5 | 3.63 | 3.5 | 3.53 |
| 15 | CIT 168 HC Fall 2017 | Online | 61% | 3.27 | 3.36 | 3.36 | 3.27 | 3.5 | 3.09 | 3.36 | 3.36 | 3.5 |
| 16 | CSE 151 HA Winter 2018 | Online | 63% | 3.2 | 3 | 3.8 | 3.8 | 3.4 | 3.6 | 3.4 | 3.4 | 3.6 |
| 17 | CSE 151 HA Spring 2018 | Online | 74% | 3.5 | 3.5 | 3.64 | 3.71 | 3.36 | 3.43 | 3.21 | 2.93 | 3.14 |
| 18 | CIT 168 HB Spring 2018 | Online | 63% | 3.2 | 3.5 | 3.4 | 3.7 | 3.5 | 3.8 | 3.3 | 3.5 | 3.9 |
| 19 | CIT 168 HTA Summer 2018 | Online | 14% | 2 | 2 | 3 | 3 | 2 | 3 | 1 | 1 | 2 |
| 20 | CIT 168 HC Fall 2018 | Online | 73% | 3.63 | 3.63 | 3.69 | 3.81 | 3.38 | 3.5 | 3.5 | 3.44 | 3.38 |
| 21 | CSE 153 HA Spring 2019 | Online | 100% | 3.47 | 3.53 | 3.53 | 3.6 | 3.53 | 3.73 | 3.67 | 3.6 | 3.6 |
| 22 | CSE 153 HC Spring 2019 | Online | 76% | 3.33 | 3.08 | 3.31 | 3.75 | 3.55 | 3.42 | 3.31 | 3.15 | 3.39 |
| 23 | CSE 153 HUA Summer 2019 | Online | 80% | 3.33 | 3.5 | 3.5 | 3.82 | 3.73 | 3.67 | 3.58 | 3.67 | 3.67 |
| 24 | CSE 153 MA Fall 2019 | Online | 70% | 2.71 | 2.79 | 2.93 | 3.14 | 2.79 | 3 | 3.07 | 3 | 3.14 |
| 25 | CSE 153 HQA Fall 2019 | Online | 76% | 2.85 | 3.15 | 3.46 | 3.25 | 2.91 | 3.33 | 3.15 | 3.08 | 3.15 |
| 26 | CSE 153 HA Winter 2020 | Online | 33% | 2.67 | 2.67 | 2.67 | 2.67 | 2.67 | 2.67 | 2.67 | 2.67 | 2.67 |
| 27 | CSE 153 HTA Summer 2020 | Online | 44% | 3.57 | 3.86 | 4 | 4 | 3.43 | 3.71 | 3.71 | 4 | 4 |
| 28 | CSE 174 MB Fall 2020 | Online | 65% | 3.08 | 3.15 | 3.54 | 3.54 | 3.46 | 3.39 | 3.31 | 3.08 | 2.85 |
| 29 | CSE 163 HB Fall 2020 | Online | 25% | 3.4 | 3.4 | 3.4 | 4 | 3.6 | 4 | 3.6 | 3.8 | 3.6 |
| 30 | CIT 457 HA Fall 2020 | Online | 47% | 2.88 | 3.13 | 3.2 | 2.75 | 2.75 | 2.75 | 3.5 | 2.63 | 2.75 |
| 31 | CSE 174 HA Spring 2021 | Online | 47% | 3.75 | 3.63 | 3.88 | 3.88 | 3.63 | 3.63 | 3.75 | 3.88 | 3.5 |
| 32 | CSE 163 HB Spring 2021 | Online | 21% | 2.67 | 3 | 3 | 3 | 3 | 3 | 3.33 | 3.33 | 3.33 |
| 33 | CSE 151 HB Spring 2021 | Online | 44% | 3.25 | 3.25 | 3.25 | 3.6 | 3.6 | 3.42 | 3.5 | 3.42 | 3.5 |
| 34 | CSE 153 HTA Summer 2021 | Online | 17% | 3.33 | 3.33 | 4 | 4 | 4 | 3.67 | 4 | 3.33 | 3.67 |
| 35 | CSE 163 HUA Summer 2021 | Online | 8% | 3.8 | 4 | 4 | 4 | 4 | 4 | 3 | 4 | 3 |
| 36 | CIT 358 MA Fall 2021 | Online | 25% | 2.17 | 2.67 | 2.2 | 2.83 | 2.17 | 1.83 | 2.5 | 2.5 | 2.67 |
| 37 | CSE 271 HA Fall 2021 | Online | 38% | 3.8 | 3.6 | 4 | 3.8 | 3.8 | 3.8 | 4 | 4 | 3.8 |
| 38 | CIT 457 HA Fall 2021 | Online | 50% | 3 | 2.88 | 2.88 | 3.5 | 2.88 | 3 | 3.63 | 3 | 3.38 |
| 39 | CSE 151 HB Spring 2022 | Online | 19% | 2.2 | 2.6 | 2.2 | 2.4 | 2.2 | 2.2 | 2.8 | 2.4 | 2.4 |

| | | | | | | | | | | | | |
|----|----------------------|--------------------|-----|------|------|------|------|------|------|------|------|------|
| 40 | CSE 271 HA Fall 2022 | Online | 35% | 2.71 | 3 | 2.86 | 3 | 3.14 | 3.29 | 2.86 | 2.86 | 2.86 |
| 41 | CSE 174 HA Fall 2022 | Online | 42% | 3.8 | 3.8 | 4 | 4 | 4 | 3.6 | 4 | 4 | 4 |
| | <i>Average</i> | <i>All courses</i> | 61% | 3.19 | 3.26 | 3.41 | 3.50 | 3.31 | 3.34 | 3.33 | 3.27 | 3.29 |

Table 3: Q1: Professor's overall teaching effectiveness; Q2: The professor employed effective tools; Q3: Showed respect for students/demonstrated enthusiasm; Q4: Welcomed questions; Q5: Offered opportunities for active participation; Q6: Demonstrated concern; Q7: I have learned to analyze complex problems; Q8: My appreciation for the topic has increased; Q9: I have gained understanding of the material

The majority of the classes comprise students from diverse backgrounds. A subpopulation of students taking the 100-level CIT or CSE courses is exploring the major. Hence, there are additional challenges to instructional delivery. The combined response rate of students for my online and face-to-face course evaluations is 61%. A brief commentary on courses I have taught, and consequent reflections on my part follow.

Course 1 – CSE 174: CSE 174 is the first course in programming in computer science. It is common knowledge and accepted internationally that the first course in programming is challenging. Many students drop the course because they do not find it engaging and meeting their expectations. The failure rate is high. Hence, most schools offer CS0 to prepare students to take the first course in programming. At Miami Regionals, the student population consists of majors, non-majors, traditional and non-traditional students who took the math prerequisite long ago, students who had programming courses in high school, and underrepresented groups in computing. Even in the same semester, different sections of CSE 174 may have diverse student populations. I taught this course in Fall 2016, Spring 2017, Fall 2018, Spring 2019, Fall 2019, and the online version in Fall 2020, Fall 2021, and Spring 2022.

For the first year I taught this course, the student failure rate was 16%. While this failure rate is commensurate with the introductory programming classes worldwide, it just wasn't acceptable to me as a teacher. Hence began my search for answers as to why this course should have such a high failure rate. Equipped with past experiences, extensive literary review, and student feedback on this course, I developed a novel instructional delivery mechanism named "An Assignment a Day Scaffolded Approach for Teaching Introductory Programming," or AAAD. I applied it during many sections in 2019, 2020, 2021, and 2022. Student average final exam scores improved when using this technique to my great satisfaction. Students seemed to have derived value from this instructional structure which was clear from the post-course surveys. The average failure rate for this class is now around 9%.

Extra Class Intervention: For my Spring 2017 CSE 174 course, I had an unusually high number of students from non-computing backgrounds. Students with non-computing majors face a complex mix of issues as they are confronted with technical jargon, logic, programming, and mathematics in a single course. Even though they would like to do well in this course and have the potential to do so, some of them panic quite early in the course. I noted this valuable observation in Fall 2016, and I had no ready-made solution to this (possibly pervasive) problem. In Spring 2017, however, I benefited from having taught this course before and having faced the various issues concerning it. From this experience, I surmised that many students might need personalized instruction. Even though they had the visible potential to excel, some of them used to get lost in the detail and syntax of a programming language foreign to them.

Even though I helped them out during the labs and conducted extra classes, there is always a limited amount of energy and time that can be spent per student. Apart from helping struggling students out, I had not envisioned any other specific goal through these extra classes. To my surprise, many of them struggled with the same technical concepts. Therefore, I decided to conduct additional small group teaching classes in the second half of Spring 2017. I am happy to report that the concerned students attended these classes consistently and worked diligently on the exercises given. A few struggling students were able to scale their grades upwards. This intervention seemed to have its merits, but I realized it was not scalable in terms of time and resources. Therefore, I started looking into other solutions. One is Slack, a team collaboration software where I let students post questions, and other students and I can answer them. I now answer most of the questions on Slack. The frequency of questions

and my response time have vastly improved after the introduction of Slack. Another benefit of Slack is that students can learn from each other and answer other students' questions, thereby maintaining an engaging learning atmosphere outside the class.

Course 2 – CIT 168: It is an entry-level course consisting of the basics of operating systems, networking, web programming, and databases. I have taught this course six times after my departmental colleagues and I developed it in Spring 2017. During the developmental phase, we ensured that the material was clearly aligned with the learning outcomes, and assignments were designed to allow students to demonstrate their knowledge. Though the above statement is now true for all the courses I teach, it is being emphasized here because this was the first course I helped fully develop at Miami. I learned how strict adherence to course material with learning outcomes is essential for student success during the process. Applying the same techniques, I improved my other course materials to better impact student learning. I have taught six sections of this course, four online and two face-to-face.

The first time I taught this course in Fall 2017, I received mixed, in fact, confusing reviews on my teaching. The reviews of my online teaching sections were quite high, but the reviews were disappointing for my face-to-face section. I took this up as a challenge to improve the delivery of the face-to-face section in Spring 2018. I also got an SGID done to ascertain if I was on course. I carefully looked into all the feedback to decipher the cause of the low ratings. One of the reasons that surfaced from the feedback was my use of overly technical jargon throughout the course which made understanding of material more complicated than it had to be. I feel proud to report that the ratings significantly improved in Spring 2018. The improvement was very satisfying given the amount of effort that made the course delivery much more effective this time. A few things, apart from the SGID, that I believe turned it around were:

- Bi-weekly feedback from students about how they were doing and what they would want to be done differently.
- My increased feedback on students' assignments.
- Change in my delivery style and sticking to the simplified content.
- Use of effective and practical questions in class to identify misunderstood concepts by the students.

Being a course that was offered only a second time, the cumulative feedback provided by students for online CIT 168 was also very encouraging. The instructor evaluation (3.30) for the two online sections is close to the departmental mean (3.36). Almost all the student evaluations of this course were above the university and departmental means (See Appendix A).

Course 3 – CSE 151: This entry-level course exposes students to basic computer tools, problem-solving, and the impact of computers on societies. I have taught eight sections of this course. My most recent instruction was in the Spring of 2022. My prior experience with its delivery and previous student feedback enabled me to offer this course even more effectively in subsequent semesters.

One of the main aims of my instruction is to make students feel that the instructor is as concerned about their success as they are. Overall instructor rating, in my opinion, sums up the cumulative effect of overall learning transactions between the students and instructor, and I am happy to have been evaluated (3.50), well above the university mean (2.91). Some of the highest scores were registered in the questions about instructor welcoming questions (3.71) and instructor showing respect (3.64).

Some work needs to be done to improve scores on understanding the material section. Achieving a high instructor rating would mean less if, in the end, higher student learning ratings are not achieved. This is a dichotomy that I plan to address by including even more effective feedback and ongoing bi-weekly surveys. In an online course, communicating effectively, answering their queries promptly, and motivating them to ask questions form the basis of demonstrating student concern. I am proud and happy that I was able to create an online classroom environment where students felt comfortable and weren't hesitant to ask questions. I take these indicators to affirm the basic values that I strive to instill in students through my courses. Having taught this course for many semesters, I now

have a firm grasp of its delivery mechanism. However, as no two class compositions are ever the same, there will always be unseen challenges and opportunities that may show up.

Course 4 – CSE 153: This is another introductory programming class that delivers the basics of the C++ programming language. I have taught six sections of this course until now. It is an online course, and conducting a programming class in an online format is quite challenging, at least more difficult than its face-to-face counterpart. The instructor has to deal with a high load of questions primarily through email. Since the programming concepts build on top of each other, a temporally unresolved query can easily make even good students fall behind. The first intervention I tried, which is now quite common in instruction, is to have an open discussion board where students can post reasonable questions to learn, and other students can answer them. This promotes student participation while creating a healthy online classroom environment. This has had a direct impact on student motivation and learning.

While teaching this course, I observed that many students ask the same questions in different ways, i.e., while their phrasing of a question might vary, the context of the question is the same. This led me to a path of using my previous research in Artificial Intelligence, and I started building an experimental bot that can answer simple student queries while the instructor is not available. This is a work in progress. I have tried to improve the instructional delivery by experimenting and eventually implementing my research on the program scaffolding approach developed for my face-to-face programming courses. I have had a similar positive response(s) from students regarding this experimental instructional delivery approach.

Course 5 – CSE 163: This introductory programming class delivers the basics of Visual Basic (V.B.) and Python programming languages. I taught this course online for the first time in Fall 2020 and then in Spring 2021. It is an online programming course with its challenges, similar to CSE 153. After my first stint with this course in Fall 2020 and my previous experiences in teaching programming, I have observed that there are certain assignments in programming classes that can provide early hints on the final student's grade. One such idea was the concept of *gateway assignments*. It seems to be an early warning system about a student's grade, though the evidence is only anecdotal. As a pilot, I focused on a couple of students that lagged in the gateway assignment using this approach. The students eventually did fairly well, but it is unclear if it was because of the intervention or a combination of other factors. Nevertheless, it gave me another direction of research involving student learning.

Course 6 – CIT 457: This course is the incipient stage of the Capstone project. Students work through pre-implementation to produce detailed requirements and design proposals. I taught this course online for the first time in Fall 2020 and again in Fall 2021. This was by far the most challenging course that I have ever taught. The course entails repeatedly evaluating varied design ideas, providing continuous and in-depth feedback, and repeating the process throughout the course. The amount of time spent providing feedback is enormous, and so is the time required for student-instructor interaction.

The first time I taught this course, my student evaluations were far from what I intended them to be. The student feedback and my own analysis revealed two major reasons for this:

- Unavailability of quick feedback
- Lack of continuous one-on-one interaction

Being a high-load course, achieving the above without significantly altering the instructor's time management strategies is difficult. For my Fall 2021, I implemented the following strategies:

- Implemented one-on-one video calls with every student.
- Students tend to see value in learning if they can relate proscribed course activities to their own lives. For every student, I tried to provide real-life examples of the project they were working on to give them a bird's eye view of the overall ecosystem they were working in.
- Better turnover time on grading assignments.
- Quicker but brief responses to student queries.
- A weekly survey of student sentiment and expectations.

Though applying the above methods took a considerable amount more time than other courses, student evaluations of this course improved in Fall 2021, especially on Q4 and Q9, and so did the student satisfaction as reported on weekly surveys. Nevertheless, a lot still needs to be done on the time management front, and I am still devising ways to tackle that problem.

Course 7 – CIT 358: The only time I taught this course was in Fall 2021. This course entails designing network security policies and ways to physically secure enterprise networks. The course is set up to be hands-on, as is the nature of computer networking. The course is designed for students to work independently, with the instructor acting only as a guide. Students read an e-book and then perform a hands-on exercise straightaway. These assignments are auto-graded without the intervention of the instructor. There is a dedicated platform (Slack) for students to post their questions at any time, and I answered those questions as soon as possible. The student feedback from this course was not encouraging, with an instructor rating of just 2.17. The response rate was only 25%, though. It is always challenging to extract meaning from a low response rate rating. Reading the students' comments offers some insight for improvement. One student felt there was a lack of teacher-student interaction. With the nature of this course being asynchronous and assignments being auto-graded, it isn't easy to define the correct level of interaction. The measures I had defined were real-time question posting on Slack and email. But I do see how some students may need a one-to-one exchange. Hence, next time, I will open an option for video calls with students.

Summary - After teaching both online and face-to-face classes, I am confident I can do well in both versions of instructional delivery. Both have their challenges, but over the years, I have learned to navigate between them effectively. Through continuous feedback, I have developed and adopted various strategies and tailored my delivery modes to different courses. Some strategies that work on a certain course may not work or fail when applied to other courses. I am glad that all the strategies do not always work because if they did, exploration too would stop. Therefore, there is always room for improvement, and now that my scholarship is intertwined with teaching, I am quite excited to see the possibilities unfold.

b. Peer Reviews

I have had four peer reviews done for a couple of my programming courses, thrice for CSE 174 and once for CSE 271. My CSE 174 HB section got peer-evaluated twice by our department chair, Dr. Marianne Murphy, the report of which is attached in Appendix B. In 2018, it was the second comprehensive evaluation of this course delivery; the first evaluation was conducted in 2017. In the first evaluation, many important observations were listed for improvement. Learning outcomes were very broad for each chapter, so it was unclear if they were being met. As a side effect of these broad outcomes, there was a clear lack of alignment of the chapter topics with the course learning outcomes. Adding supplementary material was also suggested, in terms of videos, links, etc., in my next offering. In 2018, this course was peer evaluated once again, and I implemented the following:

- I narrowed the module learning outcomes; aligned every lab, assignment, and quiz with module and subsequent course learning outcomes. This helped my students to know what was going to be covered at the start of every chapter and why it was important.
- Scrutinized potentially useful supplementary material for introductory programming class online; added links to external videos and articles that enhanced understanding of the concept at hand to the 'presentation' section of every module on Canvas. One of the most helpful materials that I found was an animated execution of a Java program in memory. Many students reported being helped by this feature, as they could finally see their program behave in computer memory in a stepwise manner.
- I took biweekly feedback in class to ascertain student learning and current motivation.

After implementing these changes, the results were very satisfying as the course was highly appreciated by the students and was also commended by Dr. Murphy after the subsequent review in 2018. The summary score of the course material significantly improved. As this was one of the weaknesses that were pointed out in the last evaluation, I believe this is a satisfying improvement. Overall, this peer evaluation has been a great guide to my strengths and unknown weaknesses, and I am committed to improving my course delivery in the future. Full reports of both peer reviews are attached in Appendix B.

My third peer review that was done was for my advanced programming CSE 271 in Fall 2021. This review was conducted by Dr. Mary Kovach, Associate Professor, CMR department at the Miami regionals. The course was taught online synchronously. Dr. Kovach reviewed the course materials, grading distribution, and other parameters over a week's time. Dr. Kovach synchronously attended my class on 18th November 2021 over Zoom and reviewed my instructional delivery. A brief summary of her evaluation is as follows: *"Dr. Dawar walked through various topics of Chapter 19 of the textbook and took a technical computer language and translated it in an easy-to-understand format. The class structure began with a practical example, demonstrated through a screen share. Dr. Dawar then walked through the goals of the chapter shared examples and details within the chapter. It is clear that the course is set up to make students successful and provides them with various opportunities to develop, share, think, execute, and learn. Overall, Dr. Dawar engaged students, provided them with tools to be successful, and demonstrated a clear concern for their learning."*

One important feedback item from Dr. Kovach was to use the announcement section on Canvas more prominently to keep students up to date. Though I use email for this function, I agree that using the announcement section will improve the course communication further. I have currently started using the announcement section more prominently in all my courses. In the next iteration, I plan to get this course peer-evaluated one more time.

The most recent peer-review was conducted in Spring 2022 by Dr. Cathy Bishop-Clark, Professor, CIT department at Miami Regionals. Dr. Clark attended my CSE 174 class on 23rd February 2022 over Zoom. She made a very important observation on the non-participation of a few students, no matter how the material was presented. This is a known problem in introductory programming classes and the exact issue I tried to resolve in the same semester through a new instructional technique that I devised and named 'Student Driven Probe Instruction' or SDPI. This technique was introduced after the midterm exams, i.e., after the peer review. I have mostly taught my classes in the following way: create a comfortable classroom environment, explain the content, and invite questions afterward. However, with SDPI, content is shown to the students but not explained. Every student now sees the content in their own way instead of listening to the opinion/explanation of the instructor. The students are encouraged to ask questions about the part of the content they do not understand. Once enough questions are collected, the instruction begins. During the class, students are not tested on their grasp of content (as nothing is explained) but on their sincerity to ask questions about the content they do not yet know. This change improved class participation significantly, especially among the previously non-participating students. I produced a research article on this new method which has now been accepted for publication.

c. Small Group Instructional Diagnostic (SGID)

I have had three SGID facilitations conducted for my courses; *CSE 174 in Fall 2019, CIT 168 in Spring 2018, and CSE 174 in Fall 2016*. These facilitations helped quite a bit to correct any deviations and processes that were not working. The SGID facilitator's comments on students' perception of the class were also encouraging and very helpful in improving the delivery further. An excerpt from the comments says: *"Your students value your interactions with them in the classroom. They especially found that your walking around and helping them, taking time to explain ideas on the board, and asking them questions during class positively impact on their learning. They also definitely appreciate the ample resources you provide them with."*

The students generated the following feedback about what is helping them learn:

1) Detailed quizzes; 2) Class activities help us to understand; 3) Willingly offers help outside class; 4) Use of multiple approaches is good; 5) Works with each person during class; 6) We like having a variety of examples in class; 7) The amount of time to work on the examples is good; 8) The course is well-paced, not too fast; 9) Explains concepts in-depth, but does not make it complicated by over-explaining; 10) Allows students to help each other in and out of class.

Combining all the feedback from all SGID's about what could be improved, I have made the following changes to my courses.

1. My assignments are now better timed as far as due dates are concerned. Before the SGID's, the due dates were sporadic.

2. I go over the assignments once they are completed, which I wasn't doing before.
3. I try not to overwhelm students with assignments during the initial phase of the course.
4. I provide extra credit opportunities when justified.
5. Whenever requested in a reasonable timeline, I provide the solution to an assignment that a particular student missed. I did not do that earlier.

The full report of each SGID is included as an attachment in Appendix C.

3. Honors/Awards

(2022, Miami University Regionals Faculty Achievement in Teaching Award) (Awarded) I was nominated for the award by the department chair and chief departmental advisor. I am glad to have contributed to student success and honored to receive this annual award.

(2020, CTE Commendation Letter) I received a commendation letter from the Center for Teaching Excellence for positively impacting students' learning and development. One graduating student commented – "*Deepak was the most challenging professor of my academic career! Which I loved because it pushed us all to do better. He thinks outside of the box, he is funny and witty and all the while he is encouraging us to work harder and be creative.*" The letter is attached in Appendix E.

(2019 and 2020, Miami University Regionals Faculty Achievement in Teaching Award) (Nominated) The Miami University Regionals Faculty Achievement in Teaching Award is given annually to honor faculty members whose work epitomizes the university's ideals of dedication to and excellence in teaching. I was nominated for the award by the department chair. The nomination email is attached in Appendix E.

(2019, CTE Commendation Letter) I received a commendation letter from the Center for Teaching Excellence for positively impacting students' learning and development. Although at least one graduating student identified me as someone who had influenced their learning and development, no additional comments were left about the impact I had on them. The letter is attached in Appendix E.

(2017, CTE Commendation Letter) I received a commendation letter from the Center for Teaching Excellence for positively impacting students' learning and development. A graduating student commented – "*Deepak was always willing to answer any questions a student had about the material. He even went above and beyond to offer extra classes for students.*" The letter is attached in Appendix E.

C. Curriculum Development

Being in a field that has seen an incredible rate of change, one of my challenges is creating course materials and activities that engage my students and keep pace with new technologies, especially computer programming. I have always created extensive notes, labs, and assignments that I tend to update for my programming-based courses every semester. Some of the new courses that I developed or helped develop are listed below.

(2017, CIT 168, New Course): With my colleagues' help, guidance, and collaborative effort, I developed my first departmental course (CIT 168) for both online and face-to-face delivery. CIT 168 is an entry-level course covering operating systems, computer networking, web programming, and databases. Being my first curriculum development project at CIT, it was a challenging and immensely fruitful exercise, both professionally and personally. I got to understand the course development cycle followed at E-Campus, which would, in the future, enable me to plan/execute the next curriculum projects more efficiently.

For example, I learned the importance of creating highly accessible documents firsthand to provide a learning experience available to all students. I also learned to avoid potential pitfalls during the development process and discovered techniques to negotiate them better if they occurred. Overall, it was a great learning experience, and I look forward to creating more courses and contributing to our department's goals of delivering great courses.

(2018, CIT 201, New Course): CIT 201 is an entry-level course that covers the basic and advanced concepts of spreadsheets and analytics. I developed and delivered four modules for this course. Deliverables included module

videos, write-ups, assignments, and quizzes. It was a good experience and enhanced my expertise with spreadsheets.

(2018, CIT 357): I reviewed CIT 357 during its development as an online course, though the principal author was our department chair, Marianne Murphy. My responsibilities included reviewing the gradual flow of the course from one module to another and looking for any inconsistencies that may have been introduced inadvertently in the text, assignments, and other artifacts.

D. Academic Advising

With the endorsement of the Council of Academic Deans, the Undergraduate Academic Advising Council has developed a university-wide academic advisor training program. After going through this prerequisite training for academic advising, I achieved Level B advisor status during the 2017-2018 academic year. I then attended a required pre-advising training session conducted by our department chair, Marianne Murphy, to lay out the basics of advising administered through our department. The session touched upon multiple points regarding processes, software, and other helpful resources to conduct a successful and effective advising session and gradually evolve as an academic advisor.

I had my first stint with academic advising in 2018. I advised a couple of students and found it quite satisfying to have helped them answer their own questions about their current and future paths at Miami and in the I.T. industry. The department sets the advising load, and I have advised 33 students so far. In 2019 and 2020, I advised fifteen students. The number was eleven in 2021 and five in 2022. Many of the students are first-generation college students with little exposure or experience in the higher education culture. Besides guiding students in their academic choices, I offer suggestions for career planning, time management, and personal responsibility. I frequently observe a lack of clarity and sometimes apprehension in my students about their future prospects in the industry. Having worked in the I.T. industry myself, I am able to offer them the nuances of roles and competencies required to get hired. Many students came back for follow-up questions on career paths after the advising session and had courses and some concentrations modified. I had one such student in my CSE 174 class, whom I also advised. We frequently discussed his strengths and weaknesses in computer programming and what he can expect in a programming interview. He subsequently got a software programming position in TCS, an I.T. consultancy located in Milford, Ohio. Another student of mine in CSE 174 got selected for the 'New Technologists' program organized by Microsoft for the Summer of 2022. This student struggled in class, but she cleared the selection test with much out-of-class support and advising sessions on deeper aspects of programming, coupled with her determination to succeed.

I regularly advise students in my programming classes on pursuing graduate school. I give them input on the type of schools they should apply to and answer their questions on the viability and suitability of their own school choices. Subsequently, I write reference letters for them. Until now, I have filled out approximately 30 referral forms for eight of my undergraduate students. Four of these students have been accepted to graduate schools to the best of my current knowledge.

II. Research, Scholarship, and Creative Achievement

As a faculty member on the Hamilton campus, *research, scholarship, and creative achievement* is my second criterion for promotion and tenure. My research focuses on using artificial intelligence (A.I.) in education and pedagogical improvements in teaching programming classes.

Artificial Intelligence (A.I.) is defined as natural intelligence demonstrated by machines. A.I. is regarded as the next frontier in information sciences. The scope of A.I. extends from pre-programmed reactive machines to self-aware programs capable of displaying human-like emotions. The application of A.I. to education is exciting. One complex problem in teaching is that different students learn in different ways. Some students learn well when taught face-to-face; some thrive at learning independently and only need instructor support when stuck on a problem. Some students absorb the information fast, while others must perform a task to assimilate the same information. An instructor, how so ever skillful and adept at their art, will have some students in their class who

would not respond to their style of instruction. This is where personalized instruction comes in, and A.I. is a critical tool in making that a reality. With AI, programs can interpret a student's learning style and present a learning plan best suited to the student's learning. My current area of research is investigating and creating frameworks for Intelligent Tutoring Systems (ITS) to be used in introductory programming courses. I believe that this line of research holds immense value in terms of student learning.

During my course deliveries, I got interested in developing pedagogical approaches for computer programming classes and marrying artificial intelligence with better course delivery and learning. This led me to develop novel pedagogical approaches for teaching computer programming, leading to journal publications.

Another research area of mine is Evolutionary Algorithms (E.A.). Over recent years, Evolutionary Algorithms (E.A.) have emerged as a practical approach for solving hard optimization problems ubiquitously presented in real life, like bankruptcy prediction, credit scoring, portfolio selection, human behavior detection, and others too numerous to list. E.A.'s are a sub-branch of A.I. that consists of several heuristics which can solve optimization tasks by imitating some aspects of natural evolution. The idea is this – while an optimal solution to a large problem is not known, let's assume an initial solution, and then continuously improve that solution through processes found in nature like mutation and crossover of genes, i.e., let the solution mutate, and check if that could be the optimal solution. E.A.'s may use different levels of abstraction, but they are constantly working on whole populations of possible solutions for a given task. The inherent advantage of E.A.'s over other numerical optimization methods is that they require much less or no prior knowledge of the objective function. While in Miami, I have published two journal articles in this field. These articles were published in double-blind peer-reviewed journals *IJSIR*, and *JAISCR*, both emerging A.I. journals. My contribution was 80% in both papers.

In total, while being at Miami, I have published five journal papers and two conference papers. One article just got accepted in August 2022, and two manuscripts are currently in preparation. My manuscripts published in refereed journals and conference proceedings can be found in Appendix G.

A. Publications and Presentations

1. Introduction to the Publication Platforms

I have published on four different platforms while in Miami. Brief introductions of these publication platforms are provided below.

I published conference papers at EDSIGCON, an information systems conference, and journal articles in *ISEDJ*, an information systems journal. I intend to continue presenting my work at varied academic conferences. EDSIGCON is where I have had success and received highly constructive feedback, this conference is a default platform to publish my work, but I would explore different avenues as my research progresses.

The Information Systems Education Journal (*ISEDJ*) is a double-blind peer-reviewed academic journal sponsored by the Education Special Interest Group (EDSIG) and Information Systems and Computing Academic Professionals (ISCAP). The first date of publication was 2003. The acceptance rate is 40%.

Journal of Artificial Intelligence and Soft Computing Research (*JAISCR*). Journal of Artificial Intelligence and Soft Computing Research is an international journal focused on the latest scientific results and methods constituting traditional artificial intelligence methods and soft computing techniques. *JAISCR* publishes high quality, innovative research results in various areas of artificial intelligence and soft computing. These areas include, but are not limited to A.I. in Modelling and Simulation, A.I. in Scheduling and Optimization, Automated Reasoning and Inference etc. The journal is indexed by ACM, google Scholar, Scopus, and other well-known libraries. The journal has a CiteScore of 4.70, and H Index of 11. Impact factor is not known.

International Journal of Swarm Intelligence Research (*IJSIR*), a part of IGI Global publishing group, serves as an international forum for facilitating and enhancing information sharing among swarm intelligence researchers in the field, ranging from algorithm developments to real-world applications. This journal publishes original and previously unpublished articles, including research papers, survey papers, and application papers, to serve as a

platform for facilitating and enhancing the information shared among researchers in swarm intelligence research areas ranging from algorithm developments to real-world applications. Additionally, the journal is indexed by ACM, Google Scholar, Scopus, and other well-known libraries. The journal has an H index of 2.

2. Refereed Journal Publications

{Deepak Dawar, Miami University} (2021), "A Bot Assisted Instructional Framework for Teaching Introductory Programming Course(s)," Information Systems Education Journal (ISEDJ), (Journal Acceptance Rate: 40%)
Published

{Deepak Dawar, Miami University} (2021), "Towards Improving Student Expectations in Introductory Programming Course with Incrementally Scaffolded Approach", Information Systems Education Journal (ISEDJ), vol 19, N4, pp. 61-76 (Journal Acceptance Rate: 40%)
Published

{Deepak Dawar, Miami University} & Marianne Murphy (2020), (Abridged) "An Assignment a Day Scaffolded Learning Approach for Teaching Introductory Computer Programming," Information Systems Education Journal (ISEDJ), vol 18, N4, pp. 59-73. (80% contribution) (Journal Acceptance Rate: 40%)
Published

{Deepak Dawar, Miami University} & Simone A. Ludwig (2018), "Effect of Strategy Adaptation on Differential Evolution in Presence and Absence of Parameter Adaptation: An Investigation," Journal of Artificial Intelligence and Soft Computing Research (JAISCR), vol 8, no. 3, pp. 211-235. (80% contribution) (Journal CiteScore: 4.70, H Index: 11)
Published

{Deepak Dawar, Miami University} & Simone A. Ludwig (2017), "A Differential Evolution Based Multiclass Vehicle Detector and Classifier for Urban Environments," International Journal of Swarm Intelligence Research (IJSIR), vol 8, no.3, pp. 19-42. (80% contribution) (H Index: 2)
Published

3. Refereed Conference Proceedings

{Deepak Dawar, Miami University} (2022), "Question Driven Programming Instruction: A Pilot Study," Education Special Interest Group Conference on Information Systems and Computing Education (EDSIGCON), (Conference Acceptance Rate: 40%)
Accepted

{Deepak Dawar, Miami University} (2021), "Conversational Agent Supported Incrementally Scaffolded Approach for Teaching Introductory Computer Programming Courses," Education Special Interest Group Conference on Information Systems and Computing Education (EDSIGCON), (Conference Acceptance Rate: 40%)
Published

{Deepak Dawar, Miami University} & Marianne Murphy (2019), (Abstract only) "An Assignment a Day Scaffolded Learning Approach for Teaching Introductory Computer Programming" Education Special Interest Group Conference on Information Systems and Computing Education (EDSIGCON), (80% contribution) (Conference Acceptance Rate: 40%)
Published

4. In Preparation

These are the articles that are currently under preparation. The potential date of completion is mentioned after the name. This date may not coincide with the journal's publication deadlines.

{Deepak Dawar, Miami University} (July, 2023), "Personalized Instruction in Introductory Computer Programming Courses using Intelligent Tutoring Systems." *Target Journal* - Information Systems Education Journal (ISEDJ)

{Deepak Dawar, Miami University} (Jan, 2023), "Impact of Teaching with Real World Examples on Perceived Value in Programming Courses" *Target Journal* - Information Systems Education Journal (ISEDJ)

B. Future Research Agenda

As a requirement of my tenure process, beginning the summer of 2018, I started exploring research ideas that would allow me to integrate my research experience with my instruction and service. After a lot of deliberation, I found my answer in the possible confluence of A.I. and education. I see a lot of research potential in the field of intelligent bots, capable of acting as a teaching assistant of a faculty member, specifically capable of answering regular questions on curriculum, tasks, labs, and assignments.

When applied to education, this field of intelligent helper bots holds immense research potential to the extent that they may even revolutionize the educational space and future instruction delivery. I envision instructors delegating repeated questions and tasks to this assistant bot while they themselves spend most of the time where it matters the most, i.e., meaningful instructor-student interaction. This is a long-term goal.

Another area of research I see myself exploring is the effective instructional delivery of basic and advanced programming courses. Teaching computer programming to a wide range of audiences is a challenging task. During the years of teaching programming, I have identified two major issues in my classes: 1) high failure rates; 2) non-participation of certain students. I have tried and have been successful in addressing the former using a variety of methods, including my self-developed technique of AAAD. My next area of focus is increasing class participation significantly, as increased in-class participation has been linked to better student outcomes, particularly in programming classes. I created a new framework for improving class participation in Spring 2022 with encouraging initial results. I have a couple of ideas that I am currently evaluating. One is about the possibility of running a programming class as a boot camp, and the other is a research question about the perceived value structure of participating students in a programming course and if it is possible to change that structure. These ideas should bear fruit in 2023 and constitute the short to medium-term research goal.

Finally, an aspect of my research that I believe strongly in is the involvement of undergraduate students in my research projects. This has two advantages; 1) just like many students in my programming classes come up with their novel solutions to a problem, students, when involved in faculty research, can enrich the faculty's point of view while working together; 2) students get a glimpse of the research process and in turn may be able to associate the subjects they are learning in their degree with the real world. This association may help them attach additional value to the subjects they learn. Keeping these points in mind, I started training and working with three students for different research projects, all of which were based on the application of A.I. to education. I believe I should have decent participation of students in research by Spring 2023. This can be considered a short to long-term continuous research goal.

The above goals tie up my teaching, research, and service. I want to explore these concepts further and expand my knowledge horizons, directly or indirectly benefitting my department, university, and student community.

III. Service

Service is my third criterion for promotion and tenure. I have increasingly tried to be part of as many committees as possible, grow as a faculty member, and provide value. I have modeled my service around my teaching and research goals of student assistance, cooperation, and creativity. I have constantly looked for different service avenues, served on many department and divisional committees, and tried to bring value while learning along the way. My service has evolved quite a bit over the years. It has moved towards leveraging my knowledge of computer programming and A.I. to assist our department in student recruitment and retention and introducing school kids to STEM fields. The former is an ongoing two-step process:

1) Create some social media presence for the department – This function has been achieved and is discussed in the 'Service to the CIT Department subsection.'

2) Improve and expand – This is my next logical step. I am going to implement this by attaching a chatbot to our social media pages. This chatbot should be capable of answering basic questions about the department and courses in general and would be able to alert the administrator of the social media page if a complex query is asked. The

chatbot would be built using concepts of A.I. This should enhance communications between prospective students and our department and should give the department a sense of how much interest is out there in our programs. I have an undergraduate student working with me on this proposal. This is another activity that binds my research and service together.

Introducing high school students to STEM fields is a broad service area and requires some background. I thrive best when I can offer mentorship and assist students in achieving their academic goals. When I was a software programmer, on weekends and as part of our company's corporate social responsibility initiative, I taught school kids HTML and CSS to get them interested in STEM and computer programming in general. During my Ph.D. days, I regularly participated in camps that aimed to get high school students interested in STEM fields by creating mobile apps. I have seen the evolution of programming instruction over the last fifteen years. There was a time when programming languages were taught only at the university level. Slowly, they started being taught in high schools. Then came the era of mobile app development in schools. I believe the next wave would be teaching A.I. basics at the pre-university level. I want to make students discover the field of STEM through chatbot development that requires minimal programming. My department colleagues and I discussed plans to visit high schools nearby to familiarize their students with I.T. through A.I. The discussion was halted due to the pandemic, but I am excited to restart the discussions once again as the situation normalizes.

The service activities that I have performed so far are discussed below.

A. Service to the University

1. Service to the CIT Department

(2020 and 2021) Member of CIT Tenure Track Search Committee: I have served twice on the hiring committee for a tenure track assistant/associate professor. Tasks included evaluating candidate dossiers, conducting phone interviews, and final interviews. This is a resource and time-intensive activity, and the search was concluded and successful in March 2022.

(2017 and 2020) Member of CIT VAP Search: I served on the hiring committee for visiting assistant professor. Tasks included evaluating candidate dossiers and conducting phone interviews.

(2018 - present) Chair of CIT/CSE Committee: I chaired, organized, and attended my first meeting of CSE/CIT as a new member. The committee was tasked with minimizing the impact of potential curriculum changes at CSE side on regional CIT students, as some CIT students eventually decide to pursue CSE and C.E. programs at Oxford campus. I believe that this change can have a significant impact on our students at CIT. After multiple rounds of consultations with stakeholders, I proposed the potential changes we might have to make to our associate's degree, given the changes that took place in the CSE department's thematic sequence(s). Apart from this main task, I proposed a discussion on another important topic regarding online course delivery of CSE 174. Going forward, I would ensure close coordination between CSE and CIT departments to deliver meaningful assistance to our students.

(2017- 2018) Member of CIT Tenure Track Search Committee: I served on the hiring committee for a tenure track assistant/associate professor. Tasks included evaluating candidate dossiers, conducting phone interviews, and finally, the in-person interviews. As a final task on our department's effort to hire new faculty members, I summarized candidate feedback received from all the stakeholders and finally presented that in the meeting to finalize the candidate comments. The search was successful.

(2016 - present) Member of CIT Strategic Planning Committee: I actively contributed to our departmental strategic plan. I was put in charge of some specific tasks, the most important of which included developing and executing an effective student assistance program. This task involves researching what constitutes effective student assistance as it relates to our program offerings, planning and executing this plan to achieve impactful student assistance. I was also in charge of our Strategic planning committee, where my major responsibilities

included tracking its progress, summarizing, and briefing my departmental colleagues about their tasks that may require attention regarding deadlines.

I completed the important milestones on the tasks assigned to me on the strategic plan. The tasks mainly involved finding ways to provide extensive student support to improve student retention and course satisfaction outside the class. In Spring 2018, I got tutors hired for CIT 168 and CSE 174. In Fall 2018, the task was to track the utilization of the hired tutor to see if the students were making use of the opportunity and fill the loopholes, if any. I continuously motivated students to visit the tutoring and learning center and monitored the number of visits. At least 14 unique visits were made by the students, which is a good start as the target was at least ten student visits.

(2016 - present) Chair of CIT Social Media Initiative: I discussed the feasibility of creating a social media presence for our department with our department chair and marketing department colleagues at the regionals. I realized that we, as a department, could better reach potential students through social media. Through a series of steps and university approvals, our departmental page on Facebook is now up and running. Our Facebook page records modest traffic, though quite far from where I envisioned it. I envision attaching a simple chatbot to the Facebook page to answer basic questions about the courses and curricula. Maintaining a continuous social media presence is complicated and requires considerable resources, and I would like to give more attention to this task in the future.

(2017) CIT Advisory Council Presentation. I am an active participant in all meetings of the CIT Advisory Council. The CIT Advisory Council comprises I.T. industry professionals who offer guidance in our academic programs. We meet once each semester for half-day meetings. In one such meeting, I made a short presentation about the summary of tasks, their current progress, and future goals outlined in our strategic plan document. The presentation solicited multiple questions from the advisory council, and the council's reflections/comments gave us better views of our strategic planning goals.

(2016 – present) Member of CIT Department Committee. The CIT Department meets monthly, and the meetings typically last from 2-4 hours. The CIT Department also meets once each semester with the CIT Advisory Council, which consists of I.T. professionals from the region. I am an active member of the CIT Departmental meetings and the CIT Advisory Council.

2. Service to the Community

(2017) Judge: Congressional App Challenge: I volunteered to grade and judge the projects submitted by students in the final round of the Congressional App Challenge 2017. The Congressional App Challenge (CAC) is a public effort to encourage and inspire students to pursue STEM and computer science education through an annual district-wide competition hosted by Members of Congress for their district. Nationwide, over 190 members of congress, and nearly 4000 students, participated in 42 States. In our district, 35 students participated, submitting ten apps for judging. I received a letter of thanks for my contributions from **Congressman Warren Davidson**. The letter is attached in Appendix E.

3. Service to the Division

(2021-present) Member of Committee for the Evaluation of Administrators. The committee is charged with chair reviews through survey instruments. My contributions included reviewing the draft report and providing input on survey responses. As a first-time member, there are many things to learn, and I look forward to contributing to this committee in the future.

(2021-present) Member of CLAAS Diversity, Equity, and Inclusion (DEI) Committee. This committee is still in its incipient stage, and for our first few meetings, we strived to find our footing in terms of the mission and projects we would execute. The vision was laid out by Dean Durojaiye in one of the meetings, emphasizing that diversifying the region benefits all of us, and this should not be left to one individual, but is a job for all of us.

This committee is divided into sub-teams with specific tasks identified for Spring 2022. I presently have the task of soliciting information from CLASS department chairs about the DEI initiatives they currently have or intend to initiate in their respective departments. I am excited to be a part of this committee.

(2018-present) Member of the Senate I.T. Policy Committee. I was involved in scrutinizing documents for different technology fee proposals. It was my first such endeavor at Miami at the university level and was quite fruitful. I examined the process closely and learned the basics of how I.T. policies are proposed and implemented across Miami. Though this proposal did not have any impact on regionals, I would like to continue to contribute to this committee in future semesters and enrich my experience at the same time.

(2018) Departmental Member for Faculty 180 Training. Being chosen as the contact point for the university-wide Faculty 180 system, I attended the Faculty 180 training program, where I learned about its operation's basics. The Faculty 180 system was designed to streamline the annual reports and promotion dossiers, making it easy and quick for the concerned colleagues to prepare their submissions. My role as a participant was to learn the system for myself and impart its training later to my other Hamilton campus colleagues. Though Faculty 180 program is no longer active due to potential problems with document preparation, it was a learning opportunity for me nevertheless.

(2017) Departmental Presentation to High School(s): I gave a presentation about computers/I.T. and how we accomplish things in our department to the Hamilton High School students. The talk discussed the pervasiveness and significance of I.T. in contemporary society and its economic effects and employment prospects. Twelve students and a few teachers attended the lecture. I enjoyed talking with the students and then responding to their inquiries. I particularly appreciate these contacts when my unique expertise could lead someone to pursue a career in STEM or I.T. I look forward to performing these tasks in the future.

B. Service to the Students

(2019-present) Capstone Advisor and Undergraduate Research: I advised some students on their senior capstone projects. I also introduced them to Artificial Intelligence (A.I.) research and encouraged them to align their projects towards research and development. As A.I. is an emergent field in computer science and information systems, I believe that helping students tread this path would be very beneficial for our students in preparation for their future, be it industry or graduate school. Involving undergraduate students in my current work will be a significant part of my research in the coming year.

One of the students', for example, worked with me throughout the summer of 2022 on the problem of improving the sensitivity of an A.I. based educational bot that I have been working on. This student plans to incorporate the knowledge gained from this endeavor into their capstone project, and if the standards are met, we may publish the findings.

(2019-present) Capstone Evaluator: I provide feedback to the seniors on their final capstone projects for both spring and fall semesters. The CIT department organizes the event every semester to provide feedback and adjudicate the best capstone poster presentations. This is roughly a two-hour event wherein I had to evaluate every capstone project on display based on set parameters. Since 2020, this activity has shifted online. I enjoy providing feedback to students on their work and helping them improve their projects by providing alternate perspectives.

C. Service to the Profession

(2021-present) Reviewer: I accepted an invitation to serve as a permanent reviewer on the Information Systems Education Journal (ISEDJ) board. My first reviews were made in December 2021 and are slated to continue into the future. Once I have a certain level of experience with the review process, my goal is to serve at the editorial board level.

(2021-present) Editorial Reviewer: I was accepted to the editorial review board of Information Journal of Swarm Intelligence Research (IJSIR) in 2019. My first reviews were done in December 2019, and I continue to be a contributing member.

(2019-present) Reviewer: I have been an ongoing reviewer for EDSIG conference papers for three consecutive years. This is an integral part of my scholarly development as it gives me an avenue to contribute to the community with constructive feedback.

IV. Professional Development Activities

(2021, 2017) OEEO Training: As a part of the tenure track faculty search committee, I attended a special session conducted by the OEEO office regarding the do and don'ts of conducting candidate interviews. The session was enlightening regarding the precautions to take during the search process. The session helped me conduct the candidate interviews well, and the learnings are essential for the future service I may need to render to the department.

(2017) Academic Advising Training: I attended a pre-advising training conducted by our department chair, Marianne Murphy, to lay out the basics of advising administered through our department. The session touched upon multiple points regarding processes, software, and other helpful resources to conduct a successful and effective advising session and progress as an academic advisor.

(2017) Title IX Training: I attended Title IX training aimed at equipping instructors for reporting any harassment or discrimination should they observe its impact on students or colleagues. The training has aided my advising in many ways.

APPENDICES

- Appendix A: Student Course Evaluations
- Appendix B: Peer Reviews
- Appendix C: Small Group Instructional Diagnosis (SGID)
- Appendix D: Publications
- Appendix E: Honors/Awards

Anthony William Rose

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roseaw@miamioh.edu

Education

| Degree | Discipline | Institution | City | State or Province | Nation | Year Conferred |
|---------------|-----------------------------------|-----------------------------|----------|-------------------|---------------|----------------|
| M.B.A. | Information Technology Management | Eastern Kentucky University | Richmond | Kentucky | United States | 1996 |
| B.A. | History | Eastern Kentucky University | Richmond | Kentucky | United States | 1992 |
| Post-Graduate | Information Technology | Morehead State University | Morehead | Kentucky | United States | |

Professional Licensures & Certifications

| Title | Organization | Year Conferred |
|---|---|----------------|
| Implementing DevOps | ICAgile | 2021 |
| Fundamentals of DevOps | ICAgile | 2021 |
| ICAgile Certified Professional | ICAgile | 2018 |
| Certified Professional in Health Information and Management Systems | Health Information Management Systems Society | 2012 |
| Cisco Certified Security Professional | Cisco Systems | 2005 |
| Cisco Certified Networking Associate | Cisco Systems | 2005 |
| Microsoft Certified Systems Engineer (Security) | Microsoft Corporation | 2005 |
| Microsoft Certified Systems Engineer Server 2003 | Microsoft Corporation | 2005 |
| Security + | CompTIA | 2005 |

Professional Experience

| Highest Position | Organization | City | State | Years |
|------------------------------|---|------------|----------|----------------|
| Assistant Lecturer | Miami University | Middletown | Ohio | 2009 - Ongoing |
| Faculty-Regional Stewardship | Kentucky State University | Frankfort | Kentucky | 2006 - 2009 |
| Assistant Professor | Bluegrass Community and Technical College | Lexington | Kentucky | 2000 - 2008 |

| Highest Position | Organization | City | State | Years |
|---------------------------|------------------------------|-----------|----------|-------------|
| Adjunct Faculty | Sullivan University | Lexington | Kentucky | 1998 - 2000 |
| Consultant | The Timberfield Company | Irvine | Kentucky | 1996 - 2000 |
| Adjunct Faculty | American National University | Lexington | Kentucky | 1996 - 2000 |
| ISO 9000 Document Control | Yuasa-Exide | Richmond | Kentucky | 1992 - 1996 |

Membership

| Organization Name | Years |
|---|----------------|
| Health Information Management Systems Society (HIMSS) | 2012 - Ongoing |

Honors / Awards

| Honor-Award Title | Year Conferred | Conferring Organization | Start Semester | End Semester |
|---|----------------|-------------------------|----------------|--------------|
| Outstanding Educators, Class of 2014 Winner | 2014 | Cincy Magazine | Spring 2014 | Spring 2014 |

University Service: Committees

| Committee Name | Unit | Start Semester | End Semester | Role on Committee |
|---|-------------------------------------|----------------|--------------|-------------------|
| University Senate | Miami University | Fall 2019 | Spring 2022 | Member |
| University Senate Information Technology Policy | Miami University | Fall 2017 | Fall 2018 | Chair |
| CIT-Criminal Justice Curriculum Development | Miami University | Fall 2016 | Ongoing | Member |
| CIT Assessment Committee | Miami University | Fall 2016 | Ongoing | Member |
| University Senate Information Technology Policy | Miami University | Fall 2015 | Summer 2017 | Member |
| CIT Department Scholarship | Computer and Information Technology | Fall 2015 | Ongoing | Member |

University Service: Other than Committees

| Title | Unit | Start Semester | End Semester |
|------------|--------------|----------------|--------------|
| CyberRange | Computer and | Fall 2018 | Ongoing |

| Title | Unit | Start Semester | End Semester |
|---|--|----------------|--------------|
| Administrator EHR Training Environment Administrator | Information Technology Computer and Information Technology | Fall 2012 | Ongoing |
| Centricity Server Administrator | Computer and Information Technology | Fall 2012 | Ongoing |

Market Demand Analysis: Bachelor's and Master's in Cybersecurity

Prepared for Miami University Oxford

January 2020

In the following report, Hanover assesses demand for bachelor's and master's degree programs in cybersecurity, specifically highlighting demand trends within the Great Lakes region. This report includes an examination of student and labor market demand.



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Bachelor's and Master's in Cybersecurity

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| <u>Bachelor's Programs</u> | <u>Page 4</u> |
| <u>Master's Programs</u> | <u>Page 6</u> |
| <u>Labor Market Analysis</u> | <u>Page 8</u> |
| <u>Real-Time Job Postings Intelligence</u> | <u>Page 9</u> |

Executive Summary

Bachelor's and Master's in Cybersecurity

Recommendations

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Miami University:

- 1 Develop a bachelor's in cybersecurity and consider expansion to a master's as well.** Student demand trends indicate overall declines, but much of this is due to closures and falling enrollment at for-profit institutions. Labor projections and job postings suggest significant demand for individuals with relevant expertise, and postings more frequently require or prefer a bachelor's degree. Similarly, relevantly few institutions offer programs within Ohio specifically.
- 2 Consider offering a new bachelor's program partially and/or fully online.** Only one of the largest regional bachelor's programs advertises the availability of online coursework, with online delivery more common at the master's level. A bachelor's in a hybrid or fully online format may be more competitive given this gap.

Key Findings and Program Demand Forecast

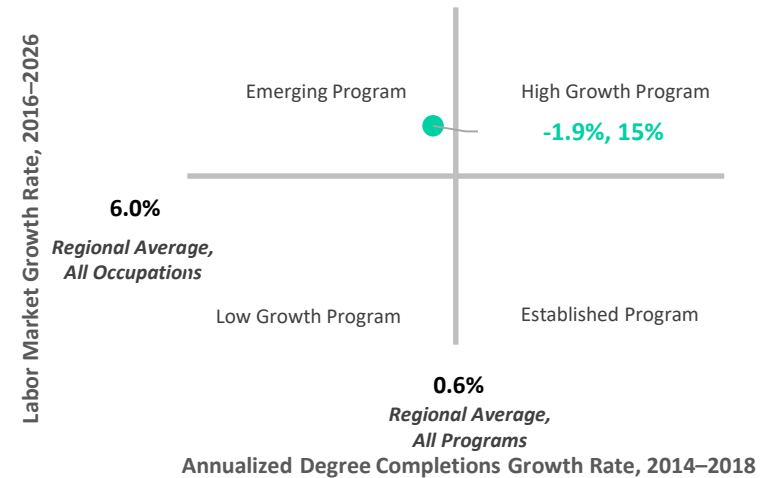
For cybersecurity-related programs in the Great Lakes region

Completions data suggest weak student demand and market saturation for cybersecurity programs, but for-profit institutions skew the data. The number of bachelor's and master's degree conferrals has declined in Ohio and the Great Lakes region. Master's programs increased by only four, while the number of bachelor's programs shrank. However, bachelor's program reductions are significantly driven by ITT Tech's closure, and when excluding for-profit institutions both state and regional completions growth are positive.

There is high employer demand predicted for cybersecurity degree holders. Cybersecurity-related occupations are projected to grow well above the average rate for all jobs in the region, indicating a favorable employment landscape. Graduates of bachelor's programs are especially in demand based on current jobs postings data.

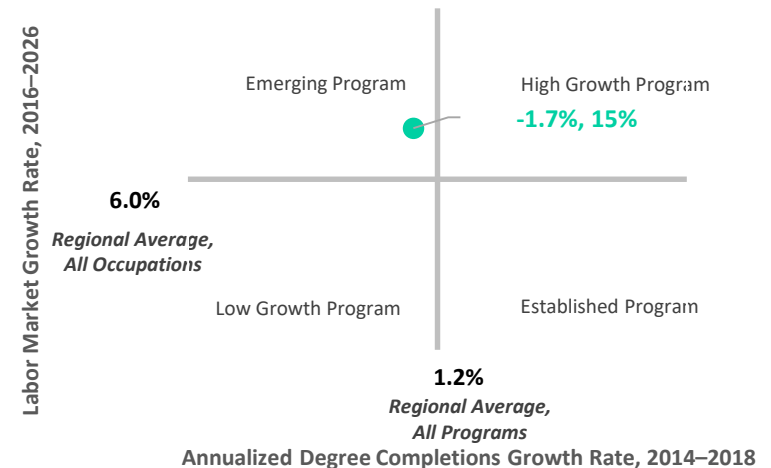
Bachelor's Benchmark Analysis

Comparison of cybersecurity-related bachelor's completions and relevant labor market to all completions and all occupations in the Great Lakes region



Master's Benchmark Analysis

Comparison of cybersecurity-related master's completions and relevant labor market to all completions and all occupations in the Great Lakes region

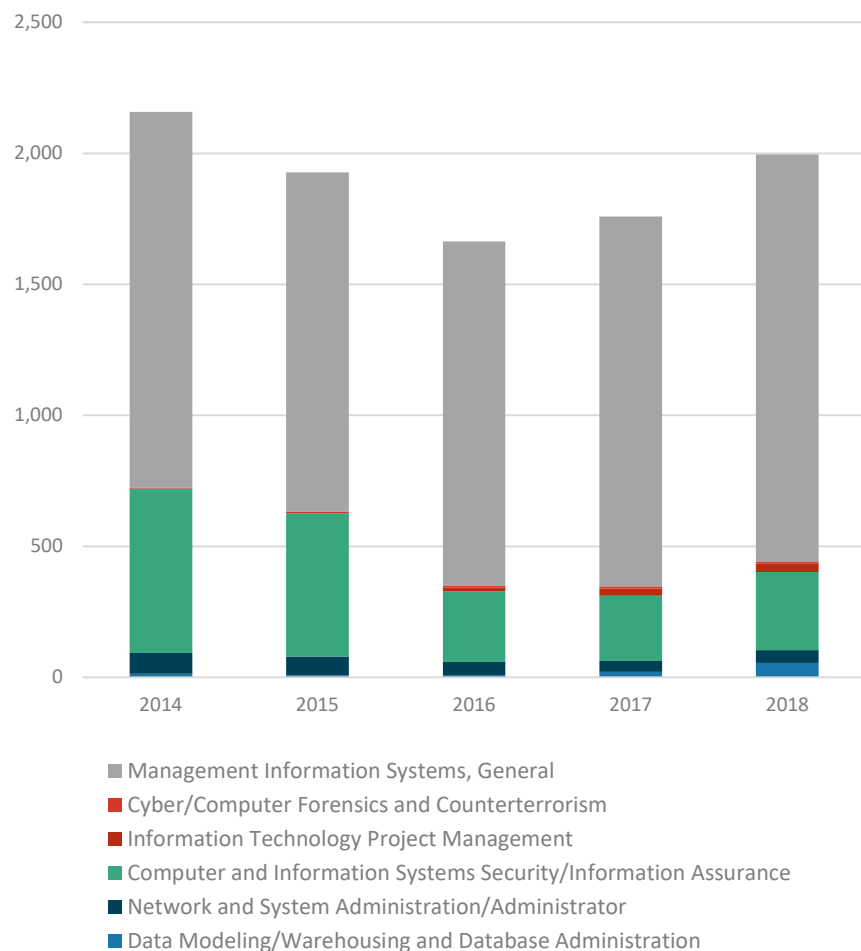


Bachelor's Programs: Degree Completions Analysis

Bachelor's and Master's in Cybersecurity

Great Lakes Degree Completions Volume

Regional distribution of cybersecurity-related bachelor's degree completions from 2014 to 2018



Source: [IPEDS](#)

Note: The Great Lakes region includes Illinois, Indiana, Ohio, Michigan, and Wisconsin.

Analysis of Findings

Student demand for cybersecurity-related bachelor's degrees is declining overall in Ohio and the Great Lakes, but growing among non-profit institutions.

Between 2014 and 2018, bachelor's completions in cybersecurity-related fields declined by an annualized -1.9 percent in the Great Lakes (compared to growth of 0.6 percent for all bachelor's degrees). State and national completions also suggest stagnant or falling student demand, with state conferrals declining by an average -2.2 percent per year and growth of only 0.8 percent nationally (compared to growth across all bachelor's programs of 1.3 percent and 1.5 percent respectively). However, much decline is driven by the closure of ITT Technical Institute locations. Excluding for-profit institutions, bachelor's completions in related fields grew by 0.8 percent in Ohio and 3.0 percent in the Great Lakes.

Meanwhile, the overall number of bachelor's programs in cybersecurity-related fields in the region decreased from 154 to 123, while national programs decreased from 776 to 702.

Total Bachelor's Completions

Aggregate degree completions by geographic level (2018)

| | Ohio | Great Lakes | National |
|---|--------------|--------------|---------------|
| Data Modeling/Warehousing and Database Administration | 0 | 55 | 138 |
| Network and System Administration/Administrator | 0 | 49 | 397 |
| Computer and Information Systems Security/Information Assurance | 55 | 298 | 3,886 |
| Information Technology Project Management | 0 | 32 | 685 |
| Cyber/Computer Forensics and Counterterrorism | 0 | 8 | 367 |
| Management Information Systems, General | 403 | 1,554 | 9,155 |
| Total | 458 | 1,996 | 14,628 |
| Growth Rate | -2.2% | -1.9% | 0.8% |

Bachelor's Programs: Competitive Landscape Analysis

Bachelor's and Master's in Cybersecurity

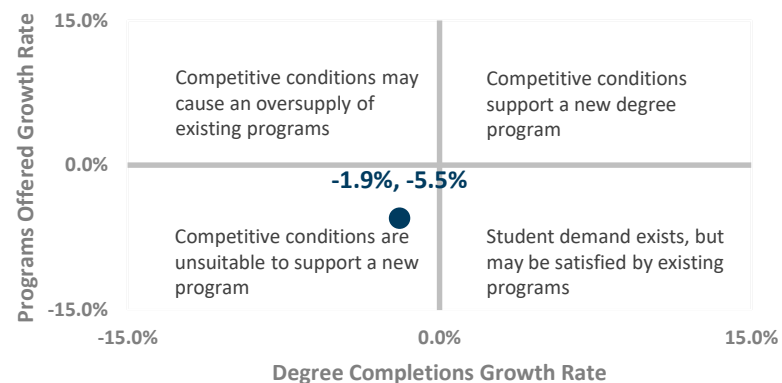
Competitor Analysis

Based on an analysis of peers in the Great Lakes region, Hanover concludes the following:

Degree completions and program growth data suggest less than favorable conditions for a new cybersecurity program, but trends are uneven across programs and more positive for non-profit institutions. Between 2014 and 2018, the number of regional bachelor's programs in related fields declined by an average -5.5 percent annually, alongside -1.8 percent degree completions decline. The program decline corresponds to a net loss of 31 programs in the region, suggesting a softening in student demand for these types of programs. However, most of these programs were offered by the now-defunct ITT Technical Institute. Four of the five largest programs in the region experienced conferral growth and do not offer online coursework.

Regional Market Saturation (2014–2018)

Within the Great Lakes region, do competitive conditions support an additional cybersecurity-related bachelor's program?



Top 5 Largest Regional Programs

By 2018 bachelor's degree conferrals in cybersecurity-related programs

| Institution | 2018 Program Completions | 5-year Completions Growth Rate | Program | Distance Offering |
|---------------------------|--------------------------|--------------------------------|---|-------------------|
| Ohio University | 135 | -1.8% | Management Information Systems | No |
| University of Illinois | 123 | 46.1% | Information Systems | No |
| University of Notre Dame | 89 | 7.0% | Business Technology | No |
| Loyola University Chicago | 85 | 17.9% | BBA in Information Systems | No |
| Baker College | 84 | 34.1% | Information Technology and Security | Yes |
| Total | 516 | 13.3% | | |

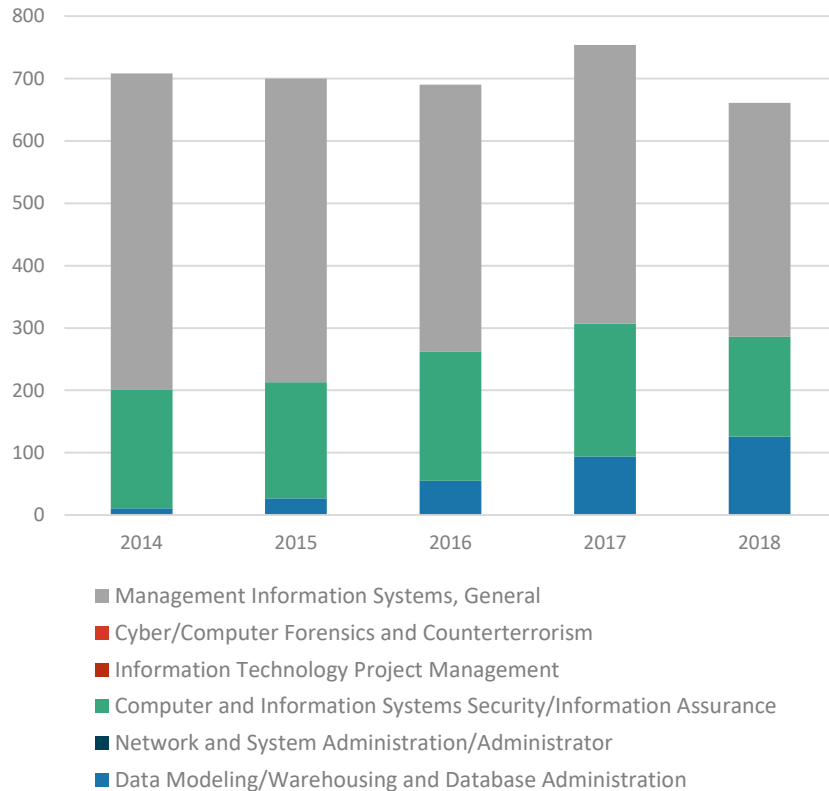
Source: IPEDS

Master's Programs: Degree Completions Analysis

Bachelor's and Master's in Cybersecurity

Great Lakes Degree Completions Volume

Regional distribution of cybersecurity-related master's degree completions from 2014 to 2018



At the master's level, completions were not reported under all selected fields. In the Great Lakes region, institutions did not report conferrals under Network and Systems Administration/Administrator. While one program is reported each for Information Technology Project Management and Cyber/Computer Forensics and Counterterrorism, no degree conferrals were reported by these programs.

Source: [IPEDS](#)

Note: The Great Lakes region includes Illinois, Indiana, Ohio, Michigan, and Wisconsin.

Analysis of Findings

Student demand for cybersecurity master's degrees is stagnant in the Great Lakes, but growing nationwide. Between 2014 and 2018, regional master's completions in related fields declined at an annualized rate of -1.7 percent, compared to growth of 1.2 percent for all master's degrees. During the same period, national master's completions in selected fields grew by an annual 12.5 percent, compared to 2.1 percent for all fields. Completions in Ohio fell by an average -3.0 percent per year, but this is largely driven by declining conferrals at Air Force Institute of Technology and DeVry University; excluding service academies and for-profit institutions, state master's completions in these fields grew by 6.2 percent and regional completions grew by 2.3 percent.

From 2014 to 2018, the number of cybersecurity-related master's programs in the Great Lakes region increased slightly from 42 to 45. Nationally, the number of programs grew from 246 to 351. Some [reporting](#) indicates institutions are aware of the increased need for cybersecurity graduates, and are working to create program offerings that meet the expected demand.

Total Master's Completions

Aggregate degree completions by geographic level (2018)

| | Ohio | Great Lakes | National |
|---|--------------|--------------|--------------|
| Data Modeling/Warehousing and Database Administration | 0 | 126 | 778 |
| Network and System Administration/Administrator | 0 | 0 | 77 |
| Computer and Information Systems Security/Information Assurance | 23 | 160 | 4,990 |
| Information Technology Project Management | 0 | 0 | 406 |
| Cyber/Computer Forensics and Counterterrorism | 0 | 0 | 513 |
| Management Information Systems, General | 32 | 375 | 1,847 |
| Total | 55 | 661 | 8,611 |
| Growth Rate | -3.0% | -1.7% | 12.5% |

Master's Programs: Competitive Landscape Analysis

Bachelor's and Master's in Cybersecurity

Competitor Analysis

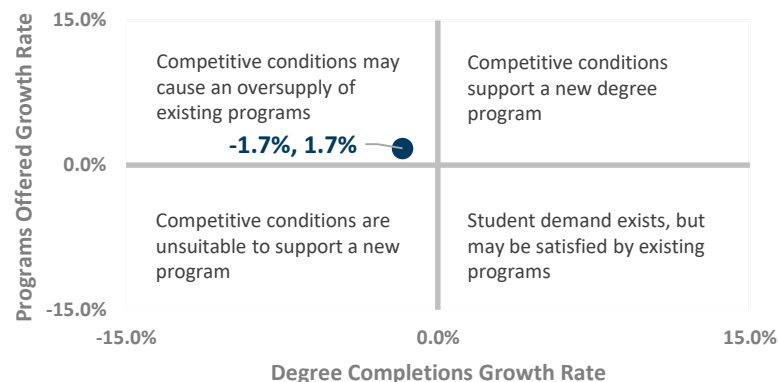
Based on an analysis of peers in the Great Lakes region, Hanover concludes the following:

Degree completions and program growth data indicate uncertain conditions for a new cybersecurity master's program. Between 2014 and 2018, the number of programs in related fields offered in the Great Lakes region grew at a rate of 2.4 percent annually, a net increase of 4 programs. Given conferral declines, current market conditions indicate that there may be an oversupply of existing programs. However, while less noticeably than at the bachelor's level, completion declines appear to be driven somewhat by US Service Schools and for-profit institutions; eliminating all for-profit institutions results in overall conferral growth.

The five largest cybersecurity-related master's programs are offered by three different institutions in the region. All of these programs offer online coursework options. Most of these programs are not reporting any growth.

Region Market Saturation (2014–2018)

Within the Great Lakes region, do competitive conditions support an additional cybersecurity-related master's program?



Top 5 Largest Regional Programs

By 2018 master's degree conferrals in cybersecurity-related programs

| Institution | 2018 Program Completions | 5-year Completions Growth Rate | Program | Distance Offering |
|---------------------------|--------------------------|--------------------------------|--|-------------------|
| DeVry University-Illinois | 120 | -10.7% | Information Systems Management | Yes |
| DePaul University | 91 | 69.6% | Information Systems | Yes |
| DePaul University | 51 | -4.8% | Cybersecurity | Yes |
| Lewis University | 38 | -1.9% | Information Security | Yes |
| Lewis University | 26 | -- | Data Science | Yes |
| Total | 326 | 2.2% | | |

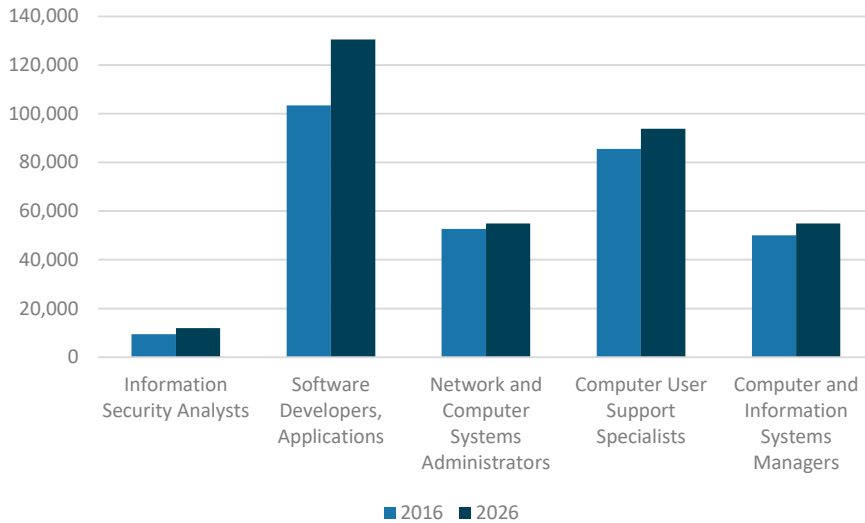
Source: [IPEDS](#)

Labor Market Analysis

Bachelor's and Master's in Cybersecurity

Regional Current and Projected Job Availability

Great Lakes cybersecurity-related positions as of 2016 and 2026 (projected)



Total Labor Market

Aggregate cybersecurity-related job availability by geographic level

| | Ohio | Great Lakes | National* |
|-----------------------------|--------|-------------|-----------|
| Estimated Employment (2016) | 84,250 | 301,060 | 2,526,600 |
| Projected Employment (2026) | 92,520 | 346,130 | 2,939,300 |
| Employment Growth | 9.8% | 15.0% | 16.3% |
| Total Annual Openings | 6,660 | 26,070 | 245,200 |
| Employment Growth, Overall | 4.4% | 6.0% | 5.2% |

Source: [Projections Central](#).

*National data is projected for 2018-2028

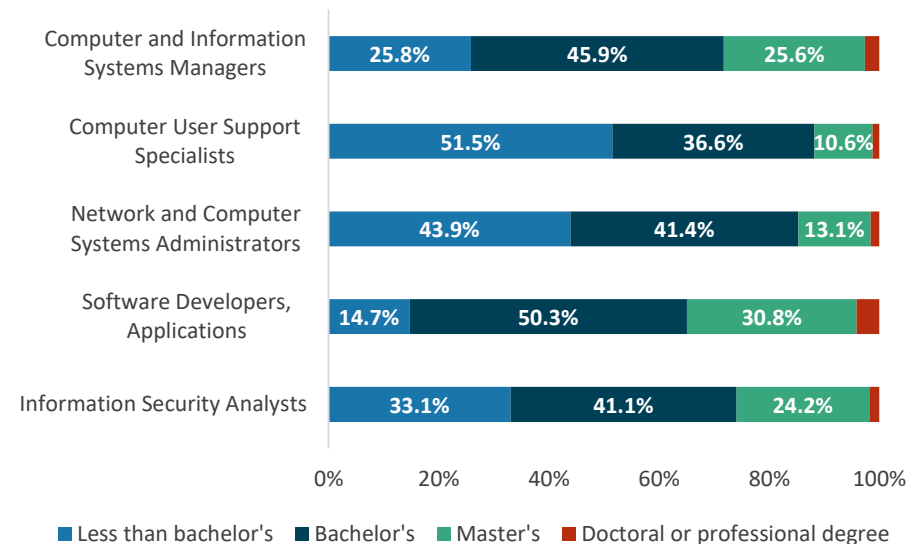
Note: The Great Lakes region includes Illinois, Indiana, Ohio, Michigan, and Wisconsin.

Analysis of Findings

Cybersecurity degree recipients are projected to enter a strong labor market in the region and across the country. Cybersecurity-related positions are expected to outpace average occupational growth rates in Ohio, the Great Lakes region, and nationwide. According to the [BLS](#), labor demand for *Software Developers* will be much higher than the average for all jobs due to a “large increase in the demand for computer software.” The [BLS](#) also reports that demand for *Computer and Information Systems Managers* will be driven by “the need to bolster cybersecurity in computer and information systems used by businesses. Industries such as retail trade will need to implement more robust security policies as cyber threats increase.” According to one [report](#), in North America, “68% of professionals believe there are too few cybersecurity workers in their department” which is attributed to the “lack of qualified personnel.” This is expected to result in a “skills gap” which will only get worse in the near future.

Degree Attainment by Occupation

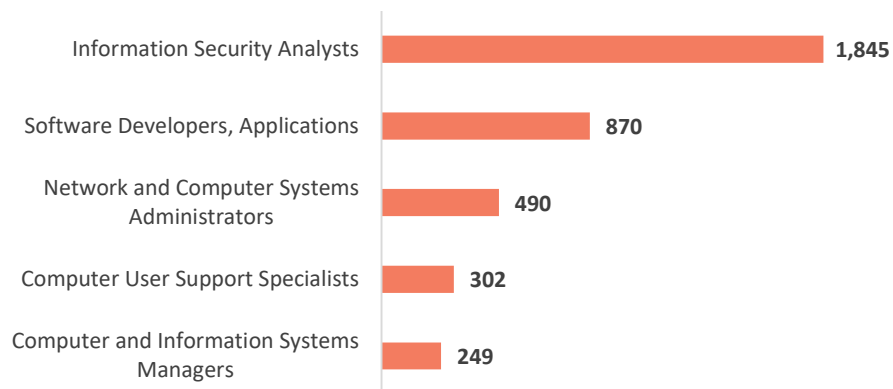
Degree attainment by cybersecurity-related occupations, 2016–2017



Source: [BLS](#)

Regional Job Postings Analysis

Great Lakes region cybersecurity-related positions by occupational group during the past 180 days (as of December 2019)



Regional Employment Facts

Great Lakes cybersecurity-related positions by occupational group

| Occupation | Average Salary | | Unemployment Rate | |
|---|----------------|-----------|-------------------|------|
| | Great Lakes | U.S. | Great Lakes | U.S. |
| Information Security Analysts | \$83,500 | \$102,500 | 2.5% | 2.5% |
| Software Developers, Applications | \$84,200 | \$108,100 | 1.5% | 1.5% |
| Network and Computer Systems Administrators | \$74,600 | \$87,100 | 1.8% | 1.8% |
| Computer User Support Specialists | \$47,200 | \$55,100 | 3.0% | 2.9% |
| Computer and Information Systems Managers | \$124,000 | \$152,900 | 1.9% | 1.9% |

Top Job Positions

| Title | Posts |
|--|-------|
| IT Specialist | 87 |
| Cybersecurity Analyst | 55 |
| Java Software Engineer | 38 |
| Software Engineer | 33 |
| Cyber Security Infrastructure Staff IT Auditor | 32 |

Top Employers

| Company | Posts |
|-----------------|-------|
| JP Morgan Chase | 1,136 |
| Trustwave | 100 |
| Deloitte | 95 |
| Lockheed Martin | 95 |
| Atos | 75 |

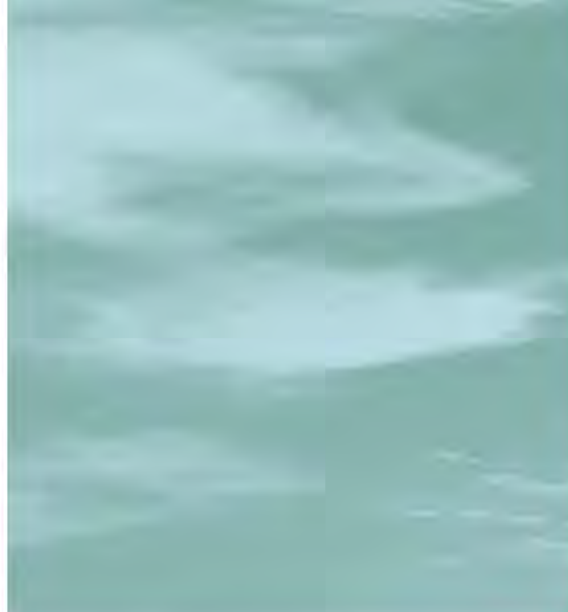
Top Requested Minimum Degree

| Level | Posts |
|-----------------------------------|-------|
| Bachelor's degree | 3,603 |
| Unspecified/other | 1,601 |
| High school diploma or equivalent | 331 |
| Associate's degree | 208 |
| Master's degree | 141 |

Top Requested Degree Program

| Type | Posts |
|------------------------|-------|
| Computer Science | 1,190 |
| Engineering | 491 |
| Information Technology | 389 |
| Computer Engineering | 285 |
| Electrical Engineering | 272 |

Source: To analyze trends in job posting data, Hanover uses [Chmura JobsEQ](#), a proprietary tool that compiles online job postings from hundreds of job boards. The Real Time Intelligence tool allows users to examine the relative volume of total job postings over a period of time as well as strong employers, popular job titles, and in-demand skills and education levels.



672/746

Program Scorecard: 11.1003 - Cyber Security/Info. Assurance

Current Selections

- Award Level Masters
- Market National
- 6-Digit CIP 11.1003

Overall Score 5

Percentiles: < 40% 40%+ 70%+ 90%+ 95%+

Program Search Box

Selections

Market **Market**
30-Mile Radius

6-Digit CIP **National**
Ohio

Award Level

CIP Title

4-Digit CIP

2-Digit CIP

Current Programs

MU Program Enrollment, 2015-19

| Program Name | '15 | '16 | '17 | '18 | '19 | Unit Ch... | CAGR |
|--------------|-----|-----|-----|-----|-----|------------|------|
| | | | | | | | |

MU Program Completions, 2015-19

| Program Name | '15 | '16 | '17 | '18 | '19 | Unit Ch... | CAGR |
|--------------|-----|-----|-----|-----|-----|------------|------|
| | | | | | | | |

* - Google search, employment data and JPG Ratio do not filter by award level.
 ** - Color scale in reverse.
 NA - No data available/not currently tracked.
 2-Yr - Associates & certificate programs only.

| Category | Criterion | Value | Score | Total |
|------------------------|---------------------------------|---------|-------|------------|
| Inquiries | Total (12 months) | 5,598 | 7 | 20 |
| | Online (included in Total) | 3,862 | | |
| | Year-over-Year Change (Units) | 1,047 | 1 | |
| | Year-over-Year Change (%) | 23.0% | 1 | |
| | Total (3 months) | 135,168 | 3 | |
| Google Search* | Year-over-Year Change (Units) | 22,228 | 1 | |
| | Year-over-Year Change (%) | 19.7% | 0 | |
| | Total (12 months) | 5,231 | 5 | |
| Compleons | Year-over-Year Change (Units) | 2,238 | 2 | |
| | Year-over-Year Change (%) | 75% | 0 | |
| Instuons | Campuses with Graduates** | 120 | 3 | -4 |
| | Year-over-Year Change (Units)** | 26 | -2 | |
| Cost Per Inquiry | Average Cost per Inquiry** | \$71 | -2 | |
| Market Saturat on | Comple on s per 1,000 Pop** | 0.07 | 0 | |
| Google Search* | Cost per Click** | \$31 | -2 | |
| | Comple on Index** | 0.84 | -1 | |
| Program Size | Average Comple on s/Instu on | 44 | 0 | |
| | Median Comple on s/Instu on | 12 | 0 | |
| | Year-over-Year Change (Units) | -2 | 0 | |
| | Year-over-Year Change (%) | -11% | 0 | |
| Nat'l Distance Educaon | Insts. with Program Online** | 56 | | |
| | % of Instu on s | 54% | 0 | |
| | Online Comple on s** | 3,213 | | |
| | % of Comple on s | 61% | 0 | |
| NHEBI Nat'l 2-Yr | Cost Index** | 0.74 | 0 | -20 |
| | Student:Faculty Index | 0.90 | 0 | |
| Compleons | Na onal Comple on s by Level | | -20 | |
| Workforce | Na onal Workforce Ed A ainment | | 0 | |

Award Level Breakdown by Source

| Inquiries and Completions | | | | Job Posngs (Market) - Edu Requested | | BLS Workforce Educ. A ainment (Nat | |
|-------------------------------|--------------------|----------------------|-----------------------|-------------------------------------|----------------------------|------------------------------------|----------------------|
| Award Level | Inquiries (Market) | Comple on s (Market) | Comple on s (Na onal) | Award Level | Minimum Educa on Requested | Award Level | Educa onal A ainment |
| Postbaccalaureate Certificate | 0% | 7% | 7% | High School/Certificate | 8% | No College | 6% |
| Associates | 4% | 13% | 13% | Associates | 5% | Some College | 17% |
| Post-masters Certificate | 0% | 0% | 0% | Bachelors | 54% | Associates | 11% |
| Doctoral | 8% | 0% | 0% | Masters | 15% | Bachelors | 44% |
| Bachelors | 63% | 25% | 25% | Doctoral | 6% | Masters | 20% |
| Unknown | 2% | 0% | 0% | Unspecified | 36% | Doctoral | 2% |
| Certificate | 1% | 23% | 23% | | | | |
| Masters | 22% | 32% | 32% | | | | |

| Category | Criterion | Value | Score |
|------------------------|---------------------------------|----------|-------|
| Job Posngs* | Total (12 months) | 132,993 | 4 |
| | Year-over-Year Change (Units) | 4,390 | 0 |
| | Year-over-Year Change (%) | 3.4% | 0 |
| | Job Posngs per Graduate* | 8.3 | 0 |
| | Total (3 months) | 190,112 | 3 |
| BLS* | Year-over-Year Change (%) | 4.0% | 0 |
| | 3-Year Historic Growth (CAGR) | 4.3% | 0 |
| | 5-Year Historic Growth (CAGR) | 4.4% | -1 |
| | 10-Year Forecast CAGR | 0.0% | 0 |
| | Annual Job Openings | 18,955 | 0 |
| | Job Openings per Graduate* | 1.2 | 1 |
| | Share of Generalist Employme... | 20,413 | 0 |
| | Share of Generalist Openings | 1,936 | 0 |
| Nat'l ACS* (Bachelors) | 10th-Percentile Wages | \$52,676 | 0 |
| | Wages (Age < 30) | \$48,626 | 2 |
| | Wages (Age 30-60) | \$82,212 | 2 |
| | % with Any Graduate Degree | 20% | 0 |
| | % with Masters | 19% | 0 |
| | % with Doct/Prof Degree | 1% | 0 |
| | % Unemployed (Age < 30)** | 4% | 0 |
| | % Unemployed (Age 30-60)** | 4% | -2 |
| Nat'l Gainful Emp. | % in Direct Prep Jobs | 39% | 0 |
| | GE Wages - Assoc. & Cert | NA | 0 |
| | Placement Rate - Assoc. & Cert | 70.3% | 0 |

CIP Description

A program that prepares individuals to assess the security needs of computer and network systems, and recommend safeguard solutions, and manage the implementation and maintenance of security systems, and procedures. Includes instruction in computer architecture, programming, and systems analysis; networking; telecommunications; cryptography; security system design; applicable law; regulations; risk assessment and policy analysis; contingency planning; user access issues; investment techniques; and troubleshooting.

Proposed Cybersecurity Major 3-year Assessment Plan Draft

Computer and Information Technology Department

The Computer and Information Technology (CIT) department is located exclusively at the regional campuses of Miami University. We offer one bachelor degree program with two majors: Health Information Technology and Information Technology. Additionally, an associate degree program that uniquely ties to the bachelor degree program. The department provides courses in computing and information technology that support the needs of area business and industry. The regional campuses allow students to enjoy the benefits of both a small, personalized campus setting and the assurance that their investment in their education is grounded in a solid technical degree program and the esteemed, national reputation of Miami University. The CIT faculty are industry-experienced teachers.

Vision

We aspire to graduate students who have the ability to provide the highest quality technology-based solutions that ethically connect people, organizations and community.

Mission

Our mission is to provide a high quality education that will produce graduates who will create and use technology to make a difference in the world.

Shared Values

The Department of Computer and Information Technology is committed to:

- Creating an intellectually stimulating and challenging learning environment.
- Fostering high quality teaching.
- Promoting ethical decision making.
- Promoting diversity awareness.
- Providing a flexible and dynamic curriculum that is responsive to the changing IT workforce.

Introduction

The departmental assessment committee, under the direction of the department chair, will direct the assessment efforts. The Center for the Enhancement of Learning, Teaching, and University Assessment (CELTUA <http://www.units.muohio.edu/celt/>) is a University organization with the mission to support learning, teaching, and assessment. CELTUA provides support for assessment efforts across the university, with guidelines, seminars, and consultation for all departmental units.

All assessment activities will focus on the course outcomes that support the program outcomes. The assessment schedule are the assessment activities that occur each semester. The goal is to evaluate all course outcomes over a six-year program review cycle. This cycle of assessment will be coordinated by the departmental assessment committee.



Methodology

This assessment plan is designed to be an ongoing process to monitor and improve student learning. We define student learning as the ability of students to meet the program outcomes. These program outcomes are aligned with the course outcomes. Each semester, the assessment committee will determine the assessment activities that will enter the assessment cycle. The assessment cycle is complete (closing the loop) for those activities that meet the predefined expected student results.

Assessment Activities

All course outcomes will be assessed over the six-year review cycle. The assessment activities in any given semester will contain course outcomes according to the assessment schedule (see page?) as well as assessment activities that have not completed the assessment cycle.

Program Outcomes, Student Learning Outcomes and Performance Criteria¹:

Each program outcome will include one or more associated student learning outcomes, and one or more performance criteria.

The CIT Department will graduate students in the cybersecurity major who will be able to:

- PLO 1** Analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions.
- PLO 2** Design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program's discipline.
- PLO 3** Communicate effectively in a variety of professional contexts.
- PLO 4** Recognize professional responsibilities and make informed judgments in computing practice based on culturally sensitive, legal and ethical principles.
- PLO 5** Function effectively as a member or leader of a team engaged in activities appropriate to the program's discipline.

¹ See table 1 for courses and strategies to meet outcomes
CIT Department-Cybersecurity Major

PLO 6 Identify and analyze user needs and to take them into account in the selection, creation, integration, evaluation, and administration of computing-based systems.

PLO 7 Demonstrate the ability to build, maintain, and secure organizational IT assets.

How we will measure these outcomes:

- CIT 1 – Apply current methods and practices to support, manage, contribute to, secure, and maintain the IT needs of an organization.

We will know this outcome is met when graduating seniors can:

- CIT-1A) Identify current methods and practices within the IT industry.
- CIT-1B) Design and deploy information technology solutions that solve business problems.
- CIT-1C) Deploy strategies and tasks to secure an organizations' computer systems and networks from digital attacks

We will use the following performance criteria to assess this outcome:

- CIT 1.1 At least 70% of CIT students in each identified class will demonstrate an understanding of the current methods and practices in technology as evidenced by a satisfactory score (70%) on an assessment covering a majority of the relevant methods and practices as identified in the course-level outcomes.
- CIT 1.2 Given a typical problem that faces an organization, at least 70% of students will achieve a satisfactory score (using a rubric) by
 - a. creating a written definition of the problem,
 - b. identifying which current methods or practices would best address the problem,
 - c. and crafting a solution that will solve the problem.

- CIT2 – Apply critical thinking and logical reasoning to research IT solutions and adapt to industry changes.

We will know this outcome is met when graduating seniors can:

- CIT-2A) Learn future technologies through acquired foundational skills and knowledge.
- CIT-2B) Conduct quality research.
- CIT-2C) Practice problem solving and decision-making skills.

We will use the following performance criterion to assess this outcome:

- CIT2.1 Given a problem that faces an organization, at least 70% of students will achieve a satisfactory score (using a rubric) by
 - a. identifying any potential solutions that were presented
 - b. researching multiple solutions that go beyond the scope of the presented material, and
 - c. evaluating the solutions to choose the one that best solves the problem.

- CIT3 – Communicate technical requirements and solutions that ethically advance organizations, communities and societies.

We will know this outcome is met when graduating seniors can:

- CIT-3A) Communicate information to a wide range of audiences.
- CIT-3B) Ethically evaluate technical solutions and select those that advance organizations, communities and societies.
- CIT-3C) Demonstrate empathy to cultural and regional differences.

We will use the following performance criteria to assess this outcome:

- CIT3.1 At least 70% of students will achieve a “satisfactory” score (evaluated using a rubric) on an assignment where they are required to communicate how they solved a problem using technology.
- CIT3.2 Given a set of technical requirements, at least 70% of students in the class will be able to satisfactorily phrase those requirements for a specific audience (based on a rubric).
- CIT3.3 Given a problem with ethical implications, at least 70% of students (as evidenced by an assignment evaluated with a rubric) will be able to identify the stakeholders, recognize any potential ethical dilemmas, and determine the most ethical solution utilizing the ethical theories presented.

Measures to assure learning:

Measures to assure learning are the strategies determined by and employed in the core courses that comprise the individual programs.

Types of measures:

1. Diagnostic (pre-test, survey that is knowledge based) should we? Not really necessary
2. Formative (student retrospectives)
3. Summative (exams, quizzes, papers)

Collect, evaluate, analyze and develop an improvement cycle:

The faculty who are responsible for the development of the core courses will align the course outcomes to the program outcomes and determine the measures of learning to determine that these course outcomes are met. This plan will be submitted to the assessment committee once and every time the course is revised.

The assessment schedule will be available to all faculty. The chair of the assessment committee will request the results of specific course outcomes according to this schedule. The assessment committee will evaluate these results and meet with the faculty to develop an improvement plan.

Closing the loop:

All course outcomes are aligned with the performance criteria. An assessment set is developed by the assessment committee. This set will consist of multiple course outcomes to be evaluated in any given cycle. An assessment cycle is considered closed when all activities in that loop average 70% or better. The semester plan contains multiple measures of learning and course outcomes that align with the program outcomes. Semesters may have overlapping cycles. The expectation is that all assessment cycles are closed within one academic year. If a cycle is still open after one academic year then the assessment committee will determine with the faculty an intervention strategy.

Other activities:

Students complete at least three retrospectives in each course. These retrospectives will be reviewed to identify issues and implement solutions. Course and graduate surveys will be employed.

Curricular Map

The Departmental Curriculum Committee will meet once every two years to review individual course objectives as they relate to program outcomes. The following grids will be used as a framework to identify the alignment of course outcomes to program outcomes.

| Course Alignment with Program Learning Outcomes | | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 |
|--|--|-------|-------|-------|-------|-------|-------|-------|
| Proposed Cybersecurity Major | | | | | | | | |
| Information Technology Core | | | | | | | | |
| CIT 168 | Information Technology Tools and Techniques for Org. | X | | | | | X | X |
| CIT 205 | Agile Launchpad I | X | | | | X | X | |
| CIT 214 | Database Design and Development | X | | | | X | X | X |
| CIT 262 | Technology, Ethics, and Global Society | | | | X | X | | |
| CIT 268 | Introduction to Human-Computer Interaction | X | | | | | X | |
| CIT 273 | Web Application Development | X | | | | | X | |
| CIT 348 | Information Management and Retrieval | X | | | | X | | |
| CIT 357 | Current Practices in Information Technology | X | | | | | X | |
| CIT 376 | IT for Organizations | | | | | | X | X |
| CIT 448 | Global and Strategic Issues in Information Technology | | | | X | X | | |
| CIT 457 | IT Project Lifecycle I: Requirements and Design | X | X | X | | | X | X |
| CIT 458 | IT Project Lifecycle II: Implementation and Deployment | X | X | X | X | | X | X |
| CSE 163 | Introduction to Computer Concepts and Programming | X | | | | | | |
| Other Courses | | | | | | | | |
| EGS 305* | Integrative Writing in Global Contexts | | | X | | | | |
| ENG 313/EGS 215 | Technical or Workplace Writing | | | X | | | | |
| STC 135 | Principles of Public Speaking | | | X | | | | |
| Cybersecurity & Networking Major | | | | | | | | |
| CIT 225 | Fundamentals of DevOps [ICAgile] | | | | | X | | |
| CIT 258 | Introduction to Global Cybersecurity | | | | | X | | X |
| CIT 281 | Enterprise Network Infrastructure | X | | | | X | | |
| CIT 284 | Enterprise Server Installation and Configuration | X | | | | X | | |
| CIT 358 | Information Technology Assurance and Security | | | | X | | | X |
| CIT 386 | Designing/Deploying Secure Networks | | | | | | | X |
| CIT 480 | Advanced Topics in Cybersecurity | | | | | | | X |
| POL 271 | World Politics | | | | | | | X |
| POL 388 | Politics of Cybersecurity | | | | | | | X |

Departmental Focus Group:

Once every other year in the Spring semester at a regularly scheduled department meeting, the department faculty and staff will discuss and evaluate whether we are meeting our identified program outcomes for each of our academic programs.

Guidelines Comparison:

Every other year in the Spring semester the departmental assessment committee will compare how the program outcomes align with professional association guidelines (if such guidelines exist) and report to the department.

Assessment Schedule

Major Assessment Activities, Responsibilities, and Cycle

| Assessment Tool | Responsible Party | Timeframe |
|--------------------------------------|----------------------|---|
| Curricular Map | Curriculum Committee | Fall every other year |
| Departmental Focus Group | Chair | Spring every other year |
| Guidelines Comparison | Assessment Committee | Spring every other year |
| Course Retrospectives | Course Directors | Each Semester Pre & Post for select courses |
| Graduate Questionnaire | Department Chair | Each Semester for graduates |
| Departmental Rubric Course Selection | Assessment Committee | Each Semester |
| Student Performance Evaluation | Course Instructors | Each Semester for selected courses |

How will the data be evaluated for quality and by whom?

The departmental assessment committee will be responsible for assuring that assessment activities are carried out as identified in this document. The assessment committee will set acceptable thresholds, collect data and analyze data.

How will you use the assessment information?

Assessment data will be used to determine areas for improvement, to assure curriculum continues to meet external standards, and to assure the program is meeting student and industry needs. Information will be used to create improvement identify which areas of the department are in need of change. The assessment information will be used to inform the creation of improvement plans including the identification of actions and additional measures.

Three Year Assessment Plan

| Semester | Courses to Assess |
|-------------|---------------------------|
| Fall 2024 | CIT 225, 258 |
| Spring 2025 | CIT 281, 284 |
| Fall 2025 | CIT 358, 386 |
| Spring 2026 | CIT 225, 258 (Close loop) |
| Fall 2026 | CIT 281, 284 (Close loop) |
| Spring 2027 | CIT 358, 386 (Close loop) |

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-43

WHEREAS, University Senate on April 17, 2023 passed SR 23-19, endorsing changes to the Tenure Track and Promotion and Tenure Policy, as outlined in the attached document.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves changes to the Tenure Track and Promotion and Tenure Policy, as outlined in the attached document.

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Policy Approval
SR 23-19, Changes to Tenure Track and Promotion and Tenure Policy

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

On April 17, 2023, University Senate adopted SR 23-19:

SR 23-19

BE IT HEREBY RESOLVED that University Senate approves changes to the Tenure Track and Promotion and Tenure Policy as outlined below:

Proposed Changes (Marked Up Version)

[Tenure and Promotion Policy](#)

Purpose of Tenure and Promotion

The best faculty members combine intense intellectual curiosity with a talent for high-quality teaching, active prosecution of research, scholarly and/or creative work, and a demonstrable commitment to productive professional service. The University seeks to reward through tenure and promotion those persons who exhibit the highest standards of teaching, research, and service.

Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent (see policy “Principles of Academic Freedom”). Such activity is the essence of the search for truth and knowledge, and is primary to the University. This atmosphere is necessary as the University seeks to attract, maintain, and nurture a diverse and exceptional faculty. Promotion is a means of recognizing meritorious performance and professional accomplishment.

Each candidate for tenure and promotion is judged individually on the criteria, not relative to other candidates. Fulltime members of the faculty serving with a rank of Professor, Associate Professor, Assistant Professor, or Senior Instructor either are tenured or are serving a prescribed probationary period. The probationary period is intended to give the individual an opportunity for professional growth and to give the University an opportunity to assess the individual’s qualifications for a continuing appointment. If a candidate demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. However, it is not anticipated that all individuals will be able to demonstrate the high quality of professional performance required to achieve tenure.

Eligibility for Tenure

Tenure at Miami University is conferred by the Board of Trustees upon the positive recommendation of the President. Eligibility for tenure requires that a person:

1. Serve as a fulltime member of the faculty;
2. Be engaged at least fifty percent (50%) of his or her appointment in regular teaching assignments and research, except when in the judgment of the department, the department chair, the program director (when appropriate), the divisional dean, and the Provost, a faculty member's responsibilities warrant the protection of tenure; and
3. Have an appointment with a tenure-eligible rank.

Eligibility for Promotion

Eligibility for promotion, unlike tenure, does not require that the person be engaged at least 50% of his or her appointment in regular teaching assignments or research. ~~or that the person be a full-time member of the faculty.~~

A person with a fulltime tenure-eligible appointment who has not attained the rank of Associate Professor will be promoted to that rank upon the award of tenure. However, a person with a fulltime tenure-eligible appointment may apply for promotion to Associate Professor without making a simultaneous application for tenure. ~~No minimum time in rank is required for promotion to Professor.~~

Anyone seeking promotion to Professor must meet the criteria as outlined by their departments, divisions, and the university. While there is no minimum time in rank required for Associate Professors, faculty members will typically need to spend enough time in rank to achieve a cumulative record of teaching, research/creative activity, and professional service as defined in Miami's policy regarding requirements for Professor. All faculty members planning to apply for promotion to Professor are strongly encouraged to engage in a formative evaluation with their promotion committee prior to seeking promotion.

If a candidate seeking promotion to Professor is denied, eligibility for promotion and re-submission will re-open after one academic year following receiving the denial.

Proposed changes (Clean Version)

Purpose of Tenure and Promotion

The best faculty members combine intense intellectual curiosity with a talent for high-quality teaching, active prosecution of research, scholarly and/or creative work, and a demonstrable commitment to productive professional service. The University seeks to reward through tenure and promotion those persons who exhibit the highest standards of teaching, research, and service.

Tenure is a means of assuring academic freedom: that is, the freedom to teach, to inquire, to create, to debate, to question, and to dissent (see policy “Principles of Academic Freedom”). Such activity is the essence of the search for truth and knowledge, and is primary to the University. This atmosphere is necessary as the University seeks to attract, maintain, and nurture a diverse and exceptional faculty. Promotion is a means of recognizing meritorious performance and professional accomplishment.

Each candidate for tenure and promotion is judged individually on the criteria, not relative to other candidates. Fulltime members of the faculty serving with a rank of Professor, Associate Professor, Assistant Professor, or Senior Instructor either are tenured or are serving a prescribed probationary period. The probationary period is intended to give the individual an opportunity for professional growth and to give the University an opportunity to assess the individual’s qualifications for a continuing appointment. If a candidate demonstrates the high quality of professional performance expected by Miami, tenure will be conferred, regardless of how many other candidates may be considered in a given year. However, it is not anticipated that all individuals will be able to demonstrate the high quality of professional performance required to achieve tenure.

Eligibility for Tenure

Tenure at Miami University is conferred by the Board of Trustees upon the positive recommendation of the President. Eligibility for tenure requires that a person:

4. Serve as a fulltime member of the faculty;
5. Be engaged at least fifty percent (50%) of his or her appointment in regular teaching assignments and research, except when in the judgment of the department, the department chair, the program director (when appropriate), the divisional dean, and the Provost, a faculty member’s responsibilities warrant the protection of tenure; and
6. Have an appointment with a tenure-eligible rank.

Eligibility for Promotion

Eligibility for promotion, unlike tenure, does not require that the person be engaged at least 50% of his or her appointment in regular teaching assignments or research.

A person with a fulltime tenure-eligible appointment who has not attained the rank of Associate Professor will be promoted to that rank upon the award of tenure. However, a person with a fulltime tenure-eligible appointment may apply for promotion to Associate Professor without making a simultaneous application for tenure.

Anyone seeking promotion to Professor must meet the criteria as outlined by their departments, divisions, and the university. While there is no minimum time in rank required for Associate Professors, faculty members will typically need to spend enough time in rank to achieve a cumulative record of teaching, research/creative activity, and professional service as defined in Miami’s policy regarding requirements

for Professor. All faculty members planning to apply for promotion to Professor are strongly encouraged to engage in a formative evaluation with their promotion committee prior to seeking promotion.

If a candidate seeking promotion to Professor is denied, eligibility for promotion and re-submission will re-open after one academic year following receiving the denial.

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-42

WHEREAS, University Senate on April 17, 2023 passed SR 23-20, endorsing changes to the TCPL policy, as outlined in the attached document.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves changes to the TCPL policy, as outlined in the attached document.

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Policy Approval
SR 23-20, TCPL Policy Changes

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

On April 17, 2023, University Senate adopted SR 23-20:

SR 23-20

BE IT HEREBY RESOLVED that University Senate approves changes to the TCPL Policy Changes as outlined below:

Revised Policy (Marked UP version)

Teaching, Clinical Professors and Lecturers (TCPLs)

Policy

TCPL faculty includes lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 29.0%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 29.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Professional Development Plan and Evaluation

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service ~~(if assigned)~~, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental and Divisional Promotion and Tenure committees as annual reports and dossiers are evaluated.:

Plans must be flexible and open to revision, assuming faculty member, departmental, and divisional agreement on significant changes (indicated by dean approval).

Department chairs or program directors will ~~revisit~~^{approve} the TCPL faculty member's plan and goals as part of the annual review ~~process~~.

~~Beginning in their second year,~~ TCPLs must submit to the chair or program director ~~(when appropriate) a written Annual Report/~~^{Cumulative Dossier of Professional Activities} that ~~must~~ includes information on performance of teaching responsibilities, ~~and~~ academic advising (if assigned) and ~~University service as defined by~~ ^{as assigned} the Professional Development Plan.

~~Beginning in their second year,~~ ~~Departmental promotion committees and chairs~~ must ~~provide annual evaluations and~~ provide an ~~cumulative annual~~ assessment of the ~~dossier,~~ TCPL faculty member's strengths and weaknesses, and specific recommendations for improvement. The second and third year ~~assessments~~^{evaluations}, must be submitted to the dean for review.

Positions

Lecturers/Clinical Lecturers (Assistant, Associate or Senior Lecturer/Clinical Lecturer)

Qualifications

A Lecturer must:

1. hold a master's (non-terminal) degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher or have documented extraordinary experience, talent, or abilities, which may include a professional license or professional certificate/degree, deemed critical to fulfilling the mission of the department or program; and
3. demonstrate effectiveness as an academic advisor (as assigned).

Assignment

1. A Lecturer's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Lecturers may be assigned academic advising and/or university service responsibilities.

3. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost, and President, a Lecturer may be assigned research or scholarship as part of workload expectations.
4. 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 in which they are appointed. ~~To that end, if the Department uses a Promotion and Tenure Committees for evaluation and promotion of Lecturers, the department are is required encouraged to have include TCPL Lecturer representation on the Committee when considering the promotion of Lecturers. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division. To be eligible to serve on the Committee for candidates seeking promotion to associate, Lecturers must hold the rank of associate or senior lecturer. To be eligible to serve on the Committee for candidates seeking promotion to Senior Lecturer, Lecturers must hold the non-promotable rank of senior lecturer.~~

Teaching Faculty (Assistant, Associate, Full Teaching Professor/Clinical Professor)

Qualifications

A Teaching Faculty member must:

1. hold a Ph.D. or other terminal degree from an accredited college or university or the equivalent thereof; and
2. demonstrate effectiveness as a teacher, or have appropriate educational background, and significant professional experience which may include a professional license or professional certificate/degree; and
3. demonstrate effectiveness as an academic advisor (if assigned).

Assignment

1. A Teaching/Clinical faculty member's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan

and other undergraduate courses as assigned by the department chair/program director.

2. Teaching/Clinical faculty member may be assigned academic advising and/or University service responsibilities
3. Teaching/Clinical faculty may teach graduate courses and supervise graduate students as approved by the chair, academic dean, Dean of the Graduate School and Provost.
4. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost a teaching/clinical faculty member may be assigned research or scholarship as part of workload expectations.
5. Teaching/Clinical faculty, 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 in which they are appointed. ~~The Departmental Promotion and Tenure Committees for evaluation and promotion of Teaching/Clinical Professors, are the department is required encouraged to have include TCPL representation on the Committee when considering the promotion of TCPL faculty. To be eligible to serve on the Committee for candidates seeking promotion to the associate rank, the Teaching/Clinical Professor must hold the rank of associate or full. To be eligible to serve on the Committee for candidates seeking promotion to the rank of full Teaching/Clinical Professor, the Teaching /Clinical Professor must hold the rank of full or senior Teaching/Clinical Professor.~~
6. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division.
7. A candidate is notified of the recommendations made at each level as soon as possible.

Appointments at the Rank of Assistant

Appointments to TCPL faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of non-reappointment by February 15. An assistant TCPL faculty member is eligible to

receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL.

Following a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the Associate level. If not promoted, the TCPL faculty member will be given one full academic year's notice of non-reappointment before July 1. A faculty member who failed to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

Promotion to the Rank of Associate

1. Faculty who wish to be considered for promotion to the associate rank are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program ~~(when appropriate)~~. The dossier should be in accordance with the Dossier Guidelines for Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and demonstrate the following criteria:
 - a. High quality teaching;
 - b. Academic advising (as assigned);
 - c. ~~University Service (as assigned);~~
 - d. Professional collegiality
2. The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of Associate are renewable in three year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Promotion to Rank of Senior Lecturer/Clinical Lecturer, Teaching Professor/Clinical Professor

Persons ~~who have held holding~~ the rank of associate ~~for a minimum of three years~~ may apply for promotion to the rank of full Teaching Professor/Clinical Professor or Senior Lecturer/Clinical Lecturer; ~~as applicable after three years from their first promotion.~~

1. Faculty who wish to be considered for promotion to full are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with the Dossier Guidelines for all Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and must demonstrate the following criteria:
 - a. Cumulative record of high quality teaching;
 - b. Cumulative record of high quality academic advising (as assigned);
 - c. Continued ~~University SsS~~Service ~~(as assigned)~~;
 - d. Distinction or excellence in some area of pedagogy or service.

The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments to the rank of Senior Lecturer/Clinical Lecturer and Teaching/Clinical Professor are renewable in five year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Extension of Time for Application to Rank of Associate

A TCPL faculty member who:

1. has or shares primary responsibility for the care of an infant or a newly-adopted child under age five, and who must commit substantial portions of time to this care;
2. faces similar responsibilities associated with a serious health condition of another person; or
3. has a serious health condition may request an extension of one year before application for promotion to associate is required.

This extension may be granted whether or not sick leave, personal leave, or family and medical leave has been taken. Written requests for such extensions must be made within one year of the birth, adoption, or serious health condition and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There may be other circumstances that require substantial amounts of time or produce excessive stress that would justify granting an extension of one year. In such cases, the TCPL faculty member may apply in writing to the Provost, who in consultation with the department chair, the program director (when appropriate), the Dean of the Regional Campuses (when appropriate), and the divisional dean, will determine whether such an extension should be granted. Any such request for an extension must be made within one year of the occurrence of the circumstance and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There is a limit of one extension.

Non-Renewal of TCPL Faculty

TCPL faculty at the rank of Associate or higher may be non-renewed for failure to perform duties and associated responsibilities in a satisfactory manner. The faculty member will first be given written notice of the deficiencies in performance and a full academic year (2 full semesters) in which to demonstrate that the problem or deficiency has been overcome. In the event the faculty member does not overcome the deficiencies, the faculty member is entitled to a full-year's notice of non-reappointment. The University may issue the notice of deficiencies and a contingent notice of non-reappointment concurrently (e.g., Give notice to the faculty member by July 1 that in the event these deficiencies are not overcome, the TCPL faculty member's appointment will not be renewed beyond the upcoming academic year.)

Termination of TCPL Faculty

TCPL Faculty appointments may be terminated for cause at any time by the Provost. Chairs/program directors and deans may recommend termination by providing written notice specifying the reasons for the proposed termination, along with supporting documentation, to both the faculty member and the Provost.

The faculty member will receive an initial written notice specifying the reasons for the proposed termination from the Provost along with supporting documentation. The notice will be accompanied by an opportunity for the faculty member to be heard either in a meeting with the Provost or Provost's designee or to respond in writing, at the faculty member's election. Faculty members are entitled to be accompanied by an advisor of their choice (including legal counsel) to the meeting with the Provost.

If, following the meeting or receipt of the faculty member's written response, the Provost determines that termination is not appropriate, the Provost may impose one or more disciplinary sanctions and/or specify the terms and conditions under which the faculty member may remain employed. If the Provost determines that termination is appropriate, the Provost shall provide a written notice stating the reasons for termination. The decision of the Provost is final.

Position Elimination

Upon the written recommendation of the chair/program director and/or with the written approval of the dean and Provost, TCPL faculty positions may be eliminated due to budget constraints (to include lack of funds and/or lack of work) or reorganization. TCPL faculty at the rank of associate or above are entitled to at least one full academic year's advance written notice of position elimination.

If practicable, after considering the comprehensive instructional needs of the department, the chair should first seek to eliminate per credit hour, part-time and temporary faculty before eliminating Lecturers and Teaching Faculty.

If other employment has not been secured by the end of the notice period, the University will provide severance pay to a faculty member with at least five (5) academic years of continuous full-time Miami service. The severance pay program is intended to provide financial assistance during a period of employment transition. Eligible faculty members will receive one week of severance pay for each completed academic year of continuous Miami service beyond five (5) academic years. Should the eligible faculty member secure other employment prior to or within the severance pay period (not inclusive of summer or winter term), he or she shall receive one-fourth (1/4) of the unused severance pay in a lump sum.

Faculty who participate in a University Faculty Retirement Incentive Program are not eligible for severance pay. Faculty receiving severance pay are required to notify their chair and Academic Personnel Services as soon as other employment is obtained.

Grandfather Clause-

All Assistant TCPL faculty members who began teaching at Miami in their current position prior to July 1, 2019 ~~could~~~~may~~ elect to opt out of this policy. Upon such written election, the Assistant TCPL ~~was~~~~was~~~~will~~ be eligible to receive, but not entitled to expect, additional one-year appointments without limitation on the number of years of employment at the Assistant rank but will not be eligible for promotion. Eligible TCPLs ~~had~~~~ve~~ until December 20, 2019 to opt out and such decision is irrevocable.

Assistant TCPLs who began teaching at Miami in their current position prior to July 1, 2019 who do not opt out of this policy have four academic years before they are required to apply for promotion to the rank of Associate (i.e. until the 2022-2023 academic year.) With the approval of the department chair, program director (as appropriate), dean and Provost, a TCPL faculty member may credit up to three years of prior Miami service at the Assistant rank toward the four year promotion period.

Teaching, Clinical Professors and Lecturers (TCPLs)

Policy

TCPL faculty includes lecturers and clinical lecturers with the ranks of assistant, associate and senior lecturer as well as teaching and clinical faculty with the ranks of assistant, associate and full professor. Collectively, these positions are referred to as TCPL faculty.

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 29.0%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 29.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Professional Development Plan and Evaluation

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental and Divisional Promotion and Tenure committees as annual reports and dossiers are evaluated.

Plans must be flexible and open to revision, assuming faculty member, departmental, and divisional agreement on significant changes (indicated by dean approval). Department chairs or program directors will revisit the TCPL faculty member's plan and goals as part of the annual review process.

Beginning in their second year, TCPLs must submit to the chair or program director a Cumulative Dossier that includes information on performance of teaching responsibilities, academic advising (if assigned) and service as defined by the Professional Development Plan.

Beginning in their second year, departmental promotion committees and chairs must provide a cumulative annual assessment of the dossier, TCPL faculty member's strengths and weaknesses, and specific recommendations for improvement. The second and third year assessments must be submitted to the dean for review.

Positions

Lecturers/Clinical Lecturers (Assistant, Associate or Senior Lecturer/Clinical Lecturer)

Qualifications

A Lecturer must:

1. hold a master's (non-terminal) degree from an accredited college or university or the equivalent thereof; and

2. demonstrate effectiveness as a teacher or have documented extraordinary experience, talent, or abilities, which may include a professional license or professional certificate/degree, deemed critical to fulfilling the mission of the department or program; and
3. demonstrate effectiveness as an academic advisor (as assigned).

Assignment

1. A Lecturer's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Lecturers may be assigned academic advising and/or university service responsibilities.
3. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost, and President, a Lecturer may be assigned research or scholarship as part of workload expectations.
4. 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 in which they are appointed. Departmental Promotion and Tenure Committees are required to have TCPL representation on the Committee when considering the promotion of Lecturers. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division.

Teaching Faculty (Assistant, Associate, Full Teaching Professor/Clinical Professor)

Qualifications

A Teaching Faculty member must:

1. hold a Ph.D. or other terminal degree from an accredited college or university or the equivalent thereof; and

2. demonstrate effectiveness as a teacher, or have appropriate educational background, and significant professional experience which may include a professional license or professional certificate/degree; and
3. demonstrate effectiveness as an academic advisor (if assigned).

Assignment

1. A Teaching/Clinical faculty member's primary assignment is to perform instructional duties with the expectation they will be assigned to teach Miami Plan and other undergraduate courses as assigned by the department chair/program director.
2. Teaching/Clinical faculty member may be assigned academic advising and/or University service responsibilities
3. Teaching/Clinical faculty may teach graduate courses and supervise graduate students as approved by the chair, academic dean, Dean of the Graduate School and Provost.
4. In extraordinary circumstances, with the written approval of the chair/program director, dean, and Provost a teaching/clinical faculty member may be assigned research or scholarship as part of workload expectations.
5. Teaching/Clinical faculty, 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 in which they are appointed. The Departmental Promotion and Tenure Committees are required to have TCPL representation on the Committee when considering the promotion of TCPL faculty.
6. Any chair or faculty member serving on a promotion committee providing a recommendation of a TCPL candidate for promotion needs to be at the promotional rank or higher. If a TCPL of appropriate rank is not available within the department, a process for selecting additional faculty shall be established by the department or academic division.
7. A candidate is notified of the recommendations made at each level as soon as possible.

Appointments at the Rank of Assistant

Appointments to TCPL faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of

non-reappointment by February 15. An assistant TCPL faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL.

Following a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the Associate level. If not promoted, the TCPL faculty member will be given one full academic year's notice of non-reappointment before July 1. A faculty member who failed to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

Promotion to the Rank of Associate

1. Faculty who wish to be considered for promotion to the associate rank are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program . The dossier should be in accordance with the Dossier Guidelines for Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and demonstrate the following criteria:
 - a. High quality teaching;
 - b. Academic advising (as assigned);
 - c. Service ;
 - d. Professional collegiality
2. The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of Associate are renewable in three year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Promotion to Rank of Senior Lecturer/Clinical Lecturer, Teaching Professor/Clinical Professor

Persons who have held the rank of associate for a minimum of three years may apply for promotion to the rank of full Teaching Professor/Clinical Professor or Senior Lecturer/Clinical Lecturer.

1. Faculty who wish to be considered for promotion to full are responsible for assembling and submitting a dossier of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with the Dossier Guidelines for all Teaching Professors, Clinical Professors, Lecturers and Clinical Lecturers and must demonstrate the following criteria:
 - a. Cumulative record of high quality teaching;
 - b. Cumulative record of high quality academic advising (as assigned);
 - c. Continued Service;
 - d. Distinction or excellence in some area of pedagogy or service.

The candidate's dossier is evaluated by the department or program (when appropriate), the chair and/or program director (when appropriate) and the academic dean. If there is a positive recommendation for promotion from the department or program (when appropriate), the chair and/or program director (when appropriate) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments to the rank of Senior Lecturer/Clinical Lecturer and Teaching/Clinical Professor are renewable in five year increments. Faculty members are entitled to one full academic year's notice of non-reappointment by July 1.

Extension of Time for Application to Rank of Associate

A TCPL faculty member who:

1. has or shares primary responsibility for the care of an infant or a newly-adopted child under age five, and who must commit substantial portions of time to this care;
2. faces similar responsibilities associated with a serious health condition of another person; or
3. has a serious health condition may request an extension of one year before application for promotion to associate is required.

This extension may be granted whether or not sick leave, personal leave, or family and medical leave has been taken. Written requests for such extensions must be made within one year of the birth, adoption, or serious health condition and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There may be other circumstances that require substantial amounts of time or produce excessive stress that would justify granting an extension of one year. In such cases, the TCPL faculty member may apply in writing to the Provost, who in consultation with the department chair, the program director (when appropriate), the Dean of the Regional Campuses (when appropriate), and the divisional dean, will determine whether such an extension should be granted. Any such request for an extension must be made within one year of the occurrence of the circumstance and must be made before the beginning of the academic year in which the application for promotion to associate is required (i.e. the 4th year).

There is a limit of one extension.

Non-Renewal of TCPL Faculty

TCPL faculty at the rank of Associate or higher may be non-renewed for failure to perform duties and associated responsibilities in a satisfactory manner. The faculty member will first be given written notice of the deficiencies in performance and a full academic year (2 full semesters) in which to demonstrate that the problem or deficiency has been overcome. In the event the faculty member does not overcome the deficiencies, the faculty member is entitled to a full-year's notice of non-reappointment. The University may issue the notice of deficiencies and a contingent notice of non-reappointment concurrently (e.g., Give notice to the faculty member by July 1 that in the event these deficiencies are not overcome, the TCPL faculty member's appointment will not be renewed beyond the upcoming academic year.)

Termination of TCPL Faculty

TCPL Faculty appointments may be terminated for cause at any time by the Provost. Chairs/program directors and deans may recommend termination by providing written notice specifying the reasons for the proposed termination, along with supporting documentation, to both the faculty member and the Provost.

The faculty member will receive an initial written notice specifying the reasons for the proposed termination from the Provost along with supporting documentation. The notice will be accompanied by an opportunity for the faculty member to be heard either in a meeting with the Provost or Provost's designee or to respond in writing, at the faculty member's election. Faculty members are entitled to be accompanied by an advisor of their choice (including legal counsel) to the meeting with the Provost.

If, following the meeting or receipt of the faculty member's written response, the Provost determines that termination is not appropriate, the Provost may impose one or more disciplinary sanctions and/or specify the terms and conditions under which the faculty member may remain employed. If the Provost determines that termination is appropriate, the Provost shall provide a written notice stating the reasons for termination. The decision of the Provost is final.

Position Elimination

Upon the written recommendation of the chair/program director and/or with the written approval of the dean and Provost, TCPL faculty positions may be eliminated due to budget constraints (to include lack of funds and/or lack of work) or reorganization. TCPL faculty at the rank of associate or above are entitled to at least one full academic year's advance written notice of position elimination.

If practicable, after considering the comprehensive instructional needs of the department, the chair should first seek to eliminate per credit hour, part-time and temporary faculty before eliminating Lecturers and Teaching Faculty.

If other employment has not been secured by the end of the notice period, the University will provide severance pay to a faculty member with at least five (5) academic years of continuous full-time Miami service. The severance pay program is intended to provide financial assistance during a period of employment transition. Eligible faculty members will receive one week of severance pay for each completed academic year of continuous Miami service beyond five (5) academic years. Should the eligible faculty member secure other employment prior to or within the severance pay period (not inclusive of summer or winter term), he or she shall receive one-fourth (1/4) of the unused severance pay in a lump sum.

Faculty who participate in a University Faculty Retirement Incentive Program are not eligible for severance pay. Faculty receiving severance pay are required to notify their chair and Academic Personnel Services as soon as other employment is obtained.

Grandfather Clause-

All Assistant TCPL faculty members who began teaching at Miami in their current position prior to July 1, 2019 could elect to opt out of this policy. Upon such written election, the Assistant TCPL was eligible to receive, but not entitled to expect, additional one-year appointments without limitation on the number of years of employment at the Assistant rank but will not be eligible for promotion. Eligible TCPLs had until December 20, 2019 to opt out and such decision is irrevocable.

Assistant TCPLs who began teaching at Miami in their current position prior to July 1, 2019 who do not opt out of this policy have four academic years before they are required to apply for promotion to the rank of Associate (i.e. until the 2022-2023 academic year.) With the approval of the department chair, program director (as appropriate), dean and Provost, a TCPL faculty member may credit up to three years of prior Miami service at the Assistant rank toward the four year promotion period.

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-41

WHEREAS, University Senate on April 17, 2023 passed SR 23-21, endorsing changes to the TCPL Dossier and Evaluation Guidelines, as outlined in the attached document.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves changes to the TCPL Dossier and Evaluation Guidelines, as outlined in the attached document.

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Policy Approval
SR 23-21, TCPL Guideline Changes

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

On April 17, 2023, University Senate adopted SR 23-21:

SR 23-21

Proposed Changes (Marked Up Version):

Teaching, Clinical Professors and Lecturers (TCPLs)~~Teaching, Clinical Professors and Lecturers (TCPLs)Teaching/Clinical Professors or Lecturers/Clinical Lecturers: Dossier and Evaluation Guidelines~~

Introduction

~~The Teaching, Clinical Professors and Lecturers (TCPLs)The Policy Miami University
Policy and Information Manual (7.11)~~ states that appointments to Teaching Professors,
Clinical Professors, Lecturers and Clinical Lecturers (TCPL) faculty positions at the rank
of assistant are made on an academic year basis. If not renewed, the TCPL faculty
member will be given notice of non-reappointment by February 15. An assistant TCPL

faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL. Following an application for promotion and a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the associate level. If not promoted, the TCPL faculty member will be given one full year's notice of non-reappointment before July 1. A faculty member who fails to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not apply for, nor achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

~~The The Teaching, Clinical Professors and Lecturers (TCPLs) Policy Miami University Policy and Information Manual (7.11)~~ states that faculty being considered for promotion to the associate rank are responsible for assembling and submitting a dossier, not to exceed 20 pages, of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with these dossier guidelines for and demonstrate the following criteria:

- a. High quality teaching;
- b. Academic advising (as assigned);
- c. ~~University Service (as assigned);~~
- d. Professional collegiality

The dossier is to be evaluated by the department or program (~~when appropriate~~), the chair and/or program director (~~when appropriate~~), and the academic dean. If there is a positive recommendation for promotion from the department or program (~~when appropriate~~), the chair and/or program director (~~when appropriate~~) or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of associate are renewable in three (3) year increments. Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

~~The The Teaching, Clinical Professors and Lecturers (TCPLs) Policy Miami University Policy and Information Manual (7.11)~~ states that faculty holding the rank of associate may apply for promotion to the rank of full Teaching Professor/Clinical Professor or senior Lecturer/Clinical Lecturer, as applicable after three (3) years from their first promotion. The dossier should be in accordance with these dossier guidelines for TCPL and demonstrate the following criteria:

- a. Cumulative record of high quality teaching;
- b. Cumulative record of high quality academic advising (~~if~~ assigned);
- c. Continued ~~University~~ service (~~as assigned~~);
- d. Distinction or excellence in some area of pedagogy or service.

The dossier is to be evaluated by the department, or program, ~~(when appropriate)~~, the chair and/or program director ~~(when appropriate)~~, and the academic dean. If there is a positive recommendation promotion from the department or program ~~(when appropriate)~~, the chair and/or program director ~~(when appropriate)~~ or the academic dean, the dossier will advance to the Provost for consideration and approval. Appointments at the rank of full or senior are renewable in five (5) year increments. Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

This document provides guidelines for assisting candidates in making the case for promotion and aiding those who must evaluate the candidates and make promotion recommendations and decisions. The guidelines are aids to, rather than substitutes for, the professional judgment of the candidate's colleagues.

The dossier & evaluation guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers (TCPL) faculty are reviewed and approved each year by University Senate.

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Preparatory Steps

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service ~~(if assigned)~~, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental Promotion and Tenure committees when annual reports and dossiers are evaluated. Plans must be approved by the dean.

~~TCPL faculty who wish to be considered for promotion should carefully develop, in concert with their department chair, a philosophy of teaching and service, and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students.~~

Plans will be flexible and open to revision, assuming faculty member, departmental, and divisional agreement. Department chairs or program directors will ~~sign off on~~ revisit the faculty member's plan and goals as part of the annual review process.

The PDP plan ~~philosophy/agenda~~ should articulate:

- A statement of teaching and service philosophy and its potential value
- The “academic fit” with the faculty member’s expertise (as a teacher and advisor and as participant in the institution)
- Realistic objectives aligned with the criteria for the next level of promotion.

The construction of a successful teaching/service agenda may be a multi-year effort and typically involves:

- Assessment of the challenges and needs within the served department, division, or University;
- Alignment of those needs with the faculty member’s skills, knowledge, and promotion criteria;
- Building of relationships and opportunities for teaching, service and collaboration.

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Engage in Ongoing Documentation

TCPL faculty members should consider documentation as an ongoing process, rather than a summary of outcomes, making it a continuous process with regular feedback from colleagues. Throughout their career at Miami, they should focus on documenting their individual contributions while providing context to the teaching and service activity, balancing attention between process and impact, and clarifying the intellectual questions that guided their teaching and service responsibilities.

Assistant to Associate

Upon hire, each candidate should work with their chair to develop a long-term Professional Development Plan, to be approved by the Dean, that outlines expectations and goals for teaching and service to be achieved prior to promotion. Each ~~spring~~ ~~fall~~ semester, the candidate meets with their ~~department~~ chair of record to evaluate progress in relation to that established ~~develop a~~ Professional Development Plan and append revisions when needed or applicable ~~which is also approved by the dean~~. In the spring of the second and third years, the candidate's ~~cumulative dossier~~ ~~annual~~ ~~departmental evaluation~~ is also submitted to the dean for ~~formative~~ review. Candidates are up for appointment annually with a non-reappointment notice by February 15 if not continuing.

| Date | Action |
|--------------------------|--|
| December 1 (Fourth Year) | Candidate submits complete dossier to chair. |
| December-January | Department (chair/ program director and committee, if one is in place) or program director reviews dossier and provides a copy of the recommendation letters to the candidate. |
| February 1 | Letter from department (chair/ program director and committee, if one is in place) and candidate's dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean's letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

A candidate receiving a negative promotion letter in the fourth year may reapply for promotion during the fifth year, following the same timeline as above.

A candidate receiving a negative promotion letter in the fifth year may not reapply for promotion again and the contract is not renewed.

Associate to Full/Senior

Promotion to full or senior rank requires a minimum of three years in rank at the associate level.

| Date | Action |
|---|---|
| Early in the fall semester of the candidate's fourth or later year of service in rank | Candidate informs chair as well as the dean about intention to apply for promotion to full/senior. |
| December 1 | Candidate submits complete dossier to chair. |
| December-January | Department (chair/ program director and committee, if one is in place) or program director reviews dossier and provides a copy of the recommendation letters to the candidate. |
| February 1 | Letter from department (chair/program director and committee, if one is in place) and candidate's dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean's letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

Proposed Revision (Clean Version)

Introduction

The Teaching, Clinical Professors and Lecturers (TCPLs) *Policy* states that appointments to Teaching Professor, Clinical Professor, Lecturers and Clinical Lecturer (TCPL) faculty positions at the rank of assistant are made on an academic year basis. If not renewed, the TCPL faculty member will be given notice of non-reappointment by February 15. An assistant TCPL faculty member is eligible to receive, but not entitled to expect, annual renewal of the appointment. No person shall serve more than five (5) academic years as an assistant TCPL. Following an application for promotion and a comprehensive evaluation and review in the fourth year, a TCPL faculty member may be promoted to the associate level. If not promoted, the TCPL faculty member will be given one full year's notice of non-reappointment before July 1. A faculty member who fails to achieve promotion may reapply for promotion during their terminal 5th year. In the event the faculty member does not apply for, nor achieve promotion during their terminal 5th year, their employment will cease at the end of their terminal year.

[The Teaching, Clinical Professors and Lecturers \(TCPLs\) Policy](#) states that faculty being considered for promotion to the associate rank are responsible for assembling and submitting a dossier, not to exceed 20 pages, of accomplishments and relevant supporting materials to their department or program (when appropriate). The dossier should be in accordance with these dossier guidelines for and demonstrate the following criteria:

- a. High quality teaching;
- b. Academic advising (if assigned);
- c. Service;
- d. Professional collegiality

The dossier is to be evaluated by the department or program , the chair and/or program director , and the academic dean. If there is a positive recommendation for promotion from the department or program , the chair and/or program director or the academic dean, the dossier will advance to the Provost for consideration and decision.

Appointments at the rank of associate are renewable in three (3) year increments.

Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

The The Teaching, Clinical Professors and Lecturers (TCPLs) *Policy* states that faculty holding the rank of associate may apply for promotion to the rank of full Teaching Professor/Clinical Professor or senior Lecturer/Clinical Lecturer, as applicable after three (3) years from their first promotion. The dossier should be in accordance with these dossier guidelines for TCPL and demonstrate the following criteria:

- a. Cumulative record of high quality teaching;
- b. Cumulative record of high quality academic advising (if assigned);
- c. Continued service;
- d. Distinction or excellence in some area of pedagogy or service.

The dossier is to be evaluated by the department, or program the chair and/or program director, and the academic dean. If there is a positive recommendation promotion from the department or program , the chair and/or program director or the academic dean, the dossier will advance to the Provost for consideration and approval. Appointments at the rank of full or senior are renewable in five (5) year increments. Faculty members are entitled to one (1) full year academic year's notice of non-reappointment by July 1.

This document provides guidelines for assisting candidates in making the case for promotion and aiding those who must evaluate the candidates and make promotion recommendations and decisions. The guidelines are aids to, rather than substitutes for, the professional judgment of the candidate's colleagues.

The dossier & evaluation guidelines for Teaching Professors, Clinical Professors, Lecturers, and Clinical Lecturers (TCPL) faculty are reviewed and approved each year by University Senate.

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Preparatory Steps

To facilitate the professional development and position the TCPL faculty member for promotion to the associate level, the TCPL faculty member will develop, in concert with their department chair, a philosophy of teaching and service , and emanating from that philosophy an agenda or plan of activities. This plan should be tailored to the specific

professional expertise of the faculty member and the needs of the curriculum, program/department, division, and students. Plans must be approved by the dean and provided to Departmental and Divisional Promotion and Tenure committees as annual reports and dossiers are evaluated. Plans must be approved by the dean.

Plans will be flexible and open to revision, assuming faculty member, departmental, and divisional agreement. Department chairs or program directors will revisit the faculty member's plan and goals as part of the annual review process.

The PDP plan should articulate:

- A statement of teaching and service philosophy and its potential value
- The “academic fit” with the faculty member’s expertise (as a teacher and advisor and as participant in the institution)
- Realistic objectives aligned with the criteria for the next level of promotion.

The construction of a successful teaching/service agenda may be a multi-year effort and typically involves:

- Assessment of the challenges and needs within the served department, division, or University;
- Alignment of those needs with the faculty member’s skills, knowledge, and promotion criteria;
- Building of relationships and opportunities for teaching, service and collaboration.

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Engage in Ongoing Documentation

TCPL faculty members should consider documentation as an ongoing process, rather than a summary of outcomes, making it a continuous process with regular feedback from colleagues. Throughout their career at Miami, they should focus on documenting their individual contributions while providing context to the teaching and service activity, balancing attention between process and impact, and clarifying the intellectual questions that guided their teaching and service responsibilities.

Assistant to Associate

Upon hire, each candidate should work with their chair to develop a long-term Professional Development Plan, to be approved by the Dean, that outlines expectations and goals for teaching and service to be achieved prior to promotion. Each spring semester, the candidate meets with their chair of record to evaluate progress in relation to that established Professional Development Plan and make revisions when needed or applicable. In the spring of the second and third years, the candidate's cumulative dossier is also submitted to the dean for formative review. Candidates are up for appointment annually with a non-reappointment notice by February 15 if not continuing.

| Date | Action |
|--------------------------|--|
| December 1 (Fourth Year) | Candidate submits complete dossier to chair. |
| December-January | Department (chair and committee, if one is in place) or program director reviews dossier. |
| February 1 | Letter from department (chair and committee, if one is in place) and candidate's dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean's letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

A candidate receiving a negative promotion letter in the fourth year may reapply for promotion during the fifth year, following the same timeline as above.

A candidate receiving a negative promotion letter in the fifth year may not reapply for promotion again and the contract is not renewed.

Associate to Full/Senior

Promotion to full or senior rank requires a minimum of three years in rank at the associate level.

| Date | Action |
|---|--|
| Early in the fall semester of the candidate's fourth or later year of service in rank | Candidate informs chair as well as the dean about intention to apply for promotion to full/senior. |
| December 1 | Candidate submits complete dossier to chair. |
| December-January | Department (chair and committee, if one is in place) or program director reviews dossier. |
| February 1 | Letter from department (chair and committee, if one is in place) and candidate's dossier are submitted to academic dean. No further changes can be made after this date. |
| March 1 | Dean submits all promotion materials (e.g., dossier, chair letter, committee letter, dean's letter) sent to Executive Assistant to the Provost. |
| By April 30 | Provost sends letters to candidates. |

Note: If the deadline date falls on a Saturday or Sunday, the deadline date will occur on the following Monday.

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-39

WHEREAS, University Senate on March 26, 2023 passed SR 23-10, endorsing a proposed change to the College of Creative Arts TCPL Cap from 20% to 29% of continuing faculty (full-time TCPL and Tenure/Tenure Track).

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves a change to the College of Creative Arts TCPL Cap from 20% to 29% of continuing faculty (full-time TCPL and Tenure/Tenure Track).

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Policy Approval
SR 23-10, College of Creative Arts, TCPL Cap Change

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

On March 06, 2023, University Senate adopted SR 23-10:

SR 23-10

BE IT HEREBY RESOLVED that University Senate approves changes to the College of Creative Arts, TCPL Cap Change as outlined below:

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: ~~20.0~~ 29%
- EHS: 26.0%
- CEC: 20.0%
- FSB: 29.0%
- CLAAS: 23.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the College of Creative Arts, TCPL Cap Change.

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| <input type="checkbox"/> | Do Not Approve |


Gregory P. Crawford, President

Date

- cc: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

May 12, 2023
Academic and Student Affairs

RESOLUTION R2023-40

WHEREAS, University Senate on April 17, 2023 passed SR 23-22, endorsing a proposed change to the College of Engineering and Computing TCPL Cap from 20% to 29% of continuing faculty (full-time TCPL and Tenure/Tenure Track).

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves a change to the College of Engineering and Computing TCPL Cap from 20% to 29% of continuing faculty (full-time TCPL and Tenure/Tenure Track).

*Approved by the Board of Trustees
May 12, 2023*



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Tom Poetter, Chair, Senate Executive Committee
Tracy Haynes, Chair Elect, Senate Executive Committee
Jen Green, Past Chair, Senate Executive Committee

University Senate Website: <https://www.miamioh.edu/academic-affairs/university-senate>

May 01, 2023

To: Gregory P. Crawford, President
From: Dana Cox, Secretary of the University Senate
Re: Policy Approval
SR 23-22, CEC, TCPL Cap Change

The Board retains full authority for policies that govern the terms and conditions of employment and tenure of the faculty.

On April 17, 2023, University Senate adopted SR 23-22:

SR 23-22

BE IT HEREBY RESOLVED that University Senate approves changes to the CEC (TCPLs) Cap Change Policy as outlined below:

Limitation on Number of Lecturers and Teaching Faculty

TCPLs may not exceed the following percentages of continuing faculty (full-time TCPL and Tenure/Tenure Track) within each division:

- CAS: 23.0%
- CCA: 29.0%
- EHS: 26.0%
- CEC: ~~20.0~~ 29%
- FSB: 29.0%
- CLAAS: 23.0%

Divisions must work within the structure of governance processes to modify this limitation and to address faculty composition more broadly. Divisions must adhere to their faculty composition policy and the dean of the college/school must annually communicate with faculty on current and historical trends in faculty mix. This communication should provide context including relevant budgetary resources and curricular needs. The provost will annually update the University Senate on changes to divisional policies and faculty mix. Any changes that incur a raising of the new caps in this resolution must be approved by Senate.

Appointment to a TCPL position requires a competitive search.

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve the CEC, TCPL Cap Change.

| | |
|-------------------------------------|---|
| <input checked="" type="checkbox"/> | Approve Forward to the Board of Trustees for action (copy to Secretary of University Senate) |
| <input type="checkbox"/> | Do Not Approve |



Gregory P. Crawford, President

_____ Date

- cc: Tom Poetter, Chair, Executive Committee of University Senate
Elizabeth R. Mullenix, Provost, Chair University Senate
Ted Pickerill, Secretary to the Board of Trustees and Executive Assistant to the President

Approved by the Board of Trustees May 12, 2023

May 12, 2023
Finance and Audit



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

RESOLUTION R2023-44

RESOLUTION DELEGATING AUTHORITY TO MAKE DECLARATIONS OF OFFICIAL INTENT WITH RESPECT TO REIMBURSEMENT OF TEMPORARY ADVANCES MADE FOR CAPITAL EXPENDITURES TO BE MADE FROM SUBSEQUENT BORROWINGS

WHEREAS, Treas. Reg. § 1.150-2 (the “Reimbursement Regulations”), issued pursuant to Section 150 of the Internal Revenue Code of 1986, as amended (the “Code”), prescribes certain requirements by which proceeds of tax-exempt bonds, notes, certificates or other obligations included in the meaning of “bonds” under Section 150 of the Code (“Obligations”) used to reimburse advances made for Capital Expenditures (as hereinafter defined) paid before the issuance of such Obligations may be deemed “spent” for purposes of Sections 103 and 141 to 150 of the Code and therefore, not further subject to any other requirements or restrictions under those sections of the Code; and

WHEREAS, such Reimbursement Regulations require that the Issuer (as hereinafter defined) make a Declaration of Official Intent (as hereinafter defined) to reimburse any Capital Expenditure paid prior to the issuance of the Obligations intended to fund such Capital Expenditure and require that such Declaration of Official Intent be made no later than sixty days after payment of the Capital Expenditure and further require that any Reimbursement Allocation (as hereinafter defined) of the proceeds of such Obligations to reimburse such Capital Expenditures occur no later than eighteen months after the later of the date the Capital Expenditure was paid or the date the property acquired with the Capital Expenditure was placed in service, except that any such Reimbursement Allocation must be made no later than three years after such Capital Expenditure was paid; and

WHEREAS, the Reimbursement Regulations provide that the Issuer may delegate the authority for making such Declarations of Official Intent and Allocations to one or more individuals; and

WHEREAS, the Miami University (the “Issuer”) wishes to ensure compliance with the Reimbursement Regulations;

NOW, THEREFORE, be it resolved by the Board of Trustees of the Issuer (the “Board”) that:

Section 1. Definitions. The following definitions apply to the terms used herein:

“Allocation” means written evidence that proceeds of Obligations issued subsequent to the payment of a Capital Expenditure are to reimburse the Issuer for such payments. “To allocate” means to make such an allocation.

“Authorized Officer” means the Senior Vice President for Finance and Business Services and Treasurer of the Issuer, any person with authority at the time to exercise functions of such

office, or any person designated in writing to act in such capacity by either such officer or a person with authority to exercise functions of such office.

“Capital Expenditure” means any expense for an item that is properly depreciable or amortizable or is otherwise treated as a capital expenditure for purposes of the Code, as well as any costs of issuing Reimbursement Bonds.

“Declaration of Official Intent” means a written declaration that the Issuer intends to fund Capital Expenditures with an issue of Reimbursement Bonds and reasonably expects to be reimbursed from the proceeds of such an issue.

“Reimbursement” means the restoration to the Issuer of money temporarily advanced from other funds, including moneys borrowed from other sources, of the Issuer to pay for Capital Expenditures before the issuance of Obligations intended to fund such Capital Expenditures. “To reimburse” means to make such a restoration.

“Reimbursement Bonds” means Obligations that are issued to reimburse the Issuer for Capital Expenditures, and for certain other expenses permitted by the Reimbursement Regulations, previously paid by or for the Issuer.

“Reimbursement Regulations” means Treas. Reg. § 1.150-2 and any amendments thereto or superseding regulations, whether in proposed, temporary or final form, as applicable, prescribing conditions under which the proceeds of Obligations may be allocated to reimburse the Issuer for Capital Expenditures and certain other expenses paid prior to the issuance of the Obligations such that the proceeds of such Obligations will be treated as “spent” for purposes of Sections 103 and 141 to 150 of the Code.

Section 2. Authorization to Make Declarations of Official Intent and Allocations. Each Authorized Officer is hereby authorized to make Declarations of Official Intent, which satisfy the Reimbursement Regulations, on behalf of the Issuer, with respect to Capital Expenditures to be paid from moneys temporarily available that are reasonably expected to be reimbursed (in accordance with applicable authorizations, policies and practices) from the proceeds of Reimbursement Bonds and to make timely Allocations, which satisfy the Reimbursement Regulations, of the proceeds of such Reimbursement Bonds to reimburse prior Capital Expenditures, and to take or cause to be taken any other actions that may be appropriate to satisfy the requirements of the Reimbursement Regulations, or any other Treasury Regulations, so that proceeds used for reimbursement will be treated as “spent” on the prior Capital Expenditures for purposes of Sections 103 and 141 to 150 of the Code. All Declarations of Official Intent and Allocations heretofore made on behalf of the Issuer are hereby ratified and adopted.

Section 3. Open Meeting. It is found and determined that all formal actions of this Board concerning and relating to the adoption of this resolution were adopted in an open meeting of this Board; and that all deliberations of this Board and of any of its committees that resulted in such formal action, were in meetings open to the public, in compliance with the law, including Section 121.22 of the Ohio Revised Code.

Section 4. Effective Date. The authority authorized hereunder shall be effective to and including June 30, 2024.

BOARD OF TRUSTEES OF MIAMI
UNIVERSITY

By: _____
Secretary to the Board of Trustees

Adopted: _____, 2023

May 12, 2023
Finance and Audit

RESOLUTION R2023-45

Approval of Amendments to the Finance and Audit Committee Charter

BE IT RESOLVED: that the Board of Trustees approves amendments to the Finance and Audit Committee Charter, as indicated in the attached document.

*Approved by the Board of Trustees
May 12, 2023*



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

ARTICLE II: MEETINGS AND ORGANIZATION OF THE BOARD OF TRUSTEES

Section 13. Finance and Audit Committee.

Objectives

The Finance and Audit Committee (the “Committee”) is appointed by the Chair of the Board of Trustees, with the primary function of assisting the Board of Trustees with its oversight responsibilities in the following areas:

- The University’s long-term financial plans.
- The University’s financial reporting, internal controls and the independent audit.
- The University’s budget.
- The University’s capital expenditures for facilities and property.
- The University’s investments.
- The University’ sponsored retirement plans.
- The University’s internal audit activities.
- The University’s processes for monitoring compliance with University policies, including ethical conduct requirements and applicable state and federal laws and regulations.
- The University’s risk assessment process.

Committee Membership

The Committee shall be appointed by the Chair of the Board of Trustees and shall consist of no fewer than four members. The members of the Committee shall meet the independence requirements of the New York Stock Exchange rules and regulations. At least one member of the Committee shall be a “financial expert,” as that term is defined by the Securities and Exchange Commission. One-third of the Committee, but not less than two members, shall constitute a quorum for the transaction of business.

Meetings

The Committee shall meet as often as it determines necessary, but no less than four times per year. The Committee shall meet from time to time with the University’s senior administrators, the internal auditors, and the independent auditors. The Committee shall maintain written minutes of its meetings.

Oversight of the University’s Strategic Financial Planning over a Multi-year Time Frame

The Committee shall review at least annually, the long-term financial plans of the University. These plans will include future projections of annual operating and capital requirements of the University and the related funding sources. As part of the review of the long-term financial plans, the Committee shall review the current and projected debt levels of the University, including consideration of impacts on debt ratings, annual cash flows and liquidity.

Oversight of the University’s Financial Condition Including Its Current and Future Debt

The Committee shall review at its fall meeting the financial condition of the University including setting goals for

future performance that are to be considered when developing and approving the budget of the university. This review shall be consistent with the requirements of Senate Bill 6, adopted by the Ohio General Assembly in 1997, and the Higher Learning Commission’s financial standards associated with the University’s accreditation.

This review shall at a minimum include the following Financial Ratios and Benchmarks:

| <u>Ratio</u> | <u>Desired Benchmark</u> |
|------------------------|--------------------------|
| Primary Reserve Ratio | >0.4 |
| Viability Ratio | >1.25 |
| Return on Net Assets | >4% |
| Net Operating Revenues | >4% |

The Committee, as part of its annual fall review of the University’s financial condition, shall also review the credit rating for the University and its ability to borrow at a favorable rate in the future.

In assessing the financial condition of the University, it is incumbent upon the Committee to not only ensure the University’s ability to carry out its mission today but to ensure it can continue to deliver its mission well into the future.

Oversight of Financial Reporting, Internal Controls and the Independent Audit

The Committee shall be responsible for recommending to the Auditor of the State of Ohio (the

“Auditor”) the selection and appointment of the independent auditor. The Committee, together with the Auditor, shall be responsible for the compensation and oversight of the work of the independent auditor. The independent auditor shall report directly to the Committee and to the Auditor as required. The Committee shall review all auditing services and pre-approve permitted non-audit services (including the fees and terms thereof) to be performed for the University by the independent auditor. Unless specifically directed to do so by the Auditor, the independent auditor is prohibited from performing any non-audit services that are specifically prohibited by independence rules set by the Securities and Exchange Commission and by the General Accounting Office (GAO). The Committee may delegate pre-approval authority to the Chair subject to later review and approval by the Committee. The Committee shall have the authority, to the extent it deems necessary or appropriate, to retain independent, legal, accounting or other advisors to the extent that such services are permissible under the laws and regulations governing the University. The University shall provide for appropriate funding, as determined by the Committee, for payment of compensation to the independent advisors. The Committee shall meet with representatives of the independent auditor to review the annual audit plan and results of the audit.

The Committee shall review and discuss reports from the independent auditor and University administrators on:

- (a) All significant accounting principles and judgments used in the preparation of the audited financial statements.
- (b) Any significant changes in the selection or application of accounting principles.
- (c) All significant alternative treatments of financial information within generally accepted accounting principles that have been discussed with University administrators, the ramifications of the use of such alternative treatments, and the treatment preferred by the independent auditors.
- (d) Significant issues relating to the adequacy of the University’s internal controls.
- (e) Other material written communications between the independent auditor and University administrators.

The Committee shall discuss with the independent auditor the matters required to be discussed by professional auditing standards relating to the conduct of the audit, including any difficulties encountered in the course of the audit work, any restrictions on the scope of activities or access to requested information, and any significant disagreements with University administrators.

The Committee shall review and recommend the annual audited financial statements to the Board of Trustees.

Annually, the Committee shall obtain and review a report from the independent auditor regarding:

- (a) The independence of the independent auditor, including compliance with GAO’s independence standards,
- (b) The independent auditor’s internal quality-control procedures,
- (c) Any material issues raised by the most recent internal quality-control review, or publicly disclosed findings resulting from reviews of public oversight and regulatory bodies or investigations by governmental and regulatory authorities within the preceding five years respecting one or more independent audits carried out by the firm,
- (d) Any steps taken to deal with any such issues or findings, and

(e) All relationships between the independent auditor and the University.

The Committee shall evaluate the qualifications, performance and independence of the independent auditor, including the lead partner, and consider whether the accountants' quality controls are adequate and the provision of permitted non-audit services is compatible with maintaining the auditor's independence, taking into account the opinions of University administrators and internal auditors on these matters. The Committee shall present its conclusions with respect to the recommendation of the appointment or retention of the independent auditor to the Board of Trustees annually.

The Committee shall use its best efforts to ensure the Auditor's appointment of the independent auditor includes the rotation of the lead audit partner having primary responsibility for the audit consistent with rules and regulations of the Securities and Exchange Commission.

The Committee shall recommend to the Board policies for the University's hiring of employees or former employees of the independent auditor who participated in any capacity in the audit of the University or affiliated entities.

Oversight of the University's Budget

The Committee shall review and recommend the annual operating budget of the University, including the following matters:

- Annual operating budgets, including guidelines and salary pools for faculty and staff
- Changes in tuition and fees
- Room and board rates
- Ordinances, resolutions and other items related to the fiscal management of the University that are proposed by the University's senior administrators.
- The Committee shall receive periodic reporting of actual results as compared with the budgets for operating activities throughout the year, as appropriate.

Oversight of the University's Capital Expenditures

The Committee shall periodically review the University's long-range facilities plan. The Committee shall review and recommend:

- The University's biennial capital budget
- Proposed capital improvements in excess of specified dollar amounts
- Issuance of capital bonds to finance capital projects
- The annual report of gift-funded projects
- Capital improvement contracts, including design and construction
- Real property transactions, including purchase, sale, lease, and easements

The Committee shall receive periodic reporting of actual results as compared with the budget for capital appropriations throughout the year, as appropriate.

Oversight of the University's Investment Policies and Results

The Committee has oversight responsibility for the University's Non-Endowment Investments. The Committee serves as the Investment Committee required by Ohio Revised Code 3345.05.

The responsibilities of the Committee in its role as Investment Committee are:

- A. To review the University's Non-Endowment Funds Investment Policy adopted pursuant to Ohio Revised Code 3345.05 and recommend any proposed changes to the Board of Trustees for approval.
- B. To meet at least quarterly and review periodic investment reports and advise the Board on investments made in accordance with the University's Non-Endowment Funds Investment Policy.
- C. To review the University's Non-Endowment Funds Annual Expenditure Policy and recommend any proposed changes to the Board of Trustees for approval.
- D. To retain the services of an investment advisor who meets the qualifications of Ohio Revised Code 3345.05.
- E. To report to the Board of Trustees at least semi-annually.

The Committee also reviews the University's Endowment. The Committee reviews and recommends any proposed changes to the Endowment Spending Policy and Endowment Administrative Fee to the Board of Trustees for approval. The Committee reviews periodic Endowment investment reports.

Oversight of the University's Retirement Plans

The Committee has oversight and monitoring responsibility for the University's sponsored retirement plans. The Board of Trustees has delegated primary fiduciary responsibility for the University's sponsored retirement plans to the Senior Vice President for Finance and Business Services and Treasurer. The Senior Vice President for Finance and Business Services and Treasurer shall meet with the Committee at least once annually to review with the Committee any significant changes in the material terms of the plans; the selection, evaluation or removal of approved retirement plan providers; the investment performance under the plans; any changes to the funding structure or investment options under the plans; and any other material information relating to the administration of the plans or their investments.

Oversight of Internal Audit Activities

The Committee shall review the appointment and replacement of the Chief Audit Officer (CAO). The CAO shall present to the Committee the annual plan and scope of internal audit activities for approval. The CAO shall also present budget and staffing for the current year and review any significant changes during the year. The CAO shall review all significant issues raised in reports to University administrators, including the administrators' responses to internal audit recommendations. The Committee shall approve the IACS Charter; approve the risk-based internal audit plan; meet separately on a periodic basis with the CAO; ensure there are no restrictions or limitations on the scope of work of Internal Audit and Consulting Services; and review the CAO's annual performance as part of approving the annual compensation of the CAO.

Oversight of Compliance Processes

The Committee shall review annually reports from the General Counsel regarding compliance with University policies, including ethical conduct requirements and other applicable state and federal laws and regulations, including any material reports or inquiries from regulatory or governmental agencies. The General Counsel shall discuss with the Committee any legal, compliance or regulatory matters that

may have a material impact on the University's financial statements.

The Committee shall review and approve procedures recommended by the General Counsel regarding the receipt, retention, and treatment of communications received by the University regarding compliance with the University's policies, including ethical conduct requirements and other applicable laws and regulations, accounting, internal controls or auditing matters. The General Counsel shall provide periodic reports to the Committee regarding any such communications received by the University and resolution thereof.

Risk Assessment

At least annually, the Committee shall review reports from the University administrators regarding risk assessment, which is the University's identification and analysis of relevant risks to the achievement of its objectives, including plans for managing the risk.

Other Matters

The Committee shall make regular reports to the Board of Trustees. The Committee shall review and assess the adequacy of this Charter annually and shall submit any proposed changes to the Board of Trustees for approval. The Committee shall annually review its own performance.



The Miami Pulse

Connecting, Assessing, and Moving Forward our Inclusive Community

Office of Institutional Diversity and Inclusion Newsletter

April 2023 Edition

Land Acknowledgement

Miami University is located within the traditional homelands of the Myaamia and Shawnee people, who along with other indigenous groups ceded these lands to the United States in the first Treaty of Greenville in 1795. The Miami people, whose name our university carries, were forcibly removed from these homelands in 1846.

In 1972, a relationship between Miami University and the Miami Tribe of Oklahoma began and evolved into a reciprocal partnership, including the creation of the Myaamia Center at Miami University in 2001. The work of the Myaamia Center serves the Miami Tribe community and is dedicated to the revitalization of Miami language and culture and to restoring that knowledge to the Myaamia people.

Miami University and the Miami Tribe are proud of this work and of the more than 140 Myaamia students who have attended Miami since 1991 through the Myaamia Heritage Award Program.

Letter from the Vice President for Institutional Diversity and Inclusion



Greetings Miamians!

Welcome to the third edition of the Office for Institutional Diversity and Inclusion's (OIDI) quarterly newsletter. As always, we are grateful for the significant efforts students, faculty, and staff continue to engage in to ensure the Miami community is one in which all feel welcome and included.

On March 31, at the annual Across the Divide: Innovating Inclusive Excellence conference, the Miami community came together to engage in dialogue and learning surrounding inclusive classrooms, neurodiversity, inclusive communications, and intercultural consciousness, among other topics, through a full day of panels, workshops, roundtables and posters- stay tuned for pictures and more details from the conference in our next edition. We began our discussions the previous day, through

César Chavez Day events. The powerful conference keynote by Dr. Ron Crutcher, "I Had No Idea You Were Black: Navigating Race on the Road to Leadership," reminded us of the many micro and macro ways in which being inclusive is central to the excellence and success of all students, faculty, and staff at Miami.

This edition features Dr. Sara Acevedo, Assistant Professor in the College of Education, Health, and Society. She shares information on her career trajectory and research as it informs the interdisciplinary field of disability studies, her focus on neurodiversity scholarship, and two different honors she recently received connected to her work in critical disability studies and neurodivergent culture. Lisa Miller, Senior Associate Athletic Director for Internal Operations, shares her approach to student-athlete success at Miami, and the role ensuring an inclusive and diverse environment plays in those efforts. Janna Maddox, Human Capital Management and Leadership and Entrepreneurship co-major and President of the Asian American Association (AAA), discusses her role and the role of AAA in building community and promoting belonging at Miami.

Earlier this semester, the Office for Institutional Diversity and Inclusion, in collaboration with Miami Online, Professional Education, launched Miami's internal offering of our award-winning online DEI in Leadership course. The course, facilitated by Miami faculty and staff content experts, is now available and free to Miami faculty, staff, and graduate students through Miami's online course catalog, and can be accessed with Miami credentials. Miami participants can select from available modules, or complete all modules and receive an Accredible Badge after completing the course. This semester we also launched NameCoach, a tool that provides pronunciation information for student, faculty, and staff names, and which is available to Miami users in Canvas and online. You may have seen it on email signatures and Canvas this semester. Read our Spotlight in this newsletter to find out more about this resource. These are just two ways we are putting into practice our commitment to ensuring a learning, working, and living environment where students, staff, and faculty from all backgrounds can thrive.

As always, we welcome your feedback and suggestions and invite you to reach out to OIDI staff. Thank you for all you do to reflect and advance Miami's commitment to an inclusive community, now and moving forward.

Love and Honor,
M. Cristina Alcalde, Ph.D. (she/her/hers)
Vice President for Institutional Diversity and Inclusion
Professor, Global and Intercultural Studies
vpDiversity@MiamiOH.edu

Heritage Month Updates

Working in close collaboration with faculty, staff, and student partners, the Office of Institutional Diversity and Inclusion provides opportunities for the Miami community to continue our learning and engage in meaningful programming that recognizes, examines, and values historical legacies of a diverse array of identities. Heritage Month programming supports Miami's inclusive excellence and DEI mission and connects to, among other areas, [DEI Task Force Recommendation, Pillar 2: Cultural Consciousness](#), which encourages the Miami University community to enhance our awareness, knowledge, and skills to enrich and renew our intercultural competence. The Office of Institutional Diversity and Inclusion will organize programming, and collaborate, coordinate, and support events across campuses through a coordinated calendar for each month; promotion of events; and, when available, limited funding support for proposed events with appeal across campuses.

MU Libraries is partnering with OIDI to feature online resources, including films, books and articles, and class offerings, during each Heritage Month. We invite you to explore these and other educational resources and links on each webpage. We will be adding resources as they become available.

To learn more about this quarter's heritage months please visit our Heritage Month webpage:

- [April](#):
 - Arab American Heritage Month
 - César Chavez Day
- [May](#):
 - Jewish American History Month (Holocaust/Genocide Awareness Week)
 - Asian Pacific Island Desi American Heritage Month

History Month Events Submissions:

Now accepting [Submissions](#) for History Month events and programming for Spring semester. Working in close collaboration with faculty, staff, and student partners, the Office of Institutional Diversity and Inclusion provides opportunities for the Miami community to continue our learning and engage in meaningful programming that recognizes, examines, and values historical legacies of a diverse array of identities. Heritage Month programming supports Miami's inclusive excellence and DEI mission and connects to, among other areas, [DEI Task Force Pillar 2: Cultural Consciousness](#), which encourages the Miami University community to enhance our awareness, knowledge, and skills to enrich and renew our intercultural competence. [Submit](#) your proposal considering [priority deadlines](#) for each proposed history and heritage month celebrations.

Affinity Groups

Asian/Asian American Faculty Staff Association **President: April Robles, Director of Operations and Communications**

The mission of the Asian/Asian American Faculty Staff Association is to bring together Asian and Asian American faculty and staff, and serve as a supportive community for Asian and Asian American employees and students. The Asian/Asian American Faculty Staff Association is currently building traction with the community and is seeking to provide opportunities for individuals to connect in a more casual atmosphere and then use that leverage to continue the growth and momentum of the group. If you are looking to make an impact and be a leader, this is the group for faculty and staff to join! If it is a personal passion and something they want to do to become more connected to the campus community, you are encouraged to reach out to April Robles to connect.

Association of Black Faculty and Staff **President: Seth Seward, Assistant Director, Alumni Relations**

The Association of Black Faculty and Staff stands for diversity, equality, solidarity, and change for campus at large, students, and the Oxford community. As an organization, they will engage and participate in any efforts that are meant to educate and provide clarity of ideas of ending racism and discrimination. The Association of Black Faculty and Staff serves as a safe place for African American or black individuals to come together and meet. This is accomplished through general body meetings and social events. If something arises on campus that impacts the community, they gather together to discuss and hash out solutions in a safe space. The group also works to serve as a support system and network for students, staff, and faculty. While there are no current community events planned, anyone interested in becoming a member is encouraged to complete the membership formstack to connect.

Association of Latinx Faculty and Staff

President: José Amador, Associate Professor, Global and Intercultural Studies (Latin American, Latino/a, and Caribbean Studies)

The primary goal of the Association of Latinx Faculty and Staff primary is to support and raise awareness about the Latinx faculty and staff. They aim to build networks between departments and units, faculty and students, and Miami university and the community at large. The group also strives to raise the visibility of the Latin American Studies Program and the nearby Latinx community. Additionally, to keep everyone informed about everything Latinx-related, which is done through a weekly “bulletin” with news and events. This organization has been formed by employees of Miami University (Hamilton, Middletown, and Oxford campuses) to foster Latinx, Latin American and Caribbean, and Ibero, Luso-American representation, improve work conditions, and enrich the social and cultural environment for all Miami faculty, staff, and students. Individuals interested in connecting can reach out to José Amador.

Classified Personnel Advisory Committee

President: Angela Coffey Brown, Administrative Assistant, Enrollment Management and Student Success

The Classified Personnel Advisory Committee is established for the purpose of advising the President, Vice Presidents, and Human Resources on matters of interest and concern to classified staff members in the context of the whole university community. The group accomplishes this by bringing issues/concerns/proposals to administration for input and/or action, serving (individual members) on university committees, and providing feedback/input on matters brought to the committee for review. Additionally, the Classified Personnel Advisory Committee is established to provide an institutional venue or forum in which matters of interest or concern to classified staff members can be discussed, considered, and/or moved forward through appropriate channels. Anyone interested in connecting with or joining the committee can contact Angela Coffey Brown or reach out to the CPAC email.

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International Faculty and Staff Association

President: Jacqueline Rioja Velarde, Associate Director of the Global Initiatives' CAWC

The goal of the International Faculty and Staff Association at Miami is to support and connect international faculty and staff while helping each other thrive in their specific roles on campus. This is accomplished through connecting with colleagues from diverse cultural, ethnic, racial, linguistic, and educational backgrounds, and broadening perspectives, welcoming diversity, and experiencing inclusion at Miami. The group also seeks to listen, understand, and identify the needs of international faculty/staff, address the concerns and needs of the university, provide relevant resources as needed, and help international faculty/staff. The main goal of the group is to support one another in professional development at the university.

Interested individuals can reach out to IFSAM's president Jacqueline Rioja Velarde, communications chair Ebru Dirsal-Duffield, or to the IFSA email.

Queer and Trans Faculty and Staff Association

President: Emily Cluen, Resident Director, Office of Resident Life

The goal of the Queer and Trans Faculty and Staff Association is to create space for the LGBTQIA community on campus and advocate for queer and trans individuals needs. The group is currently working on establishing and maintaining a larger group to allow for more capacity moving forward. For more details or to join our listserv, email QTFSA@MiamiOH.edu. The group is looking to host more events moving forward to connect with more folks on campus and provide more networking opportunities. Interested individuals can email the group's email address to connect.

Unclassified Personnel Advisory Committee

President: Sarah Persinger, Associate Director FBS Technology Operations & Support

The Unclassified Personnel Advisory Committee was created in 1983 to advise the University Administration (specifically the president and vice presidents) on matters of interest and concern to unclassified personnel. Committee members are selected to reflect a balance of gender, race/ethnicity, campus, division, level in the organization, responsibilities, years of university service, and any other characteristics that help to achieve a balance of knowledge, experience, viewpoints, interests and talents. The group's most recent endeavor was focussing on wellness and bringing back access and funding to wellness areas on campus. Individuals interested in joining are encouraged to attend the monthly virtual meetings, which take place on the second Tuesday of each month. Interested individuals can also connect with Sarah Persinger for more information.

For More Information

To learn more about these affinity groups or to join a group, check out the [main affinity groups web page](#) for more information on upcoming events, future meetings, and ways to connect.

Diversity, Equity, and Inclusion Campus Spotlight

Miami Spotlight:

NameCoach

Pronunciation Tool



NameCoach, a tool that helps provide pronunciation information for student, faculty, and staff names, is now available for Miami users in Canvas and online!

As colleagues, educators, friends, and learners, interpersonal communication is key for everyone at Miami. Respect and inclusion are key to ensuring an inclusive and welcoming environment, and that includes correctly pronouncing our fellow Miamians' names. Having the tools to correctly pronounce each of our names helps promote an inclusive environment for folks of all socio-cultural identities, and NameCoach is going to help us do that.

Users of NameCoach across campus have had great experiences with the tool to date, and enjoy the ability to have and share information. Alicia Castillo Shrestha, Program Coordinator for Global Initiatives, has been utilizing NameCoach even before it came to Miami at large. Castillo Shrestha has been utilizing NameCoach since she started at Miami. She noted that she found the tool to be helpful, and that her favorite thing about NameCoach is "that it allows you to use your own voice to record your name and creates a simple way to include it in your email signature so it's accessible to all your contacts. Castillo Shrestha went on to share that she would recommend the tool to others, "as it's a resource that reinforces the importance of names when engaging with others."

Another member of the Miami community who has found the value of NameCoach is April Robles, Director of Operations and Communications for the Center for Career Exploration and Success. Robles explained that she found the tool to be helpful, noting, "I think it is a great way to help others take pride in their name and be more confident in approaching others without faltering on how to pronounce their name. It shows care and respect." Robles' favorite thing about NameCoach is the ease of access it provides and the integration with Canvas and the Miami email signature. Robles would recommend the tool to others, sharing that, "I plan on working with our Career Center team so that we can also include NameCoach on our 'About Staff' page."

Utilizing NameCoach is a great way to be a part of building a more inclusive Miami. By ensuring a key part of our identities are shared and pronounced correctly, NameCoach provides a way for faculty, students, and staff to have an easy way to be more inclusive and better represented across campus.

With NameCoach, anyone at Miami can record a pronunciation for their name and share it with the community. NameCoach has been integrated directly with Canvas so that instructors can see the pronunciations of students' names.

There are two ways to record your name with NameCoach:

- Record your name in Canvas
- Record your name directly in NameCoach for your email signature, social media accounts, or professional biography

Please note: To have a pronunciation show up in Canvas, you have to record in Canvas. The direct NameCoach recording will not cross-pollinate.

Visit [MiamiOH.edu/NameCoach](https://miamiuh.edu/NameCoach) to record your name in NameCoach today!

Interview Conducted by: Abbie Proeschel (she/her), Communications and Events Coordinator, Office of Institutional Diversity and Inclusion

Faculty Spotlight:

Sara M. Acevedo, Ph.D.

Assistant Professor, Disability Studies, Department of Educational Psychology

College of Education, Health, and Society



Over twelve years ago while studying historical linguistics and French in Spain, Sara M. Acevedo, Ph.D., had the opportunity to come to the United States to work with disabled adults. During her time here, she got to learn about disability history. Professor Acevedo then decided she wanted to learn more about the disability experience, leading to her first encounter with disability studies as a field.

She enrolled in the disability studies program at Temple University in 2009, which was at the time the home of a well-recognized disability studies scholar. This graduate program was a life-transforming experience for Professor Acevedo and is part of what influenced her desire to continue on in disability studies as a scholar. Once she made the jump, she never looked back and has been conducting research and teaching in the field since.

In addition to her professional and academic life leading her to disability studies, her personal experiences also contributed to her current research area. Throughout her life, Professor Acevedo noted she “always knew that I was different and thought differently.” As she began her journey in disability studies, aspects of her personal life slowly began to click into perspective. Many years passed before she pursued her Ph.D. in Anthropology and Social Change at the California Institute of Integral Studies in San Francisco. Professor Acevedo noted that she “wanted to explore this particular program for my Ph.D. because disability studies is a growing interdisciplinary field and this program, unlike any other, offered the opportunity to think and expand my work on disability justice.”

Professor Acevedo’s time in her Ph.D. program allowed her to engage with a more “politicized approach to disability studies” compared to a more rights-based, inclusionist perspective. In 2012, Dr. Acevedo began to take interest in and study neurodiversity. During her dissertation, she began working with a group of autistic adults who were coordinating and providing services in a transition program to other autistic and otherwise neurodivergent youth. “This was a very unprecedented program, as disabled people occupied a vital leadership position transforming traditional systems of service provision of which they have only been the recipients. It was through her work with this program that Professor Acevedo came to understand an integral part of her identity and eventually led to her pursuing a formal diagnosis of autism to ensure she had access to resources and accommodations if she needed them.

Dr. Acevedo went on to explain “in terms of a formal diagnosis, it serves as a public transcript that allows you to speak the language of the system. This diagnosis will get you through things like the healthcare system, but having a formal diagnosis or a public transcript is not needed to know who you are and your community.” Professor Acevedo explained the cultural aspect of autistic diagnosis by using the concepts of hidden and public transcript as James Scott (1990), cultural anthropologist, coined them. In broad strokes, a hidden transcript is an active form of resistance kept secret from those in power, whereas a public transcript is a form of fake compliance performed for those in power (Scott, 1990). These differences are key in understanding how disability is presented to the world around us compared to the unseen aspects of community experiences.

Dr. Acevedo’s personal and academic experiences led her to neurodiversity scholarship, which is currently where an important portion of her work resides. Specifically, Professor Acevedo examines critical disability and autism studies, along with neurodivergent self-direction and neurodiversity culture. According to Acevedo, “critical disability studies examines the intersections between disability and other forms of oppression and liberation.” Importantly, Dr. Acevedo engages directly with Disability Justice activism, which is “a grassroots movement pioneered and led by Black, Indigenous, and People of Color (BIPOC) nurturing networks of care and community building, rather than policy reform and governing. Disability Justice reaches out to all intersections and focuses on the experiences of trans, queer, poor, incarcerated and other BIPOC.” This lens moves into perspectives of disability experience without universalizing ideas of identity.

Recently, Dr. Acevedo was awarded two different honors relating to her work in critical disability studies and neurodivergent culture. The first of these awards was a grant through the Ford Foundation, U.S. Disability Rights Program, relating specifically to Dr. Acevedo’s work on neurodiversity activism. This program was designed “to support disabled people in building power to achieve greater economic justice and realize their rights as a result of sustained and coordinated advocacy driven by diverse disability rights and justice leaders.” Acevedo’s award will be utilized to further her research and ultimately develop a cultural center or hub where the neurodivergent community can come together to develop and design their own activist agenda. “That’s the long-term vision. To end up with a sustainable cultural center, a virtual and a physical space, that will remain beyond my time and to create a lasting community network focused on self-directed activism.”

The second award recently granted to Dr. Acevedo was her induction into the Susan M. Daniels Disability Mentoring Hall of Fame, which was “established to honor those who are making significant difference in the lives of youth and adults with disabilities through mentoring and to raise awareness about the importance of mentoring individuals with disabilities.” When asked what it was like to receive such an honor, Acevedo stated she “was surprised and very honored. I am very humbled by this honor and to be joined by so many other wonderful people in the history of disability activism who have received the honor. Among them, the trailblazer Judy Heumann, who very recently passed away after decades of fearless disability rights activism. Judy dedicated her life to fighting for justice, touching the lives of many. Her legacy will live on for generations of activists to come.” This award was given as a reflection of the mentoring work that Acevedo conducts in addition to her research, teaching, and service.

This coming fall, Dr. Acevedo will be traveling to the University of Buffalo as a part of her appointment to their Distinguished Visiting Scholars program. “The program provides scholars and artists of exceptional accomplishment a unique opportunity to join a cohort of visiting faculty to promote diversity, equity and inclusion.” She is excited to share her work around critical disability and autism studies, focusing on the disability experience at the intersection of other negatively marked identities with the University at Buffalo and extended community.

During this time, Acevedo will be mentoring graduate and undergraduate students, developing curricular and cultural programming, and working on her research among other things. She is looking forward to the opportunities for growth this experience will provide and beginning her work in collaboration with other scholars, faculty, students, and staff this coming Fall.

Interview Conducted by: Abbie Proeschel (she/her), Communications and Events Coordinator, Office of Institutional Diversity and Inclusion

Staff Spotlight:

Lisa Miller

Senior Associate Athletic Director for Internal Operations



Miami University's Athletics Department maintains a wide reach, with more than 500 student-athletes participating in a total of 19 women's and men's athletic programs. Miami Athletics works diligently to ensure that diversity, equity, and inclusion (DEI) reaches into all areas of athletics, even taking action in 2020 to add a sixth core value of "Empathy" to the Graduating Champions mission that they strive towards every day. With DEI goals and an action plan, the athletic department strives to create and maintain an open dialogue with students, faculty, and staff, while maintaining a variety of educational resources for educational opportunities.

Lisa Miller, Senior Associate Athletics Director for Internal Operations, recently discussed her position with a member of our staff. She currently oversees all internal operations for the athletic department including compliance, academic support, human performance and wellness, human resources, business operations and sport administration. These internal areas give her the opportunity to work directly with coaches, student-athletes and staff on a daily basis. When asked how she approaches DEI in her daily work, Miller noted that she encourages ongoing and intentional dialogue in all athletics spaces, ensures decisions are made with equity and inclusion as a priority and works to provide educational programming for the entire department. This includes, but is not limited to, a variety of cross-campus collaborations to support DEI programming for student athletes.

Miller noted that a variety of programming has been made available to student athletes: "Annually, we aim to ensure all our student-athletes are actively engaged in a dynamic DEI educational experience. This January, we brought Dr. Derek Greenfield to campus, a nationally recognized inclusive excellence facilitator. Our student-athletes engaged in a 2.5 hour interactive educational program aimed at examining personal biases and working together to achieve inclusive excellence." Programs like these, and other similar experiences, have created an environment for students to feel supported and engaged, while learning more about DEI and broadening their educational perspectives.

In addition to programming and workshops, Miller explained that her team has also supported discussions such as the RealTalk Panel Discussion to further inclusive excellence on campus. "We recently hosted a RealTalk Panel Discussion for our student-athletes. A diverse group of coaches and administrators answered a series of questions posed by student-athletes related to personal lived experiences, navigating challenging situations and advancing Miami Athletics inclusive culture." These discussions have provided the basis for deeper conversation and understanding with Miami Athletics and have been highly attended by student-athletes.

Miller's role as Senior Associate Athletics Director for Internal Operations in Miami Athletics also includes serving as the NCAA Diversity and Inclusion Designee (ADID) for Miami University. As ADID, Miller is responsible for serving as the primary point of contact for diversity and inclusion in the athletic department. Miller went on to explain "I'm fortunate to report directly to the Director of Athletics, David Sayler, and we work closely together to ensure inclusion efforts are a priority for our department. In this role, I also have access to many important resources at the national level, conference level and institutional level to ensure our inclusion efforts continue to advance. I currently serve on the Mid-American Conference Diversity and Inclusion Committee, Miami University Divisional Diversity Officers Committee and participate in NCAA Inclusion Programming annually." This role is important for Miami Athletics and the institution at large as Miller works to continually ensure that DEI efforts are advancing and creating a more inclusive Miami within the athletic community.

Some strategies that Miller utilizes to accomplish this goal include working with students to have them directly involved in DEI work, along with weekly staff updates within the department. By having regular updates, there is transparency about DEI efforts that are being conducted. Additionally, Miller seeks out campus partnerships to further DEI work within athletics. "Our campus partnerships are incredibly important to intercollegiate athletics and ensuring we work together to create an inclusive campus. We so appreciate their insight, expertise and creativity in working with our department. We've been so fortunate to collaborate with the Office of Institutional Diversity & Inclusion, the Center for Student Diversity & Inclusion and the Myaamia Center." These collaborations make spaces for student athletes to build community, further their DEI education, and create awareness across campus in an effort to build a more inclusive community.

When asked how DEI in athletics had changed in her time at Miami, Miller noted that DEI has become more of a priority in recent years both at Miami and across the NCAA, with staff being more engaged not because they have to be, but rather because of a desire to be engaged and informed. Miller went on to explain that “Miami Athletics aims to reflect, uphold and champion the values of the Miami University campus community. Inclusive Excellence is a priority for Miami University and it’s a priority for Miami Athletics. As Inclusive Excellence has become a more prominent framework, our coaches, staff and student-athletes are even more active now in seeking out resources, programming and experiences to listen, learn and grow.”

As DEI efforts continue to progress at Miami and in the athletic department, Miller notes that DEI will continue to remain a priority in her role and for her team. “Our student-athletes are diverse, passionate, dynamic and extraordinary champions of inclusive excellence. Our hope is to continue to build on our already meaningful collaborations with our cross-campus partners. Our student-athletes are ready and willing to participate. I’m also hopeful that more of our staff, coaches and student-athletes will take on leadership roles in this space and serve on various campus and conference committees as opportunities open.”

To learn more about the DEI efforts taking place in the Miami Athletics department, please visit [their website](#).

Interview conducted by: Braelyn Bean (she/her), Master in Sport Leadership and Management with a Certificate in Sport Psychology, Class of 2024

Student Spotlight:

Janna Maddox

President, Asian American Association

Human Capital Management and Leadership;

Entrepreneurship, Class of 2023



Miami’s student organizations provide a rich and comprehensive network for students to connect and engage with their peers across campus. These student organizations work diligently to create events and initiatives that service the student body and further educational opportunities and social connections across campus. Janna Maddox, a Human Capital Management and Leadership major with a co-major in Entrepreneurship, recently met with a member of our staff to discuss her role in Asian American Association (AAA) along with their upcoming events and initiatives.

Maddox currently serves as the president for AAA. She described her role as multifaceted, noting that as president, she served to conduct outreach with other organizations and offices across campus to make sure that her organization was well-connected to the Miami community. While Maddox has her team to support her in the planning and execution of events conducted by the organization, her responsibility still includes overseeing logistics and ensuring that things are running smoothly.

Another aspect of Maddox’s role as president includes functioning as a voice for the AAA organization across campus. “Given that we are the largest Asian American, Asian Pacific Islander (AAPI) organization here at Miami, in a sense for a lot of different articles and interviews, I’m...a voice for all of those other organizations as well. That’s probably the biggest aspect of the role that is also a little terrifying, because I am one of out of hundreds of AAPI students and other students who are engaged with AAPI culture on campus.” Maddox went on to note that in her role as president, she works to ensure that she can encapsulate the varied perspectives of the students she represents to present their voices to the larger Miami community and maintain solid communications with other offices and organizations.

During her tenure as AAA president, Maddox’s main focus is ensuring that individuals across campus feel that they have a community. Maddox emphasized that she strives to “make sure I can create that community and preserve that community for them. Of course, the community changes shapes and goes through loops as time continues, but there’s still a community for AAPI students and people that support AAPI culture on campus.”

Maddox went on to explain that at Predominately White Institutions (PWIs) Asian American and AAPI students, much like herself, can often feel a disconnect between their culture and their campus community. “It was difficult for me to find people to fully connect with about my roots and my heritage. There’s a lot of other AAPI students who feel the same way. Having that community where we can come together, whether it is talking about other cultures and learning about them, different activism, or things such as the inclusion forum or even just hanging out and socializing. Just having that community is one of the largest things I want to accomplish in my role.”

As a part of this community building, Maddox and AAA members work to conduct a variety of events on campus to engage the Miami community. One of the largest events that is organized by AAA is the Asian Culture Festival, which takes place Uptown every fall semester around family weekend. “The way I like to describe it is kind of like Mega fair, but instead of each booth being a different organization, each booth is a different culture.” Maddox went on to describe

the previous year's festival, which had seventeen cultures represented, along with partnerships with local businesses for giveaways and catering. Additionally, AAA worked with on-campus and off-campus student groups to arrange performances, one of which included the Taiko group.

Another community based event organized by the members of AAA is Fusion. This year's Fusion took place on February 25. According to Maddox, "Fusion is a culmination of performances from different Asian cultures, as well as some skits and an entire fashion show. It's definitely our largest event of the year and while it takes a lot of planning, it's also one of the events that we take the most pride in because we do put so much work into it. It's a huge community based event where members and non members can join, dance, be in the fashion show, or even just help out as a crew member. Whether they want to just have fun or immerse themselves in more of the culture, it is really great."

Maddox describes the main goal of AAA's events and initiatives as "to educate Miami and the Oxford community about Asian American APU culture, current events, languages, foods, anything really tying into our being, along with showing them that we're a lot more than our food. Whether it's seeing the rich culture that is there in places like Thailand, China, Japan, Kazakhstan, or just showing there's more than what a lot of media says about us. We also just want to ensure that we can provide that community for API students here and anyone who supports API culture, along with providing educational opportunities as appropriate."

When asked how Maddox viewed student organizations like AAA working to help Miami students and the larger Miami community, she noted that in addition to providing community engagement and events for students, student organizations like AAA are also able to provide educational opportunities for students and connect them with support offices on campus. "We recently re-released our resource document that's full of resources for Asian American students. We also work with different offices to see how we can either hold events together or just show that there are other resources available on campus." One example of this was the Lunar New Year event AAA partnered with the Center for Student Diversity and Inclusion (CSDI) to host. "This event not only served as a way to educate the community about Lunar New Year, but also as a way to get more traction for CSDI and allow more students to feel comfortable in CSDI."

Moving forward, Maddox encourages engagement with the Asian American Association on campus, through attendance or collaboration. Individuals interested in becoming more involved with the Asian American Association can connect with them on [Instagram](#) or via their weekly [newsletters](#). Interested individuals are also encouraged to attend general body meetings for the organization to learn more about resources and social and cultural events.

Interview conducted by: Marcella-Alysia Argüello (she/her), Psychology and Critical Race Ethnic Studies, Class of 2024

Submission for DEI Spotlight

Do you know a student, faculty member, or staff member who is doing standout diversity, equity, and inclusion (DEI) work? We are looking to highlight individuals on campus who are doing (DEI) work and making an impact on campus or in the community at large. Our goal is to highlight DEI works around campus and showcase the incredible work our community is undertaking. [Submit your suggestions](#) for our next edition's spotlight!

Research Insights

Racheal Banda Rothrock, Ph.D., Assistant Professor , Department of Teaching, Curriculum, and Educational Inquiry; Chair, Graduate Literacy Committee; Coordinator, M.Ed in Literacy and Language

Banda, R. M. & Reyes, G. (2022). Caring for students by caring for ourselves first: Comrade co-teaching during times of crisis. *Teaching in Higher Education*.

Racheal Banda Rothrock, Ph.D., Assistant Professor , Department of Teaching, Curriculum, and Educational Inquiry; Chair, Graduate Literacy Committee; Coordinator, M.Ed in Literacy and Language

Cho, S. K., Banda, R. M., Fernández, É., Aronson, B. (2022). Testimonios de las travesadas: A borderland existence of Women of Color faculty. *Gender, Work, and Organization*.

Nathaniel Bryan, Ph.D., Assistant Professor of Early Childhood Education, Department of Teaching, Curriculum, and Educational Inquiry

Bryan, N., McMillian, R., & LaMar, K. (in press). Prison abolition literacies as pro-Black pedagogy in early childhood education. *Journal of Early Childhood Literacy*.

Stephanie Danker, Ph.D., Associate Professor of Art Education, Department of Art Faculty Affiliate, Myaamia Center

Danker, S. H., & Bradshaw, R. D. (2022). Conceptualizing art integration through currere. *Currere Exchange Journal*, 6(2), 118–127.

Michael Todd Edwards, Ph.D., Professor, Department of Teaching, Curriculum, and Educational Inquiry; Virginia Todd Memorial Scholar of Mathematics Education

Edwards, M. T., Yang, Z., & Zeng, J. (2022). Fostering Mathematical Inquiry with Language Independent Board Games. *Ohio Journal of School Mathematics*, 91(1), 17–28. Retrieved from <https://library.osu.edu/ojs/index.php/OJSM/article/view/9203>

McKenna Freeman, Graduate Student, Department of Psychology

McKenna Freeman, Andrew Martinez, Vaishali V. Raval. What Do White Parents Teach Youth about Race? Qualitative Examination ... <https://onlinelibrary.wiley.com/doi/10.1111/jora.12782>.

Jenna Morvay, Ed.D., Visiting Assistant Professor, Department of Teaching, Curriculum, and Educational Inquiry

Vernikoff, L., Morvay, J. K., & Kolman, J. (2022). Where Is Antisemitism in Teacher Preparation? An Exploration of the Perspectives and Practices of Equity-Oriented Teacher Educators. *Equity & Excellence in Education*. <https://doi.org/10.1080/10665684.2022.2047414>

Ganiva Reyes, Ph.D., Associate Professor, Department of Teaching, Curriculum, and Educational Inquiry

Reyes, G. (2021). Integrated networks of care: Supporting teachers who care for Latina mothering students. *Critical Studies in Education*, 62(4), 471-485. <https://doi.org/10.1080/17508487.2020.1789683>

Kelli Rushek, Ph.D., Assistant Professor - ELA, Department of Teaching, Curriculum, and Educational Inquiry

Rushek, K.A. & Seylar, E. (2022). Collective diamond mining: Using collaborative curriculum excavation to embrace the educator’s responsibility toward culturally sustaining literacy pedagogy. In S. Cantrell, D. Walker-Dalhouse, A. Lazar (Eds.) *Culturally Sustaining Pedagogy: Developing Socially Just Literacy Teaching Practices*. Teachers College Press: New York.

Brian Schultz, Ph.D., Professor and Chair, Department of Teaching, Curriculum, and Educational Inquiry

Misco, T., Tobias, E. M., & Schultz, B. D. (2021). Citizenship received, but not wanted. *The Social Studies*, 121(1), 46-56. DOI: <https://doi.org/10.1080/00377996.2020.1794772>

Leland Spencer, Ph.D., Chair and Professor, Department of Media, Journalism, and Film, and Women’s Gender, and Sexuality Studies Program

Spencer, L. G. (2021). National Geographic’s racial apology: A half-performative. *Western Journal of Communication*, 85(5), 549-569. <https://doi.org/10.1080/10570314.2021.1991999> (lead article)

Campus Announcements and Upcoming Events

Cultural Celebration Series:

Celebrating Diversity Social

Wednesday, April 5 | Noon - 2 p.m. | Campus Seal

Miami University’s opening event for the April Heritage Month events. Please join the Office of Institutional Diversity and Inclusion to learn more about Asian Pacific Islander Desi American Heritage Month, Arab American Heritage Month, Jewish American Heritage Month, and connect on-campus resources. The Cultural Celebration Series is an event series designed to celebrate cultural heritage months.



Spring 2023 Book Discussion

Global Initiatives (GLI) and the Office of Institutional Diversity and Inclusion (OIDI) invite Miami staff to participate in a Spring 2023 book discussion focused on the 2020 NAFSA publication, *Social Justice and International Education: Research, Practice, and Perspectives* edited by Dr. LaNitra Berger.

Dr. Berger is NAFSA President and Chair of the Board of Directors and Associate Professor of Art History and Director of African and African American Studies at George Mason University.

Discussion groups will take place at noon in the International Student Center (MacMillian Hall 017) on the following dates:

- April 7, 2023 (Chapters 7, 8, & 9)
- April 28, 2023 (Chapters 10 & 11)

If you have any questions about this program please feel free to reach out to Karla Guinigundo, Director of Global Partnerships, at guinigkm@miamioh.edu.

University Diversity and Inclusion Awards

Tuesday, April 25 | 4 -6 p.m. | Shiver Center, Heritage Room

Join us in celebration at the University Diversity and Inclusion Awards Ceremony! The ceremony will begin at 4:00 p.m. in the Heritage Room, located in the Shriver Center. We can't wait to see you there!



Awards to be recognized:

- Ray of Light
- Distinguished Service
- Diversity Event of the Year
- Institutional Inclusive Excellence
- Diversity and Inclusion Student Advocate Awards: Undergraduate and Graduate



A Reading by Grace Talusan

Wednesday, April 12 | 6 p.m. | Johnston Hall 142, Middletown Campus

Enjoy a reading by award-winning author Grace Talusan from her critically acclaimed memoir, "The Body Papers," a "New York Times" Editors' Choice selection. The book explores the fraught contours of her life as a Filipino immigrant and survivor of cancer and childhood abuse.

Free event | No RSVP required

Questions? Email Marianne Cotugno at mcotugno@MiamiOH.edu.

Sponsored by: The Office of Institutional Diversity and Inclusion, Center for Diversity, Equity, and Inclusion, Languages, Literature, and Writing, and Public Programming.

Survivor Support Series

The Office of Student Wellness is hosting a survivor support series for survivors of sexual violence and other forms of interpersonal violence (Domestic violence, stalking, sexual harassment, dating violence, etc.) This series is not therapy and should not replace therapy, but it was created to aid in the healing journey of survivors. Session leaders are all trained or licensed to provide support to survivors. This is open to all survivors regardless of gender identity or sexual orientation.

Students are welcome to come to any or all of the following sessions below, please indicate which sessions you would like to attend*:

April 4th - "Trauma-Sensitive Yoga."

For coffee & conversations, we will be joined by Oxford Community Yoga for a session of trauma-sensitive yoga. This session has the goal of helping survivors start the process of feeling at home in their bodies again after an assault.

April 18th - "Navigating intimacy after an assault."

We will be joined by a licensed counselor Carly Deremo who will talk to students about how sexual assault can change how we think about intimacy and sex and how to think about those topics moving forward.

If you have any questions, please do not hesitate to Contact Morgan Moore at: moorem23@miamioh.edu

*Indicating you want to come now does not mean you cannot change your mind later.

Students can find more information or can sign up here:

https://events.miamioh.edu/event/coffee_conversations_survivor_support_series_introduction

Stress Less Week

The Student Counseling Service and the Suicide Prevention Team are proud to sponsor Stress Less Week. Our goal is to help students increase awareness of ways to manage stress and anxiety and improve the emotional health of our campus community. Stress Less Week will be held from April 6-13, 2023, and includes the activities listed on the [Stress Less Week website](#).

Stress Less Week

April 6-April 13, 2023



Scan here for the Stress Less Week website

| Thursday | Monday | Tuesday | Wednesday | Thursday | Happening All Week |
|---|---|--|--|---|--|
| 4/6/23 | 4/10/23 | 4/11/23 | 4/12/23 | 4/13/23 | |
| STRESS LESS DAY! | DIY DE-STRESS EVENT! | MEDICATION TAKE BACK DAY | PRACTICAL SKILLS TO STRESS LESS WORKSHOP | MINDFULNESS WORKSHOP | CAMPUS CARE |
| Armstrong pavilion 4 P.M. - 6:30 P.M. | 304 Shriver center 1-3 P.M. <i>Offered by Miller center for disability services</i> | Armstrong atrium 11 A.M. - 1 P.M. <i>Offered by the office of student wellness</i> | McGuffey hall 225 4-5 P.M. <i>Facilitated by Natalie Perkins, M.A., clinical psychology doctoral candidate. Sponsored by active minds.</i> | McGuffey 117 and virtual 1-2 P.M. <i>Offered by the office of student wellness</i> | Drop in to speak to a counselor MONDAY (4/10) 11 A.M.-12 P.M. Gross center TUESDAY (4/11) 4-5 P.M. MacMillan hall, room 018 WEDNESDAY (4/12) 4-5 P.M. Center for student diversity and inclusion, ARM 3033 THURSDAY (4/13) 4-5 P.M. King library 108 <i>Offered by the student counseling service</i> |
| STRESS LESS WORKSHOP | QPR: SUICIDE PREVENTION TRAINING | CONTEXTUALIZING STRESS IN TODAY'S SOCIAL & POLITICAL CLIMATE | | COLLAGE FOR WELLNESS! | |
| Harris Hall 111A 4 P.M. - 5 P.M. <i>Offered by the student counseling service</i> | McGuffey 226 5-7 P.M. <i>Offered by Miami hope and HAWKS peer health educators</i> | Upham 235 12:30-1:30 P.M. <i>Offered by the student counseling service</i> | | Makerspace (King library 303) 3-5 P.M. <i>Offered by makerspace at King library</i> | |

Events are in partnership with student counseling service, the office of student wellness, Miller center for disability services, active minds, makerspace, center for school-based mental health, center for student diversity and inclusion, international students & scholar services, MENtal health, HAWKS peer health educators, Miami hope, Miami Oxford student nurse association, office of the dean of students, Natalie Perkins, M.S., clinical psychology doctoral candidate, social assault survivor support, suicide prevention team, therapy dog trainees/volunteers

Noche de Gala
Saturday, April 15, 8:00 p.m. - 11:00 p.m.

Noche de Gala is UNIDOS's annual gala to celebrate and celebrate with Miami's Latinx/Hispanic students and community allies--this year's theme is "Night at the Met". All are welcome to dress up, dance, mingle, and eat on Saturday, April 15 from 8:00 - 11:00 pm in the Armstrong Pavillion!

Admission is free, just RSVP through our [Eventbrite link](#) to secure your spot!



Better Together

Miami supports Better Together Days, an annual event organized on colleges and universities across the U.S., headed by the national nonprofit organization Interfaith Youth Core. Students come together to learn about faith and meaning-making traditions other than their own, to identify common values, and to collaborate on community service projects.

Better Together Week will take place starting Monday, April 16th to Sunday, April 22nd. Miami supports Better Together Week, when students come together to learn about faith and meaning-making traditions other than their own, to identify common values, and to collaborate on community service and engagement projects. Sponsored by META, our focus is on broadening the understanding of diversity and inclusion on campus through events, relationship building, and education. We invite all student leaders to be a part of our community, coming just as they are. To learn more about Better Together and to RSVP for any of the events listed below, please visit [this form](#).

Multifaith Engagement & Transformative Action (META) presents:

SUN 16 Farm, Fries, and Faith Service Project
AM @ Martin Dining Hall (meeting location)

Addressing Islamophobia: Dispelling Myths to Break down Barriers with Dr. Amer Ahmed
5pm @ The Interfaith Center

MON 17 The Role of Religious Diversity in Global Leadership Workshop with Dr. Amer Ahmed
10am - 12pm @ ASC Pavilion C

Community Iftar (Dinner) with MSAs & MESA
8pm @ The Interfaith Center

TUE 18 "Stranger at the Gate": Living Room Conversation and Coffee Hour with Dr. Amber Franklin
3pm @ TBD / SHD 052

Sacred Activism, Service, and Sustainable Development Panel with EWB, SSC, & ASC
6:30pm @ TBD

Better Together Week 2023

WED 19 Better Together Week Key Note Address: Leadership & Ukraine
6pm - 8pm @ Wilks Theatre in ASC

THU 20 The Geopolitics of Religious Soft Power with RedHawks Count
7pm @ ASC 1082

FRI 21 The Vote is Sacred
TBD @ The Interfaith Center

SAT 22 EarthFest & Earth Day
11am - 2pm @ Uptown Memorial Park

Horizon Graduation

Wednesday, April 12 | 6 p.m. | Johnston Hall 142, Middletown Campus

The Horizon Graduation ceremony recognizes and celebrates the accomplishments of graduating undergraduate and graduate diverse students. The name Horizon was chosen to signify the new beginnings, opportunities, challenges, outlooks, and options facing our students at the dawn of their professional lives.

Horizon looks a little different than the traditional commencement. The graduates are instructed to wear what best suits them during the ceremony.

Sponsored by: Center for Student Diversity and Inclusion



MIAMI UNIVERSITY

Horizon
Graduation

May 12, 2023
6 P.M. | Doors open at 5 P.M.
Reception to follow

A celebration of our diverse graduates.

MIAMI UNIVERSITY | STUDENT LIFE | A Division of Miami University | 2023



Lavender Graduation

Saturday, May 6th | 2 - 4 p.m.

Lavender Graduation is an annual ceremony to honor lesbian, gay, bisexual, pansexual, transgender, nonbinary, queer, and ace students and to acknowledge their achievements and contributions to the University. Students graduating in the Spring, Fall, or Winter of 2023 are welcome to participate.

All guests and graduates must RSVP.

Student Registration Deadline: Friday, April 7th
Guest Registration Deadline: Wednesday, April 26th

Sponsored by: Center for Student Diversity and Inclusion

2023 Welling Lecture

Tuesday, April 11 | 7 p.m. | Shideler Hall, 152

Dr. Ben-Moshe will discuss the genealogy of deinstitutionalization by contesting the hegemonic narrative that prisons are the new asylums, and the social scientific expert knowledge that make it seem so commonsense. By so doing, she will paint a more complex picture of the relation between disability/madness and mass incarceration.

Throughout this talk Ben-Moshe will interrogate and destabilize the seemingly neat connections being drawn between deinstitutionalization, homelessness, and imprisonment by discussing the medicalization of housing insecurity and the new social science research trying to prove the connection between deinstitutionalization and housing insecurity by uncritically constructing and reifying the category of the “homeless mentally ill.” She will then discuss the criminalization of housing insecurity to provide a counter explanation to the nexus of homelessness and imprisonment.

To answer the question of the prevalence of incarcerated people with mental health difference, she will also examine the disabling effects of imprisonment as well as the lack of mental health treatment while incarcerated.

This program is sponsored by Miami University’s Miller Center for Student Disability Services, Disability Studies program, and the Humanities Center. For more information, please visit the event’s [Localist page in the University Events calendar](#).

Submissions for DEI Events Calendar

For more information and updates, please add the DEI events Calendar to your Google calendar. To have your event added to the calendar, please complete the [newsletter submission form](#).

Capacity Building

Reimagining the Academy: Building Communities for Access and Transformational Change

Kent State University, Miami University and Ohio University have joined forces to form a collaborative conference: Reimagining the Academy: Building Communities for Access and Transformational Change. Previously, each university held an annual conference on topics related to diversity, equity and inclusion. This new alliance will allow the universities to come together for one conference that will share expertise and leverage their strengths.

Reimagining the Academy will take place October 18-19, 2023 in the Kent Student Center. Virtual engagement opportunities will also be available.

Registration will be free to faculty, staff and students at each of the collaborating institutions. We encourage conference participation from all Kent State students, staff and faculty, and welcome submissions to our [Call for Proposals](#). We are seeking submissions for workshops, oral sessions, roundtables, and panel discussions focusing on anti-racism, diversity leadership and building community. The priority deadline is April 21, 2023.

Keynote speaker, Carol Anderson, Ph.D., will speak on October 19th. Dr. Anderson is a professor of African American Studies at Emory University and is the author of several bestselling books including *The Second: Race and Guns in a Fatally Unequal America* (2020), *One Person, No Vote: How Voter Suppression Is Destroying Our Democracy* (2018) and the critically-acclaimed #1 bestseller *White Rage* (2016).

Those interested in joining the conference listserv to receive up-to-date information regarding announcements, registration, important dates and more should visit www.kent.edu/reimagining.

Additional questions can be sent to arconference@kent.edu

We look forward to having you join us for this very enriching conference. Thank you!

Sincerely,

Amoaba Gooden, Ph.D.

Vice President for Diversity, Equity and Inclusion

Professor of Africana Studies

Kent State University

M. Cristina Alcalde, Ph.D.

Vice President for Institutional Diversity and Inclusion

Miami University

Salome Nnoromele, Ph.D.

Interim Vice President of Diversity and Inclusion

Ohio University

Redhawks Equity Leadership Series

Join our online Diversity, Equity, and Inclusion course for undergraduate and graduate students. Launching on April 15th, we invite all students to sign up to be a part of the first cohort of students to complete the training.

The Redhawks Equity Leadership Series encompasses a set of

five workshops: (1) Allyship, (2) Anti-Racism, (3) Diversity Statement Workshop, (4) DEI in Resumes/CVs Workshop, (5) Pronouns 101.



**Redhawks Equity
Leadership Series**

We hope to keep updating this series with additional workshops, resources, and upcoming events to support students' growth as inclusive leaders.

April Anti-Racism Workshop

Friday, April 10th | 10 - 11:30 a.m. | Shriver Center, Bystrom Room

Anti-racism work requires sustained, proactive education and engagement as well as systemic, intentional efforts at micro- and macro-levels. We will learn about our responsibilities in racial equity and how to prevent racism. We will discuss how to identify racist behaviors both in ourselves and in others and how to counter and dismantle such behaviors. The workshop will also provide tools and strategies for having conversations around racism and how to prevent, stop, and unlearn racial prejudices. This workshop can be tailored for individual departments or student organizations. Request workshop for your department/unit or student group.

To sign up for our next workshop, please visit our website.

Diversity Statement Workshop

Thursday, Apr. 20, 3:30 - 4:30 p.m., Zoom
(University Event)

Join the Office of Institutional Diversity and Inclusion to learn about Diversity Statements and how to write one of your own for either graduate school or a job application. Participants will be exposed to the best practices for crafting a response that incorporates their lived experiences. This workshop will also offer time for participants to draft an outline through a handout. We also invite participants to bring drafts of statements, if they have one, to get feedback and input from the facilitator. This session is intentionally built to be flexible to meet the needs of the group.



**Diversity Statement
Workshop**

Thursday, April 20 | 3:30 - 4:30 p.m.
Zoom

Religious Observances and Inclusive Scheduling

As we begin the spring semester, the Office of Institutional Diversity and Inclusion (OIDI) encourages all Miami community members to consult the full list of Religious Observances and Inclusive Scheduling dates on our website. Below we highlight a few key religious holidays and observances, including a description of the holiday, best practices, and customary greetings to support our active investment in fostering an inclusive campus community.

Please note that these are not all of the holidays that are taking place in the spring semester, nor is this a fully inclusive list.

March 22-April 21* - Ramadan (Islam)

- **Description:** Ramadan is considered one of the holiest months of the year for Muslims. It is widely considered the month in which the Qur'an was first revealed. Fasting in the month of Ramadan is one of the "five pillars" of Islam. Practicing Muslims who are able to do so are expected to fast from sunrise to sunset every day of the month. This means no food, and no water during that time. At the end of Ramadan, Muslims celebrate one of their major holidays called Eid al-Fitr (April 21-22*) or the "Festival of the Breaking of the Fast."
- **Best Practices:** Please consider the practice of fasting and focus of the month when scheduling any events, "lunch meetings," or scheduling lengthy presentations. Not all Muslims will fast or take time off, but they may still observe in various ways.
- **Customary Greetings:** "Ramadan Mubarak" (MOO-bah-ROK) or "Happy Ramadan"

April 7 - Good Friday (Christian)

- **Description:** Good Friday commemorates the day that Jesus was crucified and died. It is considered a day of mourning, and is a part of holy week. Even though it is a sad day, it is called Good Friday because it led to the victory over death and sin. Many services are held around midday which is the same hours that Jesus was hung on the cross. Good Friday is an obligatory day of fasting and abstinence for Catholics.
- **Best Practices:** Please consider the practice of fasting when scheduling any events, "lunch meetings," or scheduling lengthy presentations. Not all Christians will fast or take time off, but they may still observe in various ways.
- **Customary Greetings:** There is no traditional greeting for this day, as it is a somber holiday typically associated with reflection and mourning.

April 5-13 - Passover (Judaism)

- **Description:** Passover celebrates the Biblical story of Exodus, when the Israelites were freed from their slavery in Egypt. Passover is "prescribed" in the Book of Exodus in the Old Testament. Passover is celebrated with a big ceremony. On the first night, a special family meal called seder is held. The seder foods symbolize the Jewish liberation. People also recite traditional prayers. During Passover, Jews eat unleavened bread for seven days. On the first and last night of Passover, people may want to take off work. They are considered sacred occasions when one is not to work at their occupations. Festive meals take place during the holiday.
- **Best Practices:** Please consider the celebrations of Passover when scheduling any events or scheduling lengthy presentations. Not all practicing Jews will take time off, but they may still observe in various ways.
- **Customary Greetings:** "Happy Passover" or "Chag Sameach" (Chahg Sa-MAY-Ach)

April 9 - Easter (Christian)

- **Description:** Easter celebrates the belief in the resurrection of Jesus Christ. Three days after his crucifixion, he resurrected. For many Christians, Easter is positive because it is the end of the Lent season of fasting and penitence. Christians worldwide attend an Easter mass with special services, music, flowers, and ringing of church bells. The Easter Eggs symbolize rebirth and fertility. In countries around the world, people hold Easter egg hunts, egg decorating events, or just giving them as gifts. Traditional Catholics sometimes continue the Good Friday fast until the Easter Vigil.
- **Best Practices:** Please consider the practice of fasting when scheduling any events, "lunch meetings," or scheduling lengthy presentations. Not all Christians will fast or take time off, but they may still observe in various ways.
- **Customary Greetings:** "Happy Easter" or "Christ is Risen" with the reply "He is Risen Indeed"

Note: "*" denotes holidays that start sundown the day before. Please note that individual practices may vary. We also encourage the use of our Religious Observances and Inclusive Scheduling calendar to provide guidance and help avoid scheduling important events, activities, and deadlines on holidays observed by members of the Miami community. Should you or a member of your team have any questions or concerns on how to best utilize this information or on appropriate accommodations, please contact the Office of Institutional Diversity and Inclusion or the Office of Equity and Equal Opportunity.

Call for Submissions

If you have any campus updates or relevant information that you would like to have included in the next edition, please complete the [newsletter submission form](#).