

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Oxford Campus, Marcum Conference Center Rm 180's
Thursday, May 15, 2025**

Committee Chair Ryan Burgess called the meeting to order at 2:00 p.m., with sufficient members present to constitute a quorum. The meeting was held in the Marcum Conference Center on the Oxford campus. Roll was called; attending with Chair Burgess were committee members; Trustees Bill Ebbing, Debbie Feldman, Zachary Haines, Beth McNellie, Lisa Peterson, and Mary Schell; National Trustee Jeff Pegues; and Student Trustee Peyton Morrow. Also attending were Trustee Steve Anderson; and National Trustees Dinesh Paliwal and Mark Sullivan.

In addition to the Trustees, attending for all or part of the meeting were President's Executive Cabinet members; Provost Liz Mullenix; Senior Vice President Jayne Brownell; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, and Amy Shoemaker; along with Dean of the Graduate School Mike Crowder, Associate Vice Presidents Padma Patil and Melissa Thomasson; Special Assistant to the Provost Chris Makaroff; Special Assistant to the President Brent Shock; and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees. Kim Vance, Director of Student Engagement, Activities, and Leadership was also present to present to the Committee; along with many others in attendance to assist or observe.

Public Business Session

Welcome and Approval of the Prior Meeting's Minutes

Trustee Burgess welcomed everyone to the meeting. Trustee Haines then moved, Trustee McNellie seconded and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Student Success

Senior Vice President Jayne Brownell, Vice President Rachel Beech, and Associate Provost Marko Dumančić gave a joint update on helping Miami students thrive - strengthening a culture of success.

Vice President of EMSS Rachel Beech stated the Student Success Center at Miami University plays a central role in supporting students from their first year through graduation by providing personalized, holistic assistance designed to foster academic persistence, connection, and overall well-being. Key initiatives include the GradU8 Scholars program, which promotes belonging and confidence among participants - 98% of whom successfully completed the CAS 101 course and 97% registered for spring classes. Initiatives also include the Motivational

Minutes podcast, launched in spring 2025 to deliver weekly performance psychology insights, originally targeted at GradU8 Scholars.

Other impactful programs include the Pathways Program, which offers a Miami opportunity to students whose high school records may not reflect their potential; 84% of the 208 students who entered in Fall 2024 transitioned to the Oxford campus by spring, and 40% earned a GPA of 3.0 or higher. Additionally, the Miami Cares initiative addresses food insecurity through an expanding pantry that distributes thousands of meal swipes, and hundreds of pounds of food monthly, serving an average of 40 students per week.

Senior Vice President for Student Life Jayne Brownell informed the Committee that the Division of Student Life at Miami University supports student success by combining individualized services with community-building experiences that foster belonging and connection. Students benefit from direct support services such as counseling, academic coaching, crisis response, and disability accommodations, while also participating in high-impact communal experiences like Welcome Weekend, Late Night Miami, and student organizations.

Additionally, Student Life offers more than 600 on-campus employment opportunities that help students develop leadership skills, contribute to the community, and improve retention. Signature roles such as resident assistants, orientation leaders, and peer educators serve as experiential learning platforms. Health and well-being programs teach life skills and coping strategies that enhance both persistence at Miami and long-term success. The division also employs a developmental approach to student conduct, using restorative practices and educational interventions to help students learn from mistakes while respecting their autonomy and promoting responsible decision-making.

Associate Provost Marko Dumančić highlighted how Miami University is integrating artificial intelligence (AI) into student learning across disciplines, showcasing real-world applications and collaborative projects. Examples include students using AI tools to develop a website for Milford Township, support Myaamia language revitalization, enhance chemistry learning through voice interaction, and to co-author award-winning research on AI in education. Additionally, projects such as ChatISA, and a GPT-4-powered library chatbot demonstrate AI's growing role in providing academic support, while courses in graphic design, exercise science, and dietetics are actively embedding AI into pedagogy.

To support faculty and scale these innovations, Miami has launched professional development initiatives including the Howe Writing Center's AI-Informed Writing Pedagogy Certificate and the CTE's Incorporating Generative AI With Novel Ideas for Teaching Excellence (IGNITE) Fall 2025 grants. Provost Fellows for AI are driving institutional coordination through research, faculty workshops, and curriculum development, including AI literacy resources and teaching innovation grants.

Enrollment Management and Student Success

Vice President Rachel Beech provided an overview of Miami University's Fall 2025 enrollment outlook. Applications reached a record 42,751, up 8.8% from the previous year. The nursing program saw the most significant increase in applications (30.7%).

Yield efforts saw increased engagement, with 3,207 students attending Make it Miami! events (+3% year-over-year), and 56.5% of those attendees confirming enrollment, an improvement over 2023. The number of confirmed students attending overnight events rose 30%. Total confirmations for the Fall stand at 4,655 overall, with 4,300 confirmed directly into Oxford, and 355 via the Pathways program. VP Beech also provided the application, admission, and confirmation totals by region -Western, Midwest, Southern, Northeast, and Ohio.

The presentation also highlighted upcoming changes from the implementation of Workday Student, which will introduce stricter controls on campus and program designations, replace legacy academic progress tools, and enhance billing and registration for market-driven tuition programs. A dual-record system will be in place during the transition from Fall 2025 to Fall 2026 to ensure continuity and accuracy in student data. The current timeline is for completion of implementation by the end of calendar year 2026.

University Communications and Marketing (UCM)

Vice President Jessica Rivinius updated the Committee on UCM highlights - major strides were made in brand building, enrollment marketing, and student outreach over the past year. UCM strengthened Miami's brand through 26 on-campus branding installations, community engagement, and strategic sponsorships - including partnerships with the Cincinnati Bengals, and the Cleveland Clinic. Sponsored local events, such as the Cincinnati Reds "Bark in the Park" totaled in the millions for media value. Nationally the publicity value for Miami's appearance in the Snoop Dogg Arizona Bowl totaled \$225 million, with 43 million social media impressions.

Earned media mentions have also increased by over 200% since last year. National media placements and positive coverage has grown significantly, with over 4,700 placements in 2024 and 2,300 more in early 2025. Search Engine Optimization improvements have boosted online visibility, with a 33% increase in search traffic and keyword optimization has raised program page scores from 30–50% to 80–100%.

Student recruitment was also advanced through student-focused videos, and personalized outreach to families. Smart mailers combined with digital ads achieved a 9.7% engagement rate, while yield campaigns leveraged multimedia content and interactive experiences, like celebratory boxes and live webinars. Parent communications doubled year over year, resulting in a 185% increase in RFI submissions. Looking ahead, UCM plans to sustain or increase marketing investment, and to partner with EMSS to identify new geographic markets. Key FY26 initiatives include further use of MarketView, and prominent marketing at high-visibility locations like Wrigleyville and Paycor Stadium.

Academic Affairs

Provost's Update

Provost Mullenix relayed the following:

Thank you, Trustee Burgess. I will begin my update by saying that it has been an honor to serve for the last 3 years as Miami's Provost and Executive Vice President. And it will be an honor to return to the ranks of a talented faculty after nineteen years of consecutive leadership positions at Miami. While I served as both a Department Chair and a Dean before becoming Provost, I continued to teach throughout my administrative career and thus feel well-equipped and most enthusiastic about finishing my days at Miami as a teacher, ending as I started: in my classroom. It has been wonderful to work with my friend and long-time colleague Dr. Chris Makaroff, former Dean of the College of Arts and Sciences, on the transition as he will take the helm officially on May 18th. An enormous thank you to so many amazing Miamians who were wonderful partners and colleagues during my administrative career at Miami!

Now to the update: you will see in your materials a report on our HLC accreditation in addition to several resolutions that I will summarize. The HLC report is essentially a copy of the "self-study," the narrative and evidence that support the four criteria that the Higher Learning Commission requires us to address. While the site visit is not until September, Board members will have an opportunity to learn more about the process and prepare for the visit at the June meeting. A huge thank you to Senior Associate Provost Carolyn Haynes for her work preparing the university for this important review.

Today, the ASA committee considers several resolutions: four for new programs, and one for State mandated reports to the Ohio Department of Higher Education. The reports include one for Low-Enrolled and Duplicate Programs. We are required to submit this report to ODHE every 3 years, and the data that was used for the report is from academic year 2023-2024 as the report was prepared in December of 2024; thus, this report does not take into account some of the reforms we put in place in the spring semester to drive the number of low-enrolled courses down. The report responds to specific prompts directed by ODHE. Since 2017, Miami has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission. These initiatives include the Academic Program Evaluation, Improvement, and Prioritization project (APEIP)—a process that resulted in the elimination of 76 programs—as well as MAPI, the Miami Academic Program Incubator, that evaluations all program ideas for relevance, industry applications, and rigor at the beginning of the curricular process. Other measures include changing our program review model to focus more on continuous improvements and mid-cycle assessments, and introducing the Curricular Ecologies Learning Lab, an incubator for Miami Plan courses as well as core curriculum for the major. In addition to internal efforts the report also reflects upon Miami's work with ODHE Transfer and Articulation Agreements and with the Moonshot for Equity initiative.

Now, to the new programs that all have separate resolutions. The BA in World Languages and cultures is a new degree in CAS that replaces and combines all other language majors with the exception of Spanish. The major is also only 30 credit hours and thus easily

works as a second major if students want to combine language study with a primary major. In FY24, several language majors were eliminated including French, Italian, Classics, German, and Russian. This new major streamlines language curriculum, offering tracks in the major that integrate minors in Chinese, German, French, Italian, Japanese, Latin, and Russian. Students interested in immersive language instruction beyond the major could still do so by studying abroad; thus, Miami students will still have an opportunity to become fluent in a language at college. Students can also specialize in world culture and history as well.

Next, we have the BS in Inclusive Education from the College of Education, Health, and Society. The new major replaces the Ed. Psych Inclusive Special Education (K-12) major that was eliminated in 2023 because students were increasingly interested in a Dual Licensure Program. Students were already combining a primary education major with a special ed minor with licensure but because this was not a stand-alone major it did not fully align with the state requirements for dual licensure programs. This new, combined inclusive ed major has both primary ed and special ed together and aligns with the state requirements. This degree program also has a TESOL endorsement and requires 102 semester hours.

The new BS program in Artificial Intelligence will be housed in the Department of Computer Science within the College of Engineering and Computing. The new degree responds to both the increasing demand for AI professionals and to the interdisciplinary applications of AI across industries. While the core courses in the major are largely computer science courses, there are several interdisciplinary application areas that students can pick that include: ETBD; Stats; Philosophy; Education, Health and Society; Cybersecurity, Systems Software Engineering, and Quantum computing. The degree program has 85 required hours.

The Ph.D. in Computer Science is the second Ph.D. program proposed for Engineering this year. The Board previously approved a Ph.D. in Engineering. This program will allow us to recruit and retain talented faculty to the Department of Computer Science. We lose many good faculty and recruits because we do not have a Ph.D. program and thus faculty do not see the support for their research that a Ph.D. program would provide. This program will also increase our federal grant opportunities relative to sponsored research, and provide opportunities for our undergraduate students as well.

In your materials, you will also see an advising report. This is an internal report, as we do not need to report about Advising to ODHE until 2026. Students continue to be advised both by faculty and by professional advising staff. Miami's strong retention rates reflect the quality level of advising students receive at Miami. As professional advising matures, sessions become more meaningful, student-centered, and strategic.

This concludes my update. I am happy to answer any questions you might have.

Resolutions

The Committee then considered four new degrees in a single vote.

- [BA in Education, World Languages and Culture](#)
- [BS in Education, Inclusive Education](#)
- [BS, Artificial Intelligence](#)
- [PhD, Computer Science](#)

Trustee McNellie then moved, Trustee Peterson seconded and by unanimous voice vote, with all voting in favor and none opposed, the proposed degrees of the prior meeting were recommended for approval approved.

Human Subjects Research

Vice President for Research and Innovation Sue McDowell provided an overview of human subjects research at Miami University. Human subjects research involves studies where participants are volunteer adults, or are underage with guardian consent. Examples range from behavioral studies to interventions in nursing homes and classroom instruction. This form of research is the most prevalent research at Miami, with approximately 330 active protocols annually. It provides valuable learning opportunities for students, including training in ethical standards, developing research instruments, engaging with the Institutional Review Board (IRB), and collecting and analyzing data.

The IRB, comprised of faculty, staff, a community representative, and a student, ensures all research complies with federal regulations and poses no harm to participants. Miami employs various research methods such as surveys, interviews, focus groups, observations, and analysis of pre-existing data. Additionally, a small number of studies (about five per year) involve medical device development, which requires review by a commercial IRB at a cost of \$3,750 per review. These projects move through stages from concept to market approval, including FDA-regulated processes.

MiamiTHRIVE Meeting Student Demand

Special Assistant to the Provost, Chris Makaroff outlined efforts to align faculty workload, curriculum, and departmental structure with Miami University's mission of advancing student success and academic excellence. A new faculty workload model offers differentiated teaching, research, and service expectations based on faculty type and focus, promoting fairness and enhancing research productivity while reducing instructional costs by \$2.7M. Early results show most faculty will have the same teaching loads, 19% will have an increased teaching load, and approximately 5% will have a lower teaching load. A reimagined Global Miami Plan is also being developed to reduce total GMP required credit hours, simplify requirements, foster critical thinking, and enhance written and verbal communication skills, while remaining consistent with Ohio's OT36 standards and career readiness.

The presentation also addressed departmental performance, highlighting variations in enrollment and external funding. To efficiently meet student demand, resource allocation must

increasingly favor departments with high-demand majors, strong scholarly output, and efficient course delivery. Budget challenges facing some departments include declining majors, outdated curricula, and overreliance on low-enrolled Miami Plan classes. Going forward, the university plans to reduce low-enrollment offerings, refine faculty workload policies, optimize departmental structures, and invest in high-performing, revenue-generating areas to ensure sustainable growth and relevance in a competitive higher education environment.

Student Life

Senior Vice President's Update

Senior Vice President Jayne Brownell relayed the following:

We are happily wrapping up the end of another full, exciting, and eventful year in Student Life, and gearing up for our first summer orientation session in just 13 days! Earlier, you heard me talk about some of the ways that our division contributes to student success, and many of those efforts relate to student engagement. We know engagement contributes to a sense of belonging, an essential component in student persistence. Engagement is also the subject of the presentation that Kim Vance and her team will be providing for you in a few minutes. The focus of Kim's report is on the work of the Center for Student Engagement, Activities, and Leadership, or C-SEAL, but before I turn it over to her, I want to highlight two other significant ways we promote both engagement and success that I have not talked about much in the past.

First, I want to talk about UNV 101, the one-credit first-year experience course that about 98% of new students take each fall- or to be more accurate 53% take UNV 101, and 45% take a college- or major-specific version, such as the ones designed for FSB or CEC, that incorporate key topics from the UNV 101 curriculum. This class is a joint venture between Student Life and Academic Affairs, and Gwen Fears, one of our Assistant Vice Presidents in Student Life, has been coordinating or co-coordinating the class from its start in 2014. This is the time of year that Gwen is finalizing updates and details to be ready for the fall. The course provides new students with the resources and information they need to transition into, and succeed at, Miami. It is designed to help students create an intentional, integrated plan for their curricular and co-curricular learning while making them aware of the resources, services, and people who are ready to assist them at Miami.

Key topics in the course include: academic resources and support, community building and engagement, time management, classroom etiquette, personal responsibility, academic integrity, and career development.

In fall 2023, we added an experiential component to the class to encourage students to explore and engage in activities and events outside of the classroom, since we know how important student integration into campus is to their success. The engagement menu offers a variety of in-person and online options that help students explore different parts of campus. Examples students can choose from include: attending an athletic event, checking out a wellness kit from King Library, listening to a podcast about the Miami tribe, or completing a career interest inventory. This addition has been well received by students. In their feedback, they have

told us that the assignment encouraged them to try new things and provided them with valuable connections on campus that they intend to maintain after their first semester.

This year, we are focused on increasing the application of knowledge, creating tools and experiences that students can use right away. Building good habits early will help to create a foundation that students can continue to build on during their time at Miami.

As coordinator, Gwen recruits about 80 instructors every year to teach UNV 101. While faculty and academic advisors teach the college and departmental versions, 75 of the 80 UNV 101 sections are taught by staff instructors from Student Life, Academic Affairs, and EMSS. Additionally, in the past we have had instructors from the University Libraries, IT Services, and Advancement. A few staff, such as the RDs in residence life, have teaching this class built into their job descriptions. However, most are recruited through goodwill and the positive relationships that Gwen has built over time, since staff do not receive additional compensation for teaching this class.

In addition to managing the curriculum for the course, Gwen, with support from her team, creates a common syllabus, assignments, slide decks for each class meeting, and a master Canvas site that holds all materials and information instructors need to effectively deliver the content. They also offer periodic training and support sessions for all instructors.

We've done a robust assessment of UNV 101, and it has had a positive impact on students with everything from helping them become familiar with campus resources and services, to understanding the Miami plan, to knowing how to access their degree audit report. And 82% of students report feeling like they belong at Miami at the conclusion of the course, which is 9% higher than reported on the transition survey in weeks 4-6 of the semester. This course has become a key student success tool as students transition into Miami.

Another type of engagement you may not often think about is parental engagement. When I first started working in student affairs (many, many years ago), we did not engage with parents. In fact, I remember people rolling their eyes when parents called our offices. But times have changed dramatically. We now understand that we can intentionally engage with parents, who are learning new roles as parents of young adults, and shifting to more of a coaching and mentoring role than they've had in the past. Rather than block them out, we can provide parents with information, resources, and advice so they can ask good and timely questions of their students, nudge them to campus resources, and work as partners with us in promoting student success and well-being. Through our Office of Parent and Family Programs, we think about the messages that parents need in each stage of their student's journey, from new student to graduate. We start that relationship with parents during new student orientation, with some presentations to both parents and students, and some that are for parents only. Beyond orientation, we now have a new engagement platform for parents that lets us push out targeted messages and articles based on a student's class year, based on involvement such as parents of fraternity or sorority members, or on interests like career development, campus safety, or study abroad.

We also engage parents through campus events like Family Weekend, and partner with other offices to provide virtual events, with webinars on topics including student health and wellness, navigating the search for internships, selecting second year housing, or tips about advising.

As you can see, engagement covers much more than student organizations alone. Every department in Student Life provides engagement opportunities for students that ultimately contribute to their persistence and success.

Now, unless you have other questions for me, I'm happy to turn it over to Kim Vance, who joined us as the director of the Center for Student Engagement, Activities and Leadership in November 2019. She will talk about many of the ways C-SEAL helps our students find their place at Miami.

Student Engagement

Kim Vance, Director of Student Engagement, Activities, and Leadership, provided an introductory slide with C-SEAL Team staff, then highlighted the division's robust efforts to enhance student involvement, leadership development, and community impact. A featured initiative is the C-SEAL Ambassador Program, which has expanded from a small group to over 30 student leaders offering individualized coaching and facilitating employability skills, development through the Clifton Strengths and NACA assessments. Student programming includes major campus events like Welcome Home and Springfest, as well as support for over 600 student organizations through training, resources, and leadership workshops. Initiatives like Mega Fair and Redbrick Rewards help students connect and grow their involvement skills in meaningful ways.

Leadership and community engagement are fostered through regional and campus-based conferences, such as the Perlmutter Leadership Conference, and networking opportunities like Scholar Leader alumni events. Civic engagement efforts, including the Democracy Bus and collaborations with national organizations, promote student participation in the democratic process. Service initiatives recorded over 50,000 hours of community service in 2024, emphasizing career translation and community collaboration. Fraternity and Sorority Life, which includes over 30% of the student body, remains a major force for leadership, service, and philanthropy - raising over \$324,000 and contributing significant service hours.

Adjourn

With no other business to come before the Committee, following a motion by Trustee Feldman, and a second by Trustee McNellie, by voice vote the Committee unanimously voted to adjourn, with all voting in favor and none opposed.

Written Updates

- [UCM – UCM Newsletter](#)
- [AA - Senate Report](#)
- [AA – Low Enrolled and Duplicate Program Report](#)
- [AA - HLC Accreditation Report](#)
- [AA - Academic Advising Report](#)
- [SL – Student Life Newsletter](#)
- [SL – Campus Engagement Report](#)
- [SL - Student Wellness Report](#)
- [EMSS – EMSS Newsletter](#)
- [EMSS - Student Success Center Report](#)



Theodore O. Pickerill II
Secretary to the Board of Trustees



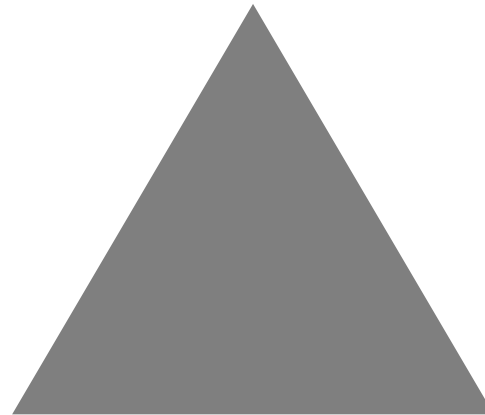
May 2025

Helping Miami Students Thrive Strengthening a Culture of Success

Academic Affairs/EMSS/Student Life

A Collaborative Effort for Success

Enrollment Management
and Student Success



Student Life

Academic Affairs



Student Success Center

Expanding on Our Strengths by Engaging More Learners

Student Success Center



Guiding Students from Entry to Graduation

We play a vital role in helping students **thrive** at Miami University, starting in their first year and continuing through graduation.

We deliver **personalized**, **holistic** support that helps students navigate academic challenges, stay connected, and persist to degree completion.



GradU8 Scholars

Empowered to Succeed

- Program fosters **belonging**, **confidence**, and **community**
- 211 students participated this fall
- 98% successfully completed the CAS 101 course
- 97% registered for spring classes
- Students consistently share their assigned Learning Partner made a real difference



Motivational Minutes



New Podcast Inspires

- Began in the Spring of 2025
- Originally for GradU8 Scholars
- Hosted by SSC Senior Assistant Director Brendan Danker
- Short, weekly episodes based on performance psychology
 - Episode #4, a lesson from the animal kingdom about the advantages of facing storms head-on, was the most streamed

Pathways Program

On the Path to Success

- 208 Pathways students enrolled at Miami in the Fall of 2024
 - 84% transitioned to Oxford by the Spring of 2025
 - 40% earned a 3.0+ GPA

“

The Pathways Program is why I'm at Miami. It's so valuable for students like me who faced challenges in high school and, on paper, don't fit the typical profile of a college student.

It gave me the opportunity to show I can **excel and **thrive** at Miami. Right now, my GPA is a 3.5!"**

— Sasha Vondran, Strategic Communication, Class of 2028



Miami Cares



Food Pantry Expands

- 3,372 meal swipes distributed
- 600 to 1,200 pounds of food ordered monthly from the Shared Harvest Food Bank
- A Hygiene Hub was added with support from the Student Life Mental Health Incubator
- On average, 40 students visit the food pantry each week during the academic year



Student Life as Experiential Learning for Success

Balancing individual services and community building events

Direct student services:

- Counseling
- Tutoring/ Supplemental Instruction
- Academic Coaching
- Crisis response and follow up
- Residence hall one on ones
- Disability accommodations
- Leadership development and organization advising

Provide service to enable student success

Community building events:

- Welcome Weekend
- MAP and Late Night Miami
- Residence hall programming
- Student organizations
- Staff-created programming/ trainings
- Community celebrations
- Social media engagement

Build sense of belonging and connection



Starting on the right foot: Orientation and first semester transitions

- Build a foundation academically and socially
- Built around the issues on students' and parents' minds at that point in time
- Orientation, Miami Bound programs, Welcome Weekend, UNV 101, First 50 Days, residence hall programs, Late Night Miami/ MAP



Leadership and Student Employment

- More than 600 student employees in Student Life
- Practicing leadership while impacting the community and earning money
- Positive impact on retention
- Key roles include RAs, SOULs, HAWKS peer educators, Armstrong building managers, SEAL ambassadors



Health & well-being: Skills for Life

- Students develop skills, coping strategies, and healthy habits
- Contribute to persistence at Miami
- Establish patterns for post-college life



Recovering and learning from mistakes

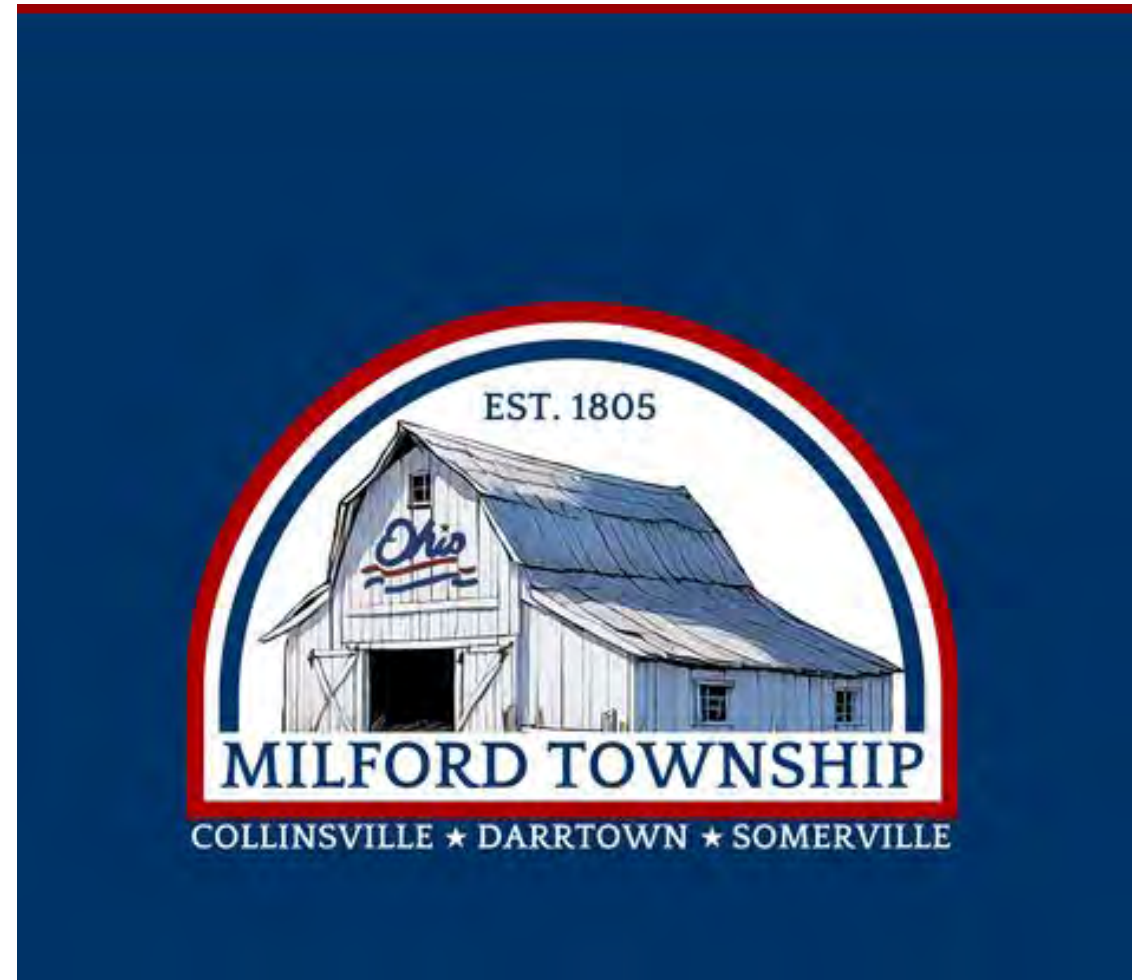
- Educational and developmental approach to student conduct
- Community circles and alternative dispute resolution
- Community expectations in the residence halls
- Respect student autonomy and right to make choices, with guidance and follow up





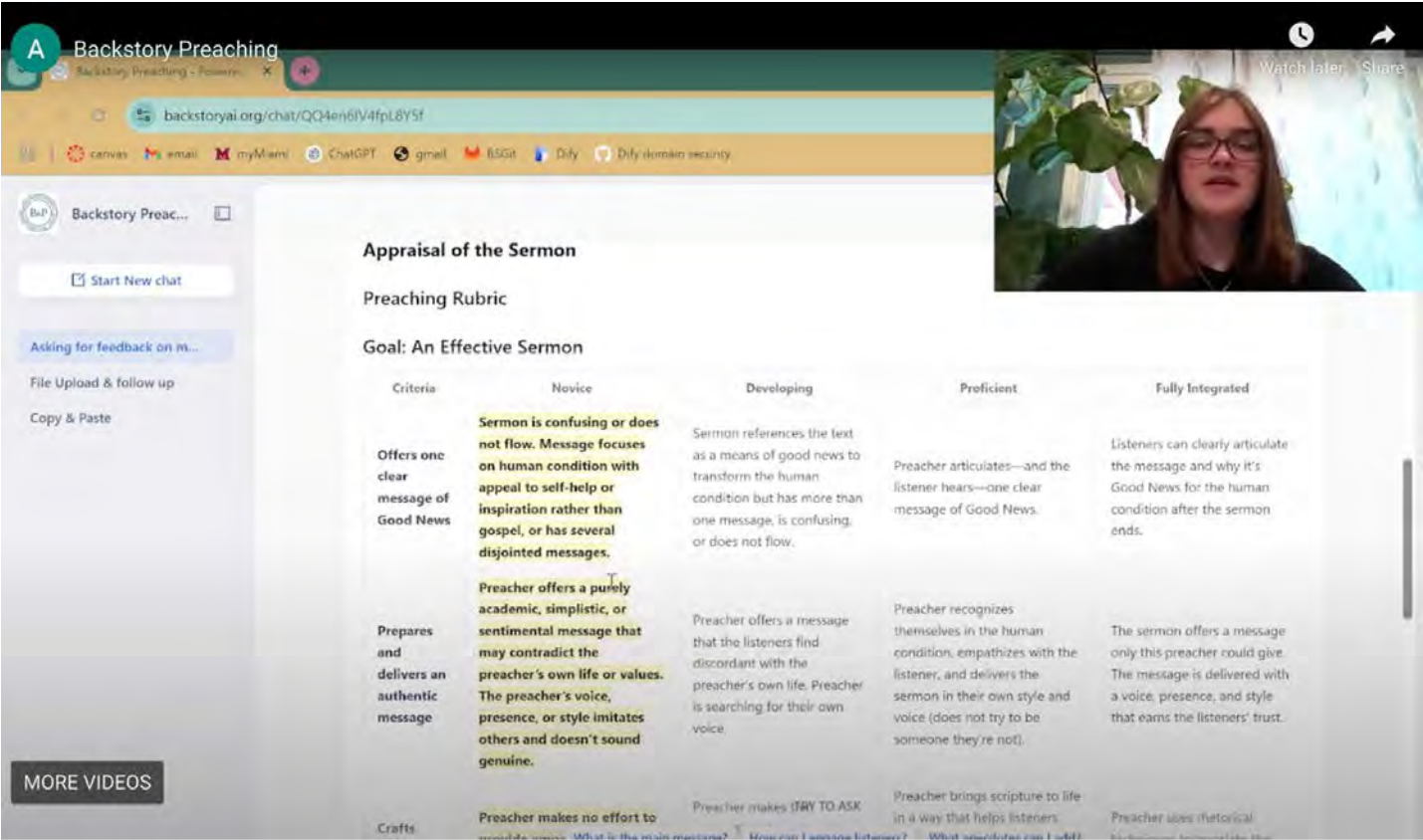
AI @ Miami: The Past, Present and Past of AI and Student Learning

Students in Dr. Heidi McKee's **Professional Writing** capstone created a website for Milford Township and worked with AI to ideate the township logo and [to copy edit portions of the website](#) that is live online and that they showcased to the Miami community.



In collaboration with the nonprofit [Backstory Preaching](#) a **computer science** student team led by Dr. Feng developed an [AI-powered sermon feedback tool](#).

The project helps preachers prepare more efficiently and deliver more compelling messages.



Backstory Preaching

backstoryai.org/chat/QQ4en5V4fpL8Y5f

Start New chat

Asking for feedback on m...

File Upload & follow up

Copy & Paste

Appraisal of the Sermon

Preaching Rubric

Goal: An Effective Sermon

Criteria	Novice	Developing	Proficient	Fully Integrated
Offers one clear message of Good News	Sermon is confusing or does not flow. Message focuses on human condition with appeal to self-help or inspiration rather than gospel, or has several disjointed messages.	Sermon references the text as a means of good news to transform the human condition but has more than one message; is confusing, or does not flow.	Preacher articulates—and the listener hears—one clear message of Good News.	Listeners can clearly articulate the message and why it's Good News for the human condition after the sermon ends.
Prepares and delivers an authentic message	Preacher offers a purely academic, simplistic, or sentimental message that may contradict the preacher's own life or values. The preacher's voice, presence, or style imitates others and doesn't sound genuine.	Preacher offers a message that the listeners find discordant with the preacher's own life. Preacher is searching for their own voice.	Preacher recognizes themselves in the human condition, empathizes with the listener, and delivers the sermon in their own style and voice (does not try to be someone they're not).	The sermon offers a message only this preacher could give. The message is delivered with a voice, presence, and style that earns the listeners' trust.
Crafts	Preacher makes no effort to...	Preacher makes TRY TO ASK...	Preacher brings scripture to life in a way that helps listeners...	Preacher uses rhetorical...

MORE VIDEOS

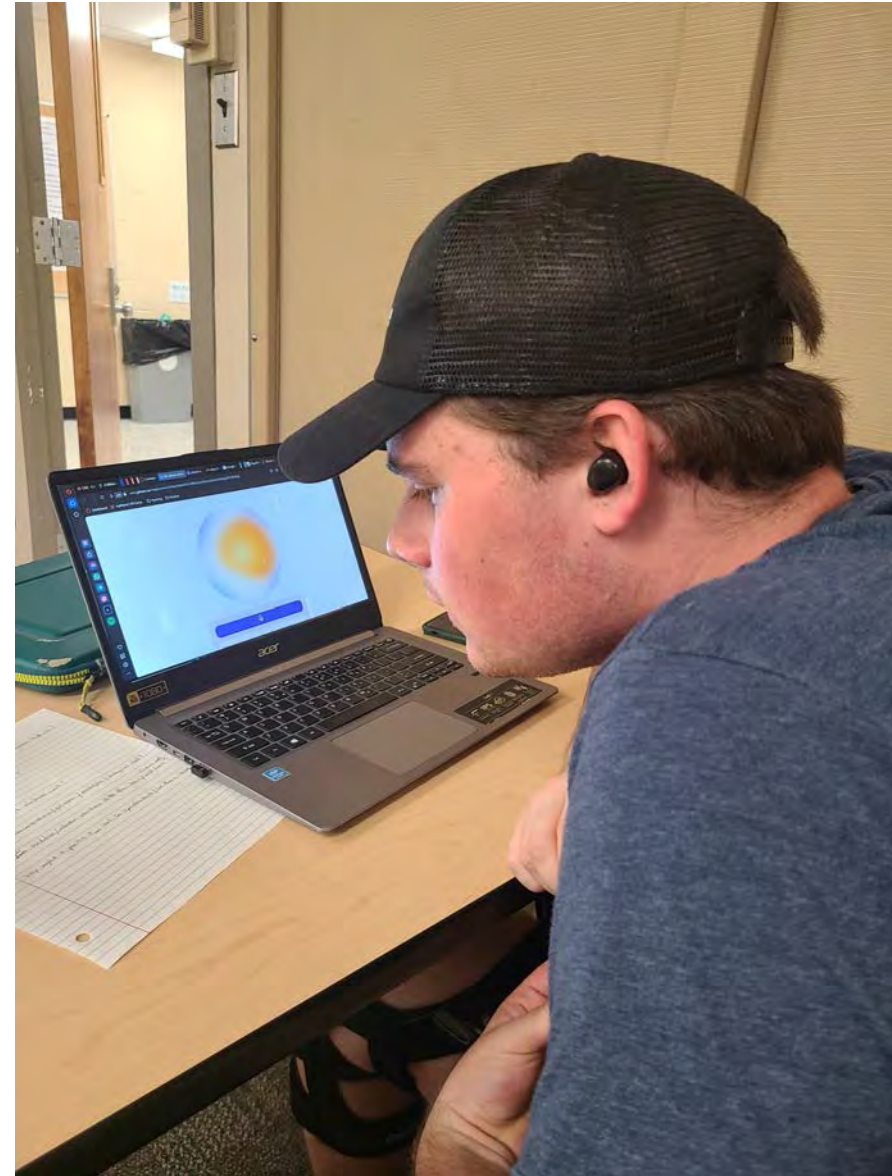
- Master's students in **Computer Science** are using machine learning to support the revitalization of the Myaamia language.
- Working with the Myaamia Center and the Miami Tribe, they are developing tools like a Myaamia-to-English translator and a system that can turn written Myaamia into spoken language.



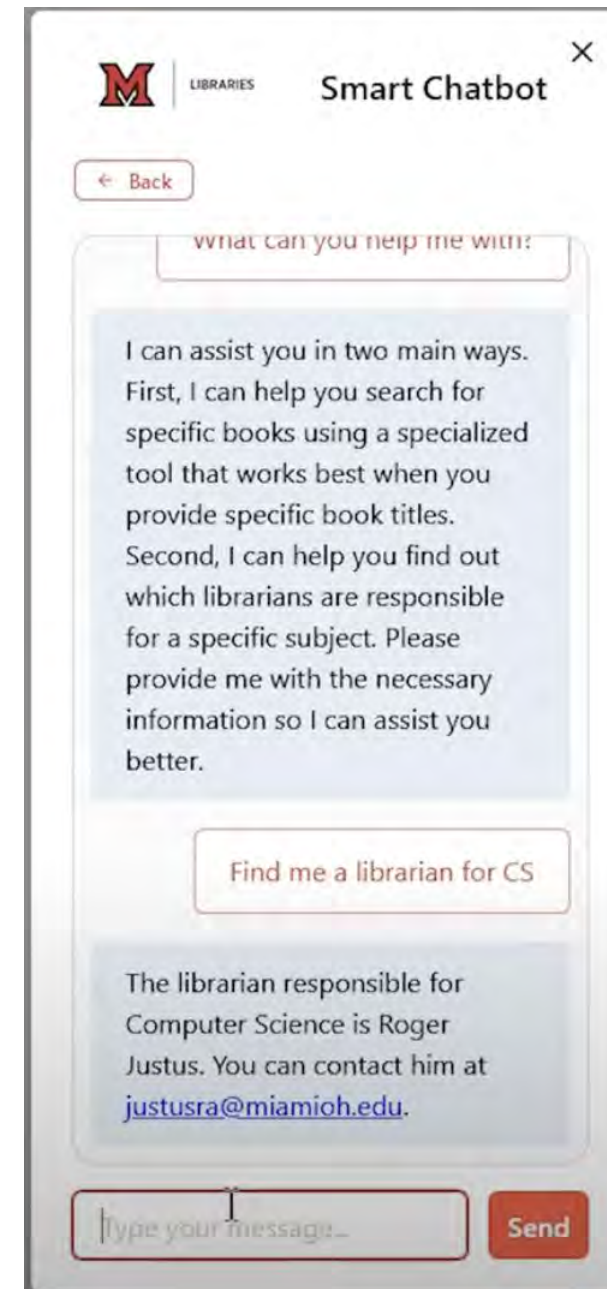
Graphic Design students in Dennis Cheatham's course are gaining hands-on experience with generative AI tools that are rapidly changing the publication design industry.



Dr. Yeziarski's students used the AI tool *Verse* for real-time **voice conversations** that challenged scientific misconceptions in **chemistry**.



- Meng Qu, in collaboration with **Computer Science** colleagues, led the creation of an AI-powered **Library Services** chatbot for academic libraries, equipped with OpenAI's GPT-4 model.
- The chatbot can help patrons find specific books or research articles, make room reservations, or identify the best librarian to answer subject-based questions



- **ISA** faculty Fadel Megahed and Joshua Ferris developed ChatISA: chatbot, where students can chat with one of nine LLMs.
- The chatbot consists of four main functions:
 - Coding Companion
 - Project Coach
 - Exam Ally
 - Interview Mentor.


Welcome


to Your ChatISA Assistant 🤖

ChatISA is your personal, free, and prompt-engineered chatbot, where you can chat with one of nine LLMs. The chatbot consists of **four main pages**: (a) Coding Companion, (b) Project Coach, (c) Exam Ally, and (d) Interview Mentor.


They can be accessed by clicking on the buttons below or by toggling their names on the sidebar.


Select one of the following options to start chatting!

 Coding Companion

 Project Coach

 **Exam Ally**

 Interview Mentor

 The Exam Ally can help you prepare for exams by generating exam questions based on information extracted from a PDF that you upload and your choice of exam question type.

Here, you can select the model you want to chat with and type of exam questions. Note that the LLM grades and feedback can be wrong, so always double-check the answers. You can also export the entire conversation to a PDF.

P.S.: We do not store any of your data on our servers.

Go to Exam Ally



- Drs. Timmerman and Miller in **Kinesiology, Nutrition, and Health** have integrated AI into their case-based teaching.
- Students engage with virtual patient counseling scenarios tailored to clinical exercise science and dietetics.



- Four undergraduates (biology, gerontology, history, and professional writing) and Dr. Heidi McKee co-authored an article on how **AI might be used in teaching and learning.**
- Later this month the article will be recognized with a prestigious national award for the most outstanding scholarly article in the field.





Computers and Composition

Volume 71, March 2024, 102833

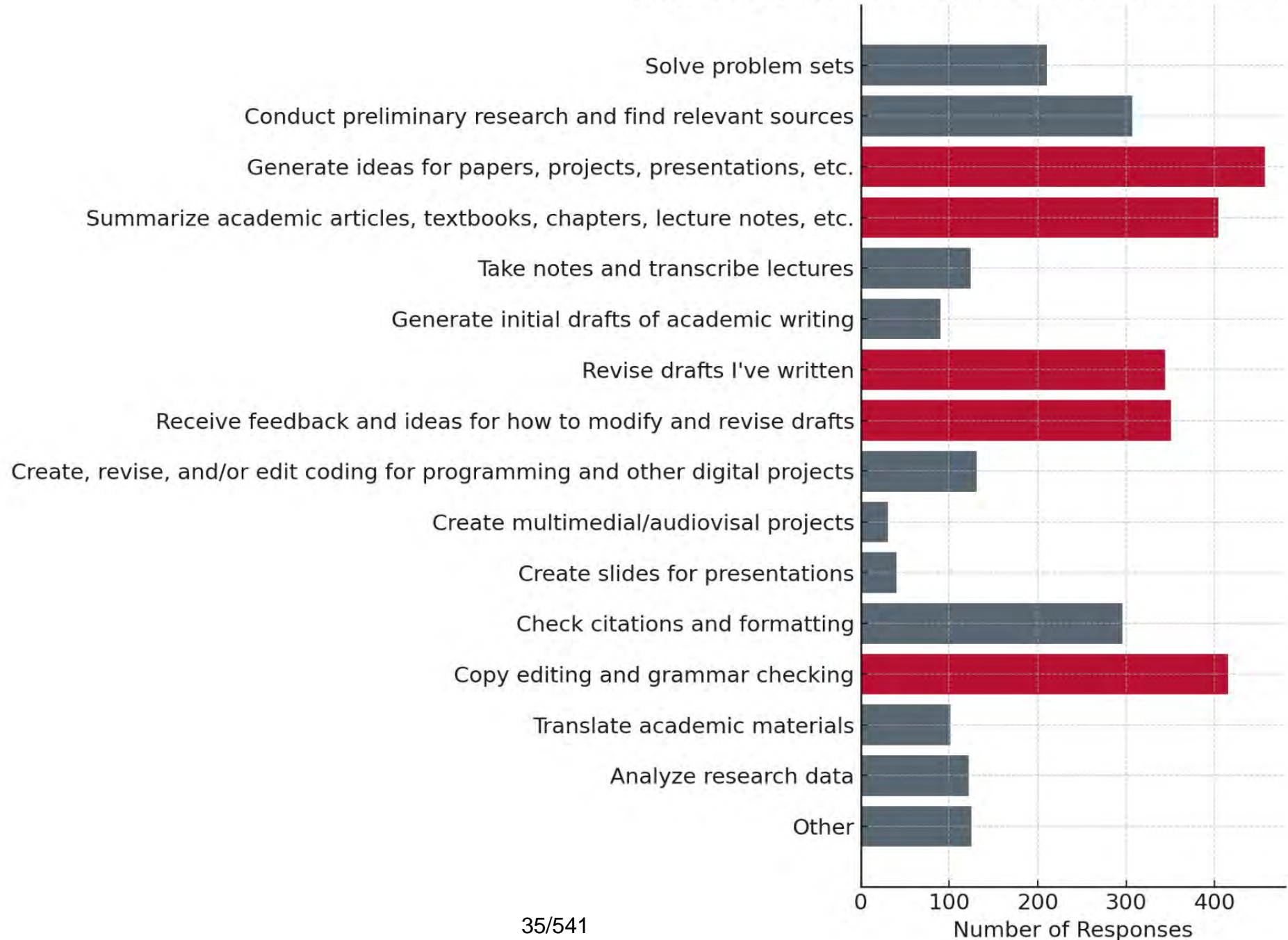


Writing with generative AI and human-machine teaming: Insights and recommendations from faculty and students

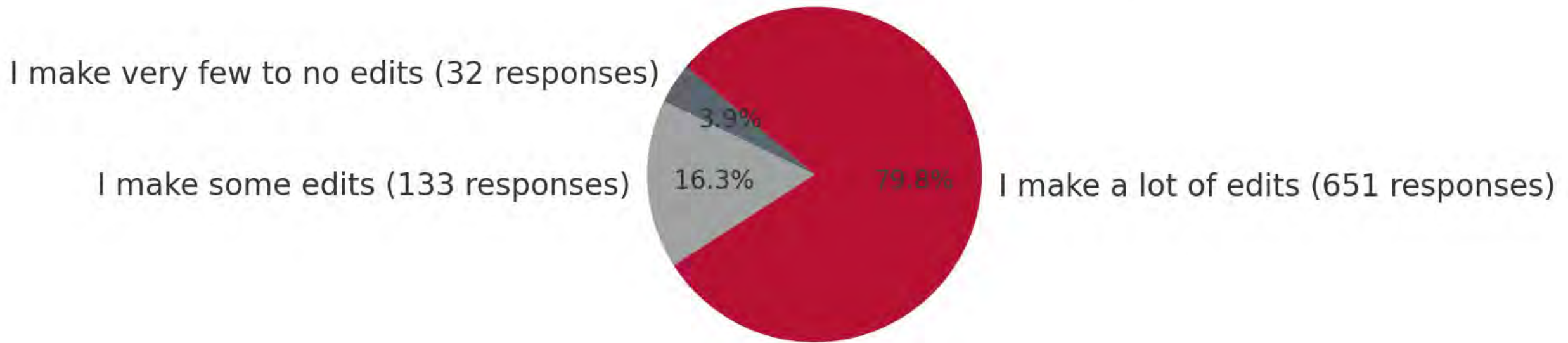
Andelyn Bedington, Emma F. Halcomb, Heidi A. McKee  , Thomas Sargent, Adler Smith

Frequency of Student Use: Types of Academic Work

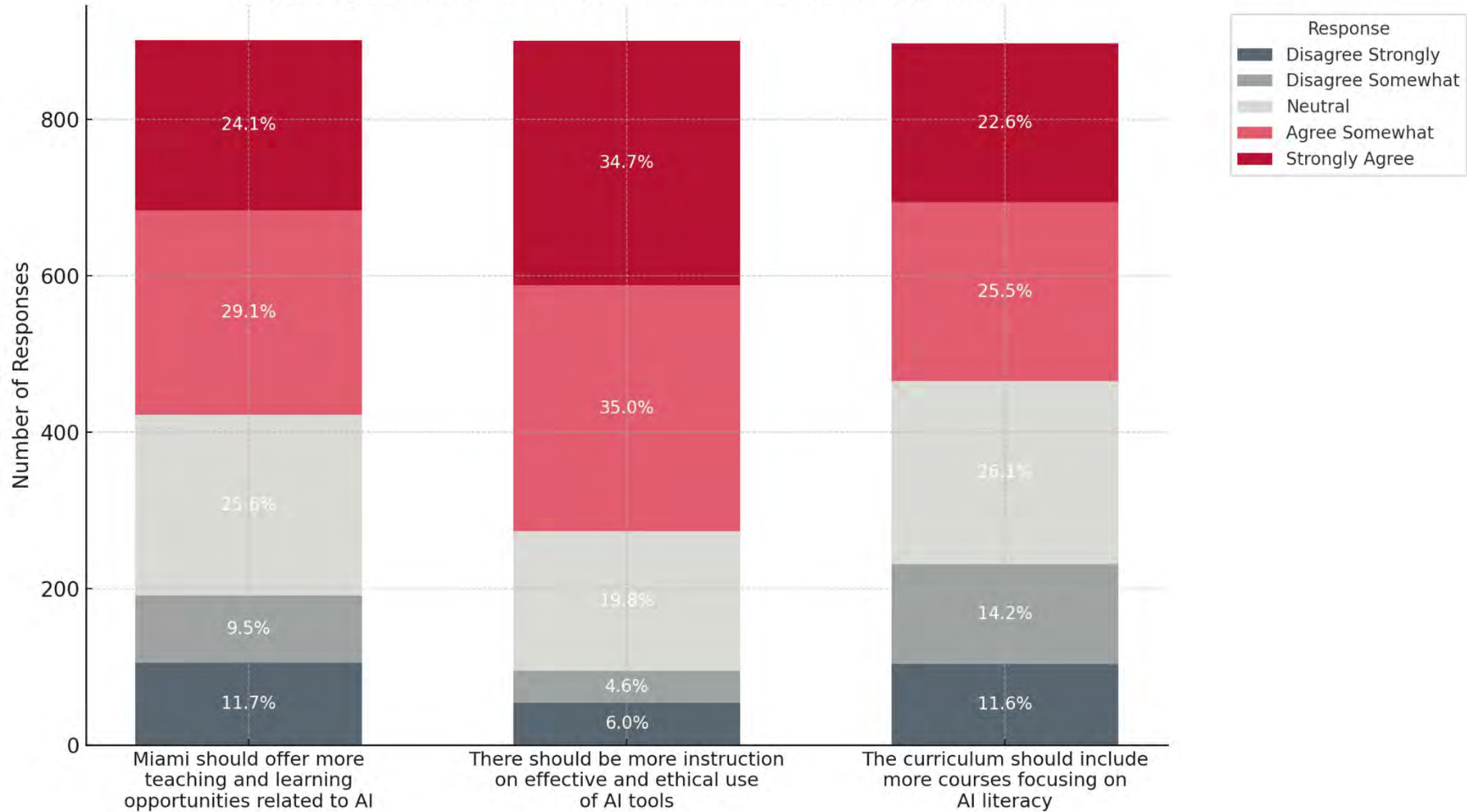
How Students Use Gen AI in Academic Work (All Categories)



Student Editing of AI Outputs Before Submission (n=816)



Student Agreement with AI Curriculum and Instruction Statements



GenAI *Explorers* CTE Programs for New Users

Workshop

GenAI for Teaching: A Hands-On Intro

Online Course Scholarship

Teaching with AI from Auburn University

5-7 hours, self-paced,
asynchronous



GenAI *Adopters* CTE Programs for Int/Adv Users

CTE-IGNITE Grants

Incorporating **Generative AI** With **Novel**
Ideas for **Teaching Excellence** in fall 2025

Grants for:

- AI assignment
- AI module
- Results presented at Zoom conference



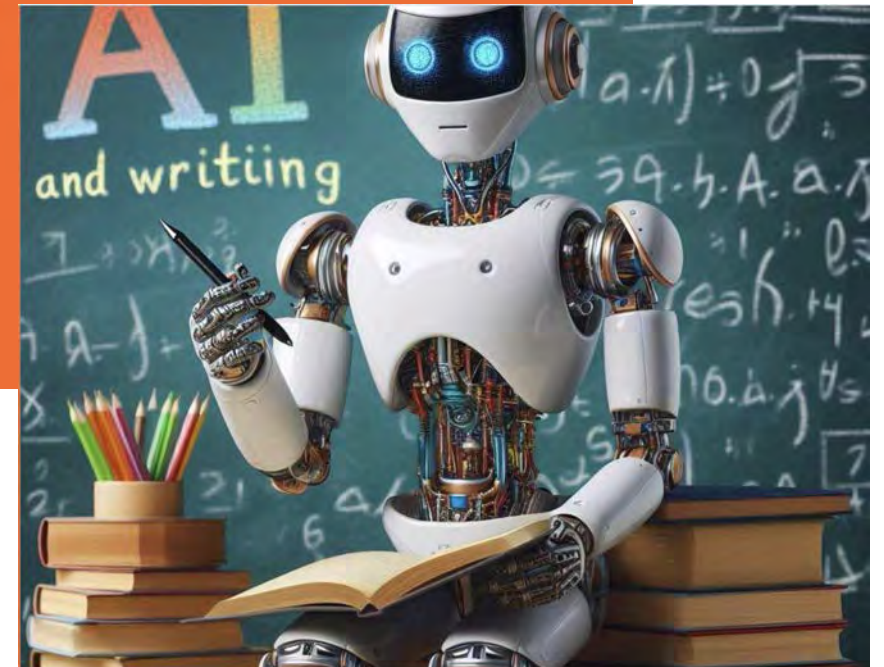
Supporting Faculty PD to Scale Student Success

Howe Writing Center launched the **AI-Informed Writing Pedagogy Certificate** (Spring 2025).

- Modules on writing, ethics, and AI's role in instruction.
- Outcome: Revised assignments and teaching practices that center student growth.

AI-Informed Writing Pedagogy Program: Introductory Course

START COURSE



Provost Fellows for AI: Scaling Innovation Across the Curriculum

- **Faculty Engagement & Development**

- Design a range of workshops (e.g., Flash Workshops, in-depth sessions, discussion fora)
- Launch and maintain *AI Bytes* newsletter (short, creative, and actionable)

- **Curriculum Integration**

- Support AI Teaching Innovation Grants
- Develop resources for AI literacy with CS/CEC, CTE, and HCWE.

- **Survey & Research**

- Analyze student AI usage surveys
- Distribute and analyze faculty survey

- **Department Collaboration**

- Coordinate AI programming with departments/programs
- Co-create offerings: alumni panels, industry workshops, and research discussions





Questions?

Enrollment Management and Student Success Update Board of Trustees Meeting

May 2025



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS



Oxford First Year Enrollment Update



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

Fall 2025 Applications

Residency

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident	16,591	16,219	19,639	21,466	23,355	8.8%
Domestic Non-Resident	14,095	13,247	15,072	16,366	18,724	14.4%
International	2,496	2,972	4,567	5,100	4,631	-9.2%
Ohio Resident	14,383	15,211	16,412	17,819	19,396	8.9%
Grand Total	30,974	31,430	36,051	39,285	42,751	8.8%

Data as of May 15 for previous years, May 14 for 2025



Fall 2025 Applications

Academic Division

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	12,641	12,074	12,405	13,241	14,219	7.4%
Farmer School of Business	8,151	8,585	9,918	10,855	12,296	13.3%
College of Engineering and Computing	4,267	4,469	5,661	6,276	6,125	-2.4%
College of Education, Health and Society	2,716	2,834	3,789	4,023	4,522	12.4%
College of Creative Arts	1,713	1,803	2,104	2,239	2,124	-5.1%
Nursing	1,486	1,665	2,174	2,651	3,465	30.7%
Grand Total	30,974	31,430	36,051	39,285	42,751	8.8%

Data as of May 15 for previous years, May 14 for 2025



Fall 2025 Admits

Residency

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident	14,849	14,086	14,399	15,390	15,495	0.7%
Domestic Non-Resident	13,112	12,228	13,299	13,664	14,479	6.0%
International	1,737	1,858	1,100	1,726	1,016	-41.1%
Ohio Resident	11,567	12,487	13,835	14,335	14,607	1.9%
Grand Total	26,416	26,573	28,234	29,725	30,102	1.3%

Data as of May 15 for previous years, May 14 for 2025



Fall 2025 Admits

Academic Division

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	12,277	12,075	11,502	12,676	13,737	8.4%
Farmer School of Business	6,172	6,395	7,301	6,891	6,676	-3.1%
College of Engineering and Computing	3,736	3,698	3,856	4,347	4,164	-4.2%
College of Education, Health and Society	2,329	2,286	3,058	3,167	3,484	10.0%
College of Creative Arts	1,453	1,441	1,612	1,378	1,252	-9.1%
Nursing	449	678	905	1,266	789	-37.7%
Grand Total	26,416	26,573	28,234	29,725	30,102	1.3%

Data as of May 15 for previous years, May 14 for 2025



Fall 2025 Confirmations

Residency and Pathways

	2021	2022	2023	2024	2025	Δ 2024 to 2025
Non-Resident - Oxford	1,736	1,630	1,571	1,623	1,505	-7.3%
Domestic Non-Resident	1,642	1,533	1,496	1,523	1,418	-6.9%
International	94	97	75	100	87	-13.0%
Ohio Resident - Oxford	2,963	2,572	2,553	2,732	2,795	2.3%
Grand Total - Oxford	4,699	4,202	4,124	4,355	4,300	-1.3%
Pathways	0	86	106	220	355	61.4%
<i>Grand Total – Oxford & Pathways</i>	4,699	4,288	4,230	4,575	4,655	1.7%

Data as of May 15 for previous years, May 14 for 2025



Fall 2025 Confirmed

Academic Division

	2021	2022	2023	2024	2025	Δ 2024 to 2025
College of Arts and Science	2,062	1,677	1,492	1,605	1,725	7.5%
Farmer School of Business	1,341	1,216	1,331	1,304	1,284	-1.5%
College of Engineering and Computing	462	479	430	511	423	-17.2%
College of Education, Health and Society	480	406	448	470	488	3.8%
College of Creative Arts	268	294	264	268	220	-17.9%
Nursing	86	130	159	197	160	-18.8%
Grand Total	4,699	4,202	4,124	4,355	4,300	-1.3%

Data as of May 15 for previous years, May 14 for 2025



Western Region



		2021	2022	2023	2024	2025
Pacific	Applied	673	594	653	667	699
	Admitted	612	537	556	542	546
	Confirmed	50	45	44	38	36
Mountain	Applied	501	477	497	494	616
	Admitted	468	447	449	417	483
	Confirmed	79	72	56	46	60
Grand Total	Applied	1,174	1,071	1,150	1,161	1,315
	Admitted	1,080	984	1,005	959	1,029
	Confirmed	129	117	100	84	96

Data as of May 15 for previous years, May 14 for 2025



Midwest Region



		2021	2022	2023	2024	2025
West North Central	Applied	945	986	972	982	1,025
	Admitted	885	934	880	864	839
	Confirmed	141	124	116	113	120
East North Central	Applied	6,036	5,778	6,861	7,317	8,620
	Admitted	5,664	5,393	6,182	6,279	6,837
	Confirmed	705	664	719	726	667
Grand Total	Applied	6,981	6,764	7,833	8,299	9,645
	Admitted	6,549	6,327	7,062	7,143	7,676
	Confirmed	846	788	835	839	787

Data as of May 15 for previous years, May 14 for 2025

Southern Region



		2021	2022	2023	2024	2025
West	Applied	299	305	345	417	514
Central	Admitted	272	260	294	322	358
South	Confirmed	27	35	27	29	26
East	Applied	861	734	895	968	1,073
Central	Admitted	803	685	804	833	873
South	Confirmed	111	111	112	98	87
South	Applied	1,790	1,639	1,797	1,988	2,201
Atlantic	Admitted	1,653	1,507	1,550	1,577	1,648
	Confirmed	203	185	155	160	161
Grand	Applied	2,950	2,678	3,037	3,373	3,788
Total	Admitted	2,728	2,452	2,648	2,732	2,879
	Confirmed	341	331	294	287	274

Data as of May 15 for previous years, May 14 for 2025



Northeast Region



		2021	2022	2023	2024	2025
Mid Atlantic	Applied	1,860	1,794	1,966	2,227	2,773
	Admitted	1,722	1,604	1,665	1,781	2,048
	Confirmed	213	193	175	209	194
New England	Applied	1,103	902	1,045	1,224	1,381
	Admitted	988	812	886	971	1,016
	Confirmed	117	113	103	123	94
Grand Total	Applied	2,963	2,696	3,011	3,451	4,154
	Admitted	2,710	2,416	2,551	2,752	3,064
	Confirmed	330	306	278	332	288

Data as of May 15 for previous years, May 14 for 2025



Ohio Regional



		2021	2022	2023	2024	2025
Northern	Applied	5,092	5,342	5,909	6,353	6,806
	Admitted	4,187	4,504	5,011	5,169	5,156
	Confirmed	989	880	874	900	914
Central	Applied	4,682	5,000	5,240	5,761	6,360
	Admitted	3,769	4,105	4,410	4,644	4,794
	Confirmed	870	756	690	794	847
Southern	Applied	4,677	4,954	5,330	5,747	6,153
	Admitted	3,658	3,933	4,444	4,524	4,509
	Confirmed	1,099	925	977	1,016	1,008
Grand Total	Applied	14,451	15,296	16,479	17,861	19,319
	Admitted	11,614	12,542	13,865	14,337	14,459
	Confirmed	2,958	2,561	2,541	2,710	2,769

Data as of May 15 for previous years, May 14 for 2025





Highlights from Yield Season

- 3,207 students attended Make it Miami! (+3% YOY)
- 56.5% of MIM attendees have already confirmed by today vs. 54.3% in 2023
- 402 confirmed students attended overnight recruitment events vs. 309 in 2023 (a 30% increase!)



Workday Student Update

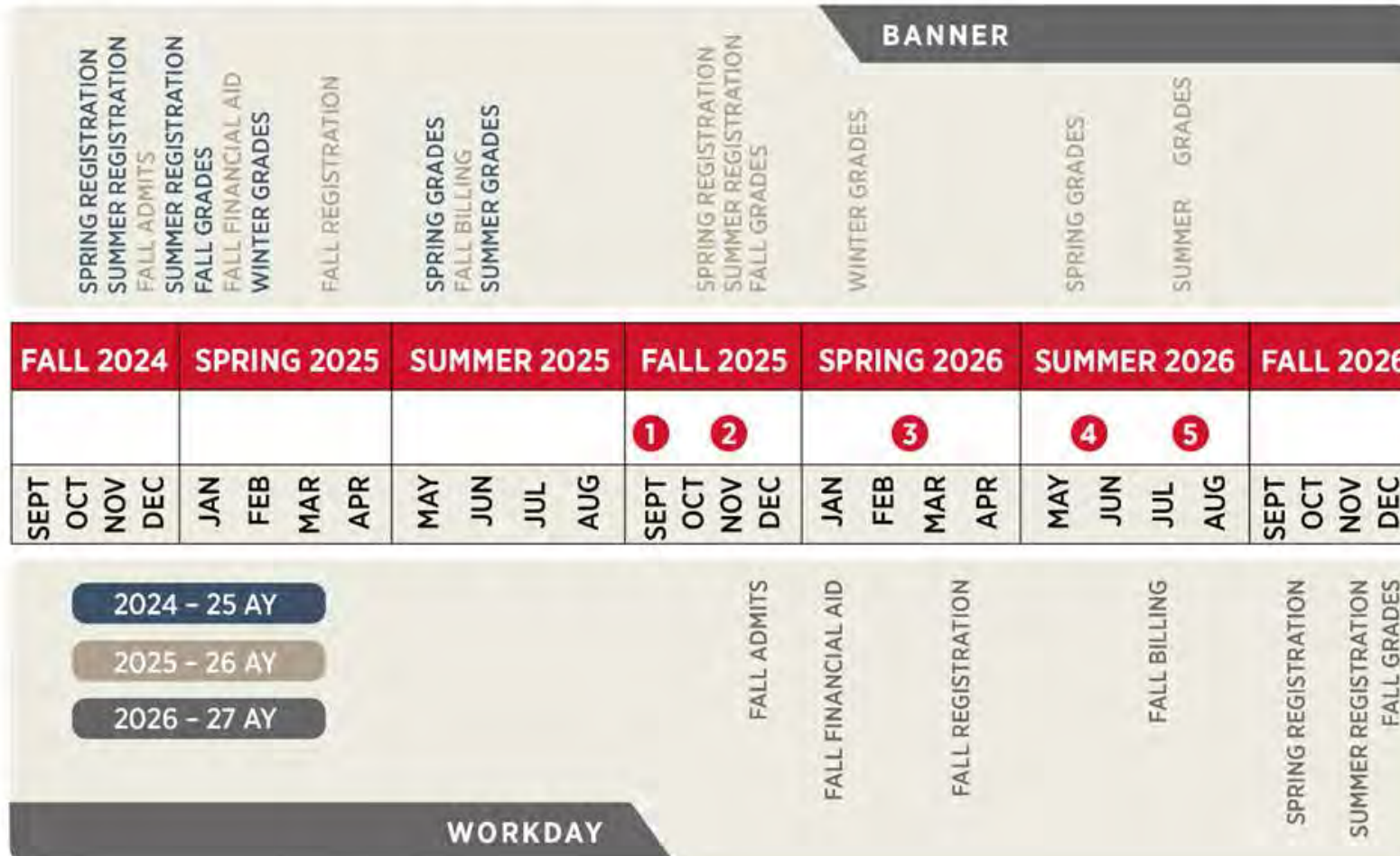


ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS



MIAMI WORKDAY IMPLEMENTATION

System of Record Transition Timeline



SERVICE LIVE IN WORKDAY

1

- SLATE INTEGRATION
- ACADEMIC UNITS AND LEVELS
- STUDENT PERSONAL INFO SETUP
- PROGRAMS OF STUDY
- CALENDARS
- EDUCATIONAL INSTITUTIONS
- COURSE CATALOG

2

- VERIFICATION, AWARDING AND PACKAGING FOR NEW STUDENTS
- ISIRS
- CLASS SCHEDULE

3

- REGISTRATION
- STUDENT CONVERSION (ALL)
- VERIFICATION, AWARDING, AND PACKAGING FOR CONTINUING STUDENTS
- FEE CALCULATIONS, SPONSORS AND WAIVERS

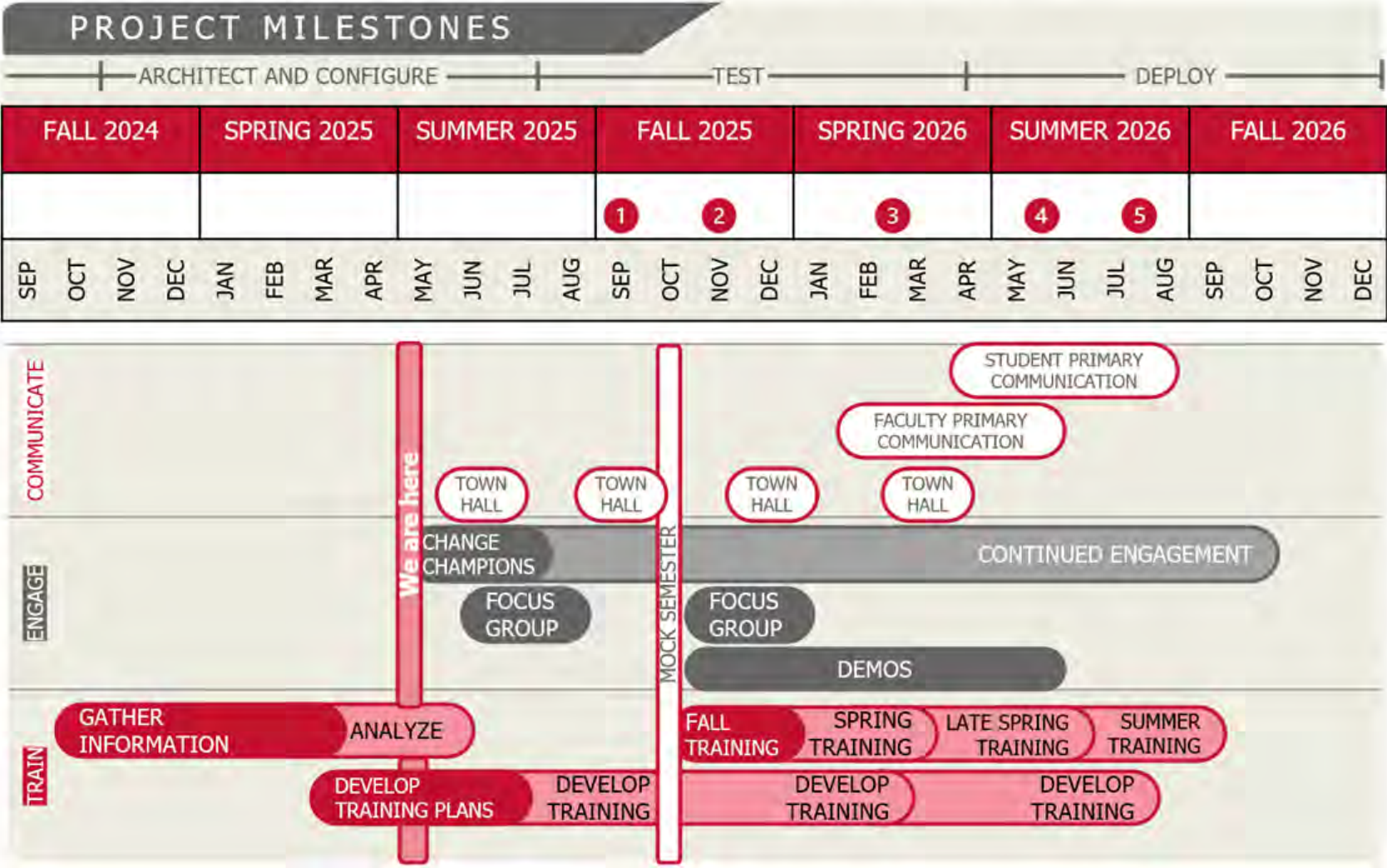
4

- PAYMENTS
- CASHIERING INTEGRATION
- CHARGE ASSESSMENT
- PAYMENT PLANS
- DISBURSEMENT
- R2T4
- STUDENT FINANCIALS BALANCES
- TRANSCRIPT GENERATION

5

- GRADING
- GRADUATION
- END-OF-TERM PROCESSING

Change Management Timeline



SERVICE LIVE IN WORKDAY

1

- Slate integration
- Academic units and levels
- Student personal info setup
- Programs of study
- Calendars
- Educational institutions
- Course catalog

2

- Verification, awarding, and packaging for new students
- ISIRs
- Class schedule

3

- Registration
- Student conversion (all)
- Verification, awarding, and packaging for continuing students
- Fee calculations, sponsors and waivers

4

- Payments
- Cashiering integration
- Charge assessment
- Payment plans
- Disbursement
- R2t4
- Student financials balances
- Transcript generation

5

- Grading
- Graduation
- End-of-term processing



WORKDAY STUDENT CHANGES

- Stricter enforcement of home campus designation and course registrations by Program of Study
- Integrated Academic Progress Report will replace uAchieve/DARS
- More consistent billing and course registration management for Market Driven Tuition programs
- Dual System of Record overlap during Fall 2025 to Fall 2026 transition period



External System Changes

Replaced by Workday

- Banner
- uAchieve - DARS
- Photo Roster
- Withdrawal app
- Change of Program app
- Course Repeat app
- Re-enrollment app
- Student info FERPA app
- eCRT Effort Reporting
- Academic Advisor Assignment
- BDM (for most student docs)

Keeping

- Canvas
- Slate
- EAB Navigate
- CourseLeaf – CIM & CAT
- Nelnet – Student Payments
- Flywire – International Payments
- National Student Clearinghouse
- Terradotta
- The Hub
- 25Live
- Maxient
- Handshake
- ESCI (1098-T processing)
- eCampus
- Sunapsis
- myMiami
- Cayuse Grant Manager

Still Under Review

- LobbyCentral
- Paver
- Teamworks/ARMS
- AIM
- Cvent
- Grade Submission
- TutorTrac





Thank you



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS



UCM Update

May 2025



Introduction | Topics

- **Strengthening our Brand**
 - Environmental Graphics, Sponsorships, Earned Media, SEO
- **Recruiting our Students**
 - Search and Yield Campaigns, Parent/Family Communication, Student-focused Videos
- **Looking Forward**
 - Lead Generation and New Markets, Supporting Yield Strategy Development and Execution





- In 2024-2025, UCM made significant leaps forward in
- **Brand Building,**
 - **Undergraduate Enrollment Marketing, and**
 - **Student Outreach**



Strengthening our Brand

Environmental Graphics, Community Engagement and Sponsorships, Earned Media, SEO



Branding our Campus Environment

26 on-campus branded experiences since Jan. 2024



Impactful — It can be impactful to show people what the brand is about through a relevant experience.



Authentic — It is important to extend loyalty on connection with a brand through physical spaces and those interactions within.



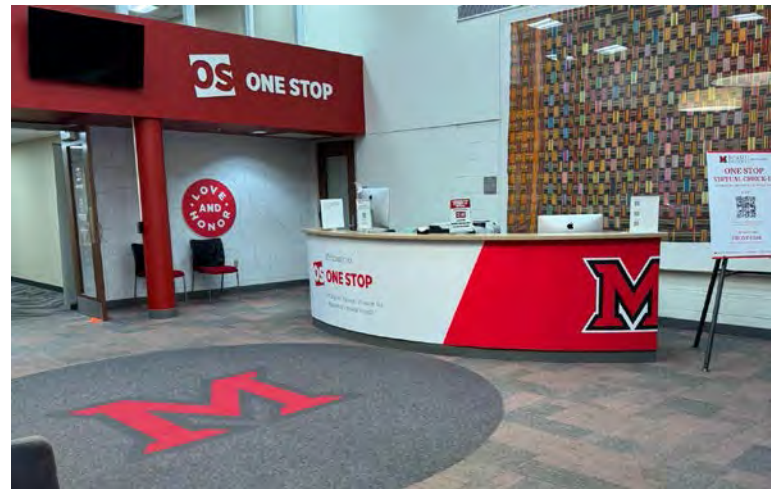
Engaging — They can be informational, entertaining, or helpful or inspiring





One Stop

68/541







Volleyball Locker Rooms



CEC Display Cases





Make it Miami!



72/541





Western College Mural



Construction Banners

74/541





Big Beveled M

Engaging the Community

UCM efforts helped reached **hundreds of millions of people** and further lifted our brand through local, regional, and national media:

- Creating strategic partnerships
- Sponsoring local events
- Supporting news coverage of community events



Strategic Partnerships



Cincinnati Bengals Announcement

- Total Reach: 4.6 million
- Earned Media Value: \$758,000



Cleveland Clinic



MIAMI
UNIVERSITY

Cleveland Clinic Announcement

- Total Reach: 8 million
- Earned Media Value: \$384,000

Sponsored Local Events

Cincinnati Reds: Bark in the Park

- Total Reach: 1.6M
- Earned Media Value: \$2.1M

Pompeii Exhibit at Natural History Museum

- Total Reach: 419,000
- Earned Media Value: \$91k



Sponsored News Coverage

- **Eclipse Watch** with Ch. 12
 - Reach: 20.9 million
 - Earned Media Value: \$733,000
- **Make-a-Wish Marathon** with iHeartMedia
 - Total Reach: 237,000
 - Earned Media Value \$834,000



Garnering Attention with Earned Media

National media mentions have **increased 205%** since 2022 and positive sentiment has increased across state and local coverage, with strategies to increase:

- Faculty authored articles
- Student success stories (including student-athletes)
- Stories about Miami events
- (developing) Research stories
- (developing) Arts and music exhibition/performance stories





Miami Faculty Experts in The Conversation Since 2023

- 71 articles
- Republished in 222 outlets
- Reaching 2.3 million people





News Media Coverage*

Year	# Placements	Monthly Avg.	# Nat'l Placement	Monthly Avg. National
2019	250	20.83	116	9.67
2020	235	19.58	109	9.08
2021	900	75	603	50.25
2022	1,400	116.67	753	62.75
2023	3,056	254.67	1,648	137.33
2024	4,765	397	2,300	191.66
2025 YTD	2,381	595	1,006	251

* = Positive and neutral stories; negative stories removed from count

Stories with Greatest Reach

- **Move-in Day (local):**
 - 38 stories valued at more than **\$37,000;**
 - Estimated reach more than **8 million**
- **Two Regionals nursing students save professor's life (statewide):**
 - 29 stories valued at about **\$45,000;**
 - Estimated reach more than **28 million.**
- **Steven Tuck's article on Pompeii in the Conversation (national):**
 - More than 50,000 reads valued at more than **\$330,000;**
 - Estimated reach of **82 million.**

Leveraging News and Social Media

Snoop Dogg Arizona Bowl

- **Publicity value = \$225M**
 - 43M social media impressions
 - Broadcast in all 50 states
 - 567,000 viewership
 - 40,076 in attendance
- Miami **search traffic increased by 18%** on game day



Making Miami More Findable Online: SEO

We've seen a **33% increase** in traffic from search engines; and improvement of SEO scores from program pages **from 30-50% to 80-100%** through:

- Optimizing metadata and keywords on priority Miami webpages.
- Implementing competitor keyword strategies in SEO tool MOZ to broaden Miami's reach and better compete with them.
- Working to consolidate duplicate and short content to reduce pages, improve search rankings, make programs easier to find, and reduce inaccurate information.





Organic SEO Improvements (Last 3 Months)

Accountancy, B.S.

Increase in impressions since keywords added on Feb. 4

Note: Organic search changes are better measured over 6-12 month periods. Most of our implemented keywords are too recent to have good data as of May, 2025. These pages here represent some of the earliest work we completed.





Organic SEO Improvements (Last 3 Months)

Communication Studies, B.A.

Increase in impressions since keywords added on Feb. 4

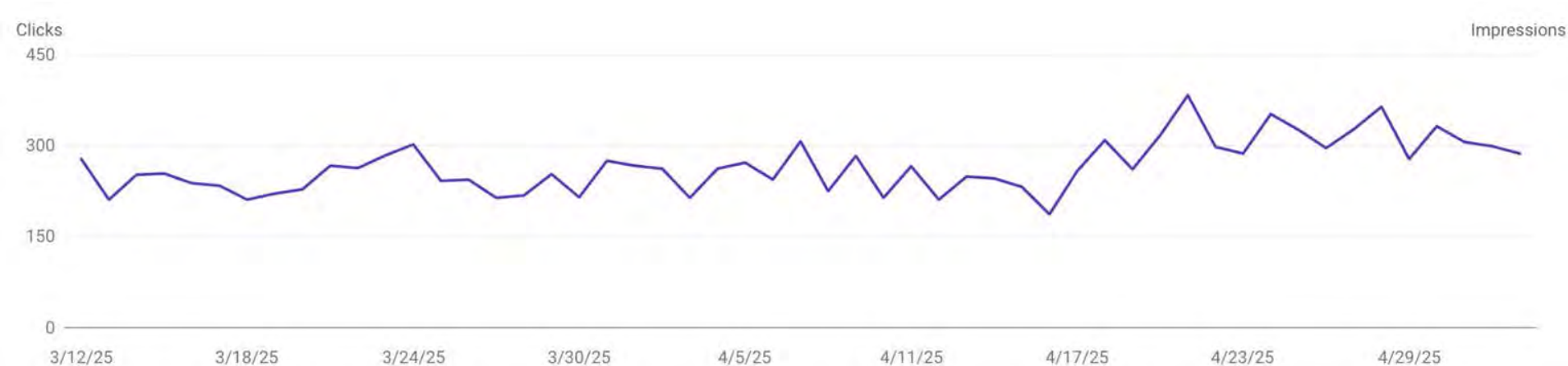




Organic SEO Improvements (Last 3 Months)

Information Systems and Cybersecurity Management, B.S.

Increase in impressions since keywords added on Mar. 12



SEO Ratings Comparisons



Miami University

SEO Site Score



- 3 Important Issues
- 0 Recommended Improvements
- 18 Good Results

[Complete Site Audit Checklist →](#)

Not Miami University

81/100
https://www.ohio.edu/programs

ohio.edu
https://www.ohio.edu

Academic Programs | Ohio University

At Ohio University, your choice of major is just the beginning. Ohio University undergraduate and graduate — all wit ...

81 / 100
Excellent!

Basic SEO

4 Important Issues

The SEO title is set and is 35 characters long.

67/100
https://undergrad.osu.edu/majors-and-academics/majors

undergrad.osu.edu
https://undergrad.osu.edu

Majors and degrees - The Ohio State University

You can choose from a wide range of majors, including emerging and high-d

67 / 100
Very Good!

Basic SEO

6 Important Issues

The SEO title is set and is 46 characters long.

54/100
https://webapps2.uc.edu/ecurriculum/degreeprograms

webapps2.uc.edu
https://webapps2.uc.edu

University of Cincinnati | Degree Programs

54 / 100
Very Good!

Basic SEO

9 Important Issues

2 Recommended Improvements

10 Good Results

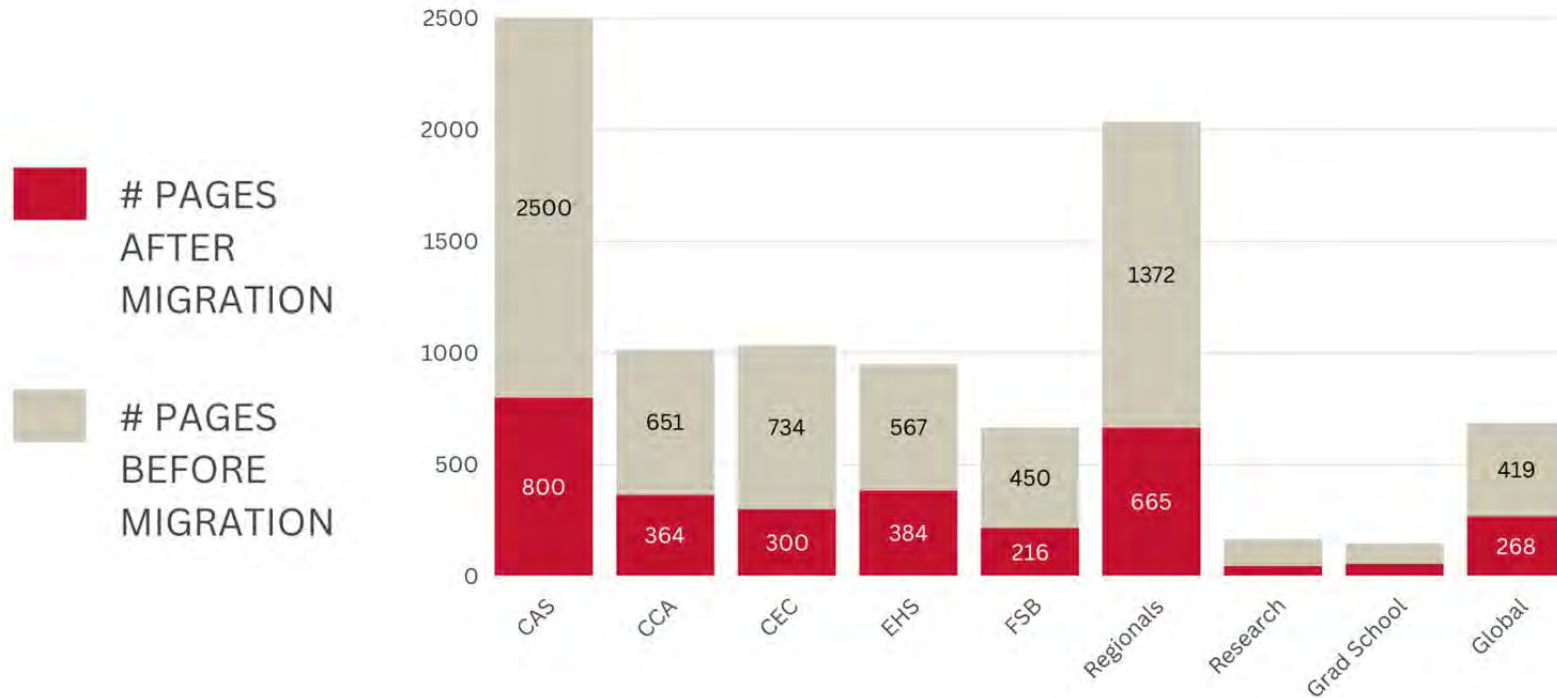
The SEO title is set and is 42 characters long.

No meta description was found for the page.

One H1 tag was found on the page.



Reduced Pages to Improve Search (Phase 1)



Recruiting our Students

Search, Yield, Enroll, and Engagement through Student-focused Content



Engaging Prospective Students (and Parents)

In partnership with EMSS, UCM continues to expand outreach to prospective students and families, focusing on:

- Showcasing high-quality, memorable/interactive pieces
- Personalizing communication
- Building relationships and trust with students and families with communication that begins as early as 8th grade



Undergraduate Search Smart Mailer



Households on the mailing list are served digital ads before and after they receive the postal mailing.

On the day it arrives at their home, a digital Miami ad appears at the top of their USPS Informed Delivery email.

Undergraduate Search Smart Mailer



Feb. 2025 smart mailing to 300,000 high school sophomores and juniors

- 9.69% engagement rate
- 20,071 digital engagements
- 18.4 impressions per piece

Through this effort, we also collect head of household names and email addresses, allowing us to connect parent/family communication.

Undergraduate Yield Campaign

Multimedia approach

- Email
- Social media
- Print
- Web
- Videos
- Custom student portal
- Live webinars
- Facebook group
- Celebratory admit packet



Surprise and Delight

- Boxes were sent to six students who had engaged with us on social media and shared our content.
 - **90K social media** impressions
 - **16.1K user generated** impressions (5 of 6 students shared to their followings)
 - **4 of 6 students confirmed** for Miami



Graduation / Bed Party Boxes

- Boxes were sent to all confirmed students in the United States and included:
 - Large Miami flag
 - Branded notecards/envelopes
 - Undereye stickers
 - Proud Parent Car Magnets
 - Red and white paper pom poms





Parent/Family Communication

Affordability, ROI, outcomes, safety, health and well-being are top of mind for parents, 75% of whom believe colleges should communicate with them directly.

- In February 2025 we launched a pilot, three-month digital advertising campaign targeted to the parents of high school students
- RFI submissions from the campaign have **increased 185%**
- **More than doubled the number** of parent specific communications (25 in 2023/24 to more than 50 in 2024/25)

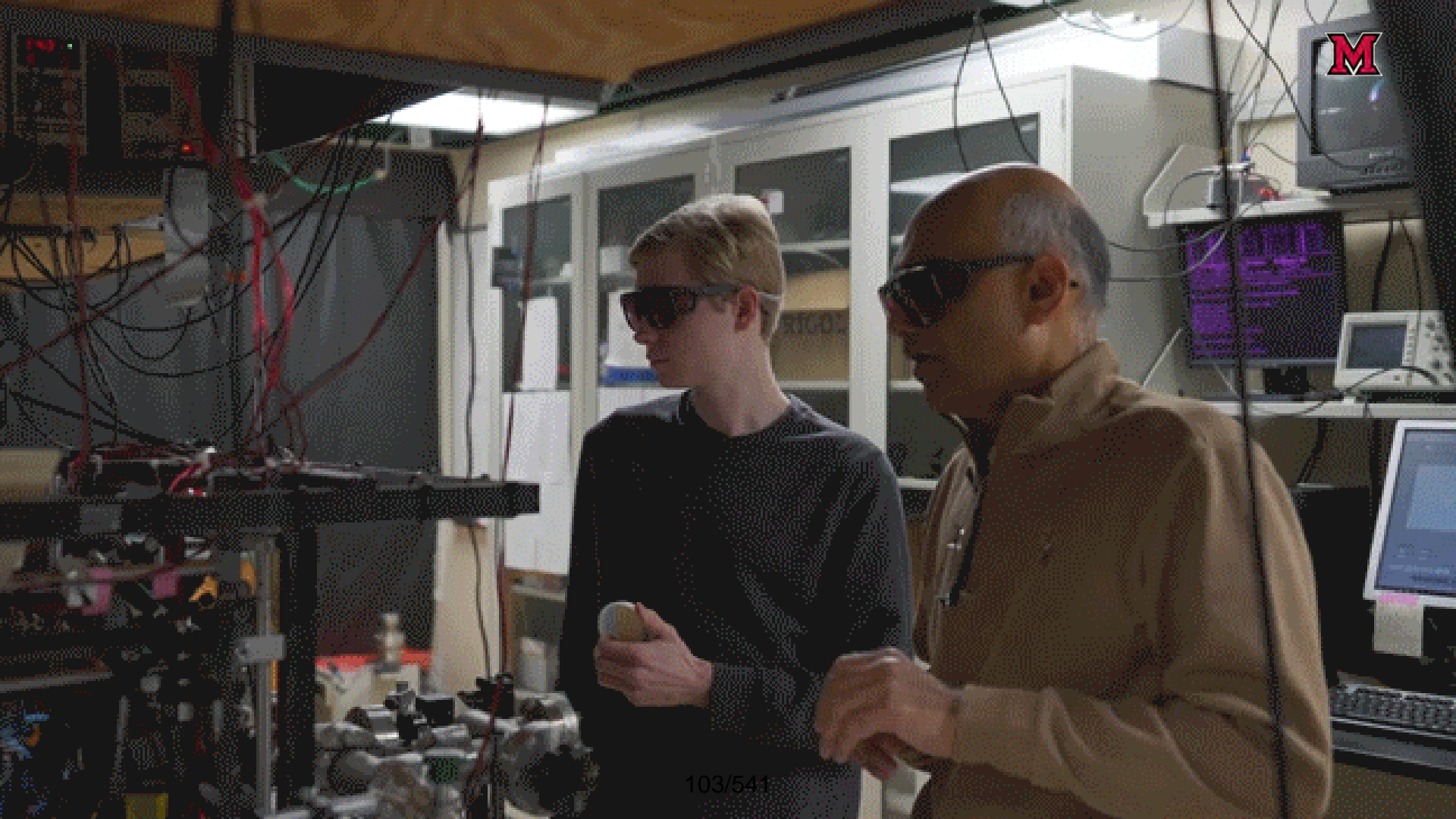
Engagement through Student-Focused Video

- Ten-fold surge in student-focused video from 4-5 videos annually to 40-50.
- Video-specific webpages plus SEO-driven video spotlights across the site.
- On-time video assets ready for national award announcements.









Looking Forward

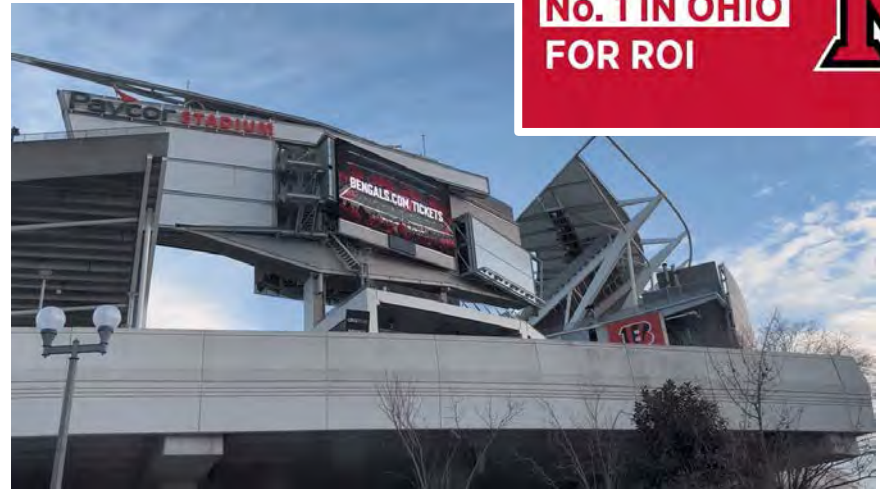




Continued High-Impact Marketing



Wrigleyville (Chicago)



Paycor Stadium (Cincinnati)

Early Plans for Fiscal Year 2026

- Sustain investment in marketing at current or increased levels
- Work with EMSS to
 - Identify **new geographic markets**
 - Secure investment in, and implementation of, a **hyper-personalized yield strategy** that includes marketing and additional on the ground team members to engage admits
- Onboarding and adoption of MarketView

Thank you!

Jessica Rivinius rivinius@miamioh.edu



May 16, 2025
Consent Calendar

RESOLUTION R2025-41

WHEREAS, University Senate on May 05, 2025 passed SR 25-20, endorsing a proposed degree and major, World Languages and Cultures, Bachelor of Arts

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an World Languages and Cultures, Bachelor of Arts

Approved by the Board of Trustees

May 16, 2025



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Rosemary Pennington, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Tracy Haynes, Past Chair, Senate Executive Committee

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

May 05, 2025

To: Gregory P. Crawford, President

From: Elise Radina, Secretary of the University Senate

Re: Curriculum Approval

SR 25-20 - World Languages and Cultures, Bachelor of Arts

On May 05, 2025, University Senate adopted SR 25-20:

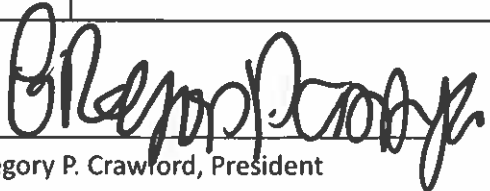
BE IT HEREBY RESOLVED that University Senate endorses the proposed program,
World Languages and Cultures, Bachelor of Arts

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: World Languages and
Cultures, Bachelor of Arts.

<input 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: Rosemary Pennington, 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

New Program Proposal

Date Submitted: Tue, 04 Mar 2025 14:28:23 GMT

Viewing: : **World Languages and Cultures -
Bachelor of Arts**

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Changes proposed by: ganevamm

Contact(s)

Name	Phone	Email
Mila Ganeva	9-1821	ganevamm@miamioh.edu

Name	Phone	Email
Elisabeth Hodges	9-5809	hodgesed@miamioh.edu

General Bulletin Edition

2025-2026

Proposed start date

Fall 2025

Level

Undergraduate

Program Type

Major/Concentration within Existing Degree

Delivery site(s)

Oxford

CIP Code

16.0199 - 16.0199

Department

Ger., Russian & E. Asian Lang.

Related Department

French, Italian & Classical Studies

College

College of Arts and Science

Related College

College of Arts and Science

Degree

Bachelor of Arts

General Bulletin Title

World Languages and Cultures - Bachelor of Arts

Program Code

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

No

Endorsement:

No

Rationale for the proposal

The new World Languages and Cultures major replaces six undergraduate majors (CLS, FRE, GER, ITL, REEES, EALC) that were deactivated in 2024. It was designed in order to respond to current student demand using existing resources to maximize efficiency and will serve a combined total of 113 majors, 212 minors, and 1208 students enrolled in our courses (based on data from Fall 2024).

The new program is designed for flexibility and efficient delivery. It includes a consolidated and streamlined curriculum that can be taught in regular rotation by permanent faculty (20) without requiring additional resources. Since 2021, the number of full-time faculty has been reduced from 29 to 20, which represents a total reduction of nine faculty members (-31.1%), or -8.4% (FIC) and -35.3% (GRAMELAC). The proposed major introduces significant streamlining to our curriculum: all together 30 courses in FIC and GRAMELAC were deactivated in Fall 2024. In addition to course deactivations, we have simplified degree requirements, added flexibility, and reduced overall course offerings. In Fall 2024, we offered 34.9% fewer sections in FIC and 38.5% fewer sections in GRAMELAC, in comparison to Fall 2021. The proposed major integrates into its curricular design our current seven minors (CLS, CHI, FRE, GER, ITL, JPN, and REES). By allowing the minors to take courses that are part of the new World Language and Cultures major, we not only achieve additional efficiency, but also create a pool of prospective recruits.

A World Languages and Cultures major is critical to maintaining a competitive edge in the future by providing the next generations of global citizens with essential language skills and knowledge of intercultural perspectives. No other public university in Ohio offers a similar degree with the comparative depth and broad range of interdisciplinary offerings as in our proposed major. Given that nearly all other public universities in Ohio offer students some combination of minors and majors in world languages, this program will help Miami continue to recruit students who might otherwise turn away if we cannot offer them the opportunity to deepen their understanding of world languages and cultures as part of their educational goals.

Program Description

Through the interdisciplinary major in World Languages and Cultures, our students gain deep knowledge of the world as well as acquire practical skills that are critical to establishing successful lives and careers in an ever-changing global marketplace. The major places the study of world languages, literatures, film, and other forms of cultural expression in global context, allowing students to acquire language proficiency, build cultural expertise, hone analytical skills, develop problem-solving abilities, and practice effective communication across cultural differences. In consultation with their advisor, students choose specialization areas, while selecting from courses in Chinese, Classical Studies, French, German, Italian, Japanese, Latin, and Russian. The flexibility of our major allows students to specialize in language acquisition, complete coursework taught entirely in English, or a combination of both; in order to meet their individual interests and career goals, students may choose to focus on one region of the world or complete one of the suggested areas of specialization, which encourage study across cultures. Students can also enhance their studies by

participating in immersive study abroad programs or undertaking advanced independent research with a faculty mentor. Students across the major come together to undertake a comparative study of cultural systems in our Core Classes and Senior Experience, drawing connections between different times, cultures, media, and forms of lived experience.

Introduction

Brief summary of the request

We are creating the new World Languages and Cultures (WLC) major with the support of the Provost's Office as a replacement for the six deactivated majors. The major consists of 30-32 credit hours drawing from the existing streamlined curricula from the departments of FIC and GRAMELAC, where the new major will be housed.

Accreditation

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.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

The major in World Languages and Cultures will be housed in the College of Arts and Science and is shared between the faculty members of two units : French, Italian, and Classical Studies and German, Russian, Asian and Middle Eastern Languages and Cultures. The chairs of the two home departments will act as program directors.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

The proposed major will exist in the Department of French, Italian, and Classical Studies and the Department of German, Russian, Asian and Middle Eastern Cultures, with the Department Chairs as the lead administrators. The current department chair in GRAMELAC is Dr. Mila Ganeva. Her CV is attached. The current department chair in FIC is Dr. Elisabeth Hodges. Both chairs' responsibilities for the World Languages and Cultures major include: WLC course scheduling, marketing and development initiatives, staffing recommendations, curricular development and updates, mentoring new faculty and students, websites

updates, assessment, representing WLC program across campus, and organizing meetings and committees.

Upload this individual's CV/resume

Ganeva CV 2025 long.docx

Hodges_CV(24).docx

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.

There are not any new councils, committees, or other organizations that are needed to support the development and maintenance of the proposed program.

Program development

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

The WLC major represents an excellent complement to other majors at Miami, equipping students with liberal arts perspectives to evaluate the global contexts in which a range of creative innovations continue to take place and to understand how diverse communities have driven progress in, and been impacted by, fields like technology, medicine, business, politics, media, education, law, and the arts.

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.

We conducted a needs assessment that was reviewed by the Miami Academic Program Incubator Committee who suggested we move forward in the curriculum development process.

If completed, upload the full analysis

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.

Not consulted

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 accreditation agencies that oversee this type of program.

Collaboration with other Ohio institutions

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

There is no Bachelor of Arts degree in World Languages and Cultures within a 30-mile radius.

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 was not developed in collaboration with another institution in Ohio.

Student Services

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 changes in the admissions requirements for a major in World Languages and Cultures compared to the current admission requirements. 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.

Admission to Miami University is based on academic performance (strength of curriculum, class rank, and grade point average), secondary school experience and community activities, personal essay, and recommendations of the high school. In making admission decisions, Miami also considers the diversity of the student body and applicants' special abilities, talents, and achievements. Miami believes that the diversity of the student body enhances the quality of the education students receive

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

Students wishing to transfer must apply to Miami University as a transfer student. Miami requires a high school diploma and a minimum of a 2.0 grade point average in college courses. Transfer students are responsible for meeting all requirements that are in effect when they first enroll as a degree candidate.

Students who have attended another college in which they have been registered for one or more courses must apply for admission as transfer students and notify Miami of the colleges or universities attended. Each student must submit a transcript and evidence of honorable separation from each institution in which the student has been registered, regardless of whether or not credit has been granted and whether or not the student desires to receive transfer credit. Submitted transcripts will not be returned to the student, nor sent elsewhere at the student's request. Posted transfer work will not be removed. However, students whose only college credits have been earned while attending high school are not considered transfer students, but such credit is subject to all regulations on transfer credit (see below concerning advanced placement credit).

Each student must submit a transcript and evidence of honorable separation from each college in which he or she has been registered, whether or not credit has been granted and whether or not the student desires to receive transfer credit upon admission (submitted documents will not be returned to the student, nor sent elsewhere at his or her request). Upon receipt of evidence of an acceptable conduct record from the institutions attended, Miami University will determine the student's admission status by grade point average (on a 4.00 basis) on all non-remedial previous college work attempted as follows:

Miami Oxford:

If the average is 2.00 or higher, the student is eligible for admission consideration.

If the average is below 2.00 the student is not eligible for admission consideration unless he or she has not been a student at any college or university for the two calendar years preceding the term for which application is made. The decision will be made on the basis of the college transcript and supportive information requested by the Office of Admission.

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 are adequate to support the program.

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

Description of the program to display in the <i>General Bulletin.</i>

Through the interdisciplinary study of foreign languages, literatures, film, arts, and other forms of cultural expression, students completing a major in World Languages and Cultures acquire expertise in communication, intercultural knowledge, and critical analysis. These are valuable skills needed to become ethical global citizens with a respect for differences and provide our major with a competitive edge in a world that is increasingly complex and interconnected. Not open to minors in CHI, CLS, FRE, GER, ITL, JPN, and REES.

Course offerings

Bulletin Requirement Listing

Program Requirements

(30-32 semester hours)

Course List		Credit Hours
Code	Title	
Foundation Courses		3
Take one of the following courses to fulfill the Foundation Course Requirement.		
GER 151	The German-American Experience	
CLS 102	Roman Civilization: From City to Empire	
FRE 131	Masterpieces of French Culture in Translation	
RUS 137	Magic and Power in Russian Folklore	
Core Courses		6
Take two of the following Core Courses:		
CHI 261	Forbidden Romance in Modern Chinese Culture	

Course List		
Code	Title	Credit Hours
<u>CLS 211</u>	Greek and Roman Epic	
<u>GER 231</u>	Enchanted Worlds: Folk and Literary Fairy Tales	
<u>ITL 221</u>	Italy, Matrix of Civilization	
<u>JPN 261</u>	Global Godzilla & Hello Kitty: Japanese Popular Culture in Global Context	
<u>RUS 254</u>	Introduction to Russian and Eurasian Studies	
Areas of Specialization		18-20
Take 6 electives from the Areas of Specialization below. You may choose courses from any Area Specialization to equal at least 18 hours.		
Capstone Requirement		3
<u>FRE 425</u>	Senior Seminar	
Total Credit Hours		30-32

Notes: At least 4 courses (12 credit hours) in Areas of Specialization must be at the 200-level or above.

Areas of Specialization

World Cultures & Historical Perspectives

Course List		
Code	Title	Credit Hours
<u>CLS 101</u>	Greek Civilization in its Mediterranean Context	
<u>CLS 121</u>	Greek and Roman Mythology	
<u>CLS 216</u>	Greek and Roman Cities	
<u>CLS 222</u>	Race and Ethnicity in Antiquity	
<u>CLS 321</u>	Justice and the Law in Antiquity	
<u>CLS 336</u>	Ancient Sexualities	
<u>FRE 202</u>	Critical Analysis of French Culture	
<u>FRE 341</u>	Conversation and Current Events in France	

Course List		
Code	Title	Credit Hours
<u>FRE 411</u>	Modern and Contemporary French Society	
<u>FRE 440</u>	Gender, Sexuality, & Creativity	
<u>GER 232</u>	The Holocaust in German Literature, History, and Film	
<u>GER 281</u>	Americans in Berlin: An Interdisciplinary Study-Abroad Workshop	
<u>ITL 222</u>	Italian American Culture	
<u>RUS 257</u>	Communism and Catastrophe in Modern Russian Literature	
<u>RUS 436</u>	Havighurst Colloquium	

World Stories, Literatures, and Cinemas

Course List		
Code	Title	Credit Hours
<u>CHI 264</u>	Chinese Cinema and Culture	
<u>CHI 252</u>	Modern Chinese Literature in English Translation	
<u>CLS 212</u>	Greek and Roman Tragedy	
<u>CLS 332</u>	Classical Mythology and the Arts	
<u>FRE 269</u>	Global French Cinema	
<u>FRE 301</u>	Culture & Interpretation	
<u>FRE 302</u>	Pre-Revolutionary Literature and Life	
<u>FRE 303</u>	Modern and Contemporary Literature and Life	
<u>FRE 310</u>	Texts in Context	
<u>FRE 420</u>	Topics in French & Francophone Comic Art	
<u>FRE 454</u>	Modernity: Crisis and Creation	
<u>FRE 462</u>	20th- and 21st-Century Literature, Art, and Thought	
<u>GER 261</u>	German Film in Global Context	
<u>ITL 262</u>	Italian Cinema	
<u>ITL 362</u>	Mafia and Cinema	

Course List		
Code	Title	Credit Hours
<u>ITL 301</u>	Culture, Society and Politics in Perspective	
<u>JPN 266</u>	Survey of Japanese Cinema	
<u>JPN 231</u>	Japanese Tales of the Supernatural in English Translation	
<u>JPN 311</u>	Introduction to Translating Japanese Media	
<u>JPN 381</u>	Introduction to Japanese Linguistics	
<u>LAT 202</u>	Representative Latin Authors	
<u>RUS 255</u>	Love and Death in Nineteenth-Century Russian Literature	
<u>RUS 256</u>	Empire and Utopia in Russian Literature	

Immersive World Languages

Course List		
Code	Title	Credit Hours
First- and second-year language courses in CHI, GER, FRE, ITL, JPN, LAT, and RUS (101 through 202)		
Upper-level (300 and above) courses in CHI, GER, FRE, ITL, JPN, and RUS) taught in the target language count toward this area of specialization		

Plan of Study/ Roadmap

Plan of Study Grid	
First Year	
Fall	Credit Hours
Take one Foundation course	3
Credit Hours	3
Spring	
Take one Core course	3
Credit Hours	3
Second Year	
Fall	
Take a second Core course	3
Take an Area of Specialization course	3
Credit Hours	6
Spring	

Take an Area of Specialization course	3
Credit Hours	3

Third Year

Fall

Take two Area of Specialization courses	6
Credit Hours	6

Spring

Take an Area of Specialization course	3
Credit Hours	3

Fourth Year

Fall

Take an Area of Specialization course	3
Credit Hours	3

Spring

Take Capstone	3
Credit Hours	3
Total Credit Hours	30

Off site program components

None

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

WLC assessment plan final.docx

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

The WLC assessment plan evaluates three out of four Student Learning Outcomes targeted by the major:

SLO 1. Intercultural Awareness & Reflection. Students will be able to examine cultural systems, including language, literature, and other forms of cultural expression, from diverse perspectives and values, as well as reflect on their own position and the broader contexts in which such systems are formed and operate (e.g., artistic, global, social, historical, and political).

SLO 2. Meaning & Analysis. Students will interpret and explain the meaning of visual, verbal, and cultural narratives, while also engaging relevant sources and evaluating their validity.

SLO 4. Communication. Students learn to communicate ideas, interpretations, and

arguments effectively across cultures and through a variety of genres, as well as documenting how those ideas pertain to the lives and work of others.

Please see the attached assessment plan for a detailed description.

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

Data Collection

The direct assessment is based on the assessment committee's evaluation of final projects completed as part of the senior capstone required for the major. The indirect assessment will be conducted by means of a questionnaire circulated to students after they have completed the capstone or senior experience.

Direct, Course-Embedded Assessment:

The direct assessment of student learning is based on an individualized and scaffolded project that students complete in their capstone or senior experience. This project consists of both a research or analytic component and a reflection component. In the research or analytic part, students will be asked to interpret a cultural text or texts of their choosing, identifying and using outside sources to assist in their work; they will prepare for this assignment throughout the semester by practicing some of the specific competencies required, such as learning how to frame a problem, how to locate and evaluate previously published scholarship, and how to construct an argument supported by appropriate use of evidence. Once the final project is completed, the students will write an additional shorter essay reflecting on the dynamics of cross-cultural analysis, including observations about how a specific culture was encoded in the text they analyzed and also how they understood their own positioning when doing this work.

Scoring

The assessment committee will carry out the scoring of the two samples of written work, with SLO 1 assessed from the students' reflection essays and SLO 2 from the interpretative essay; both portions will be assessed for SLO 4, allowing for an evaluation of students' communication skills across two distinct genres of writing.

The assessment committee will use rubrics (see Appendix A) in scoring both forms of writing and will tabulate the final results.

Indirect Assessment (Perceptions of Student Learning)

Once WLC majors have completed their capstone or senior experience, they will be asked to fill out a survey addressing their own perceptions of their learning (see appendix B), with specific reference to the WLC learning outcomes.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

Please see attached assessment plan for a detailed description of the Rubrics for Assessment.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

We will assess all the students majoring in WLC in the capstone course.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Student survey questions:

1. How well did your courses in the WLC major prepare you:

a. To understand other cultures and evaluate your own position when engaging with them? (SLO #1)

Very well / Well / Moderately well / Somewhat / Not at all

Comments:

b. Interpret and explain the meaning of texts produced by different cultures? (SLO #2)

Very well Well Moderately well Somewhat Not at all

Comments:

c. Define problems that you encountered in your study of other cultures, while also exploring potential solutions? (SLO #3)

Very well Well Moderately well Somewhat Not at all

Comments:

d. Communicate effectively in a variety of genres and contexts? (SLO #4)

Very well Well Moderately well Somewhat Not at all

Comments:

d. Communicate effectively in a variety of genres and contexts? (SLO #4)

Very well Well Moderately well Somewhat Not at all

Comments:

d. Communicate effectively in a variety of genres and contexts? (SLO #4)

Very well Well Moderately well Somewhat Not at all

Comments:

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

TIMELINE:

We will begin to implement the new assessment procedure in the spring of 2029 by collecting data; then, in the fall, we will submit a detailed plan for assessment. In the second year, we will continue to collect data and conduct a full review of our data, then submit a full assessment report by the end of the year.

YEAR 1

Spring 2029: Review survey instrument and rubrics. Collect capstone projects by the end of the semester, redacting student names, and storing them in an online repository. Administer survey to students during the last week of classes.

Fall 2029: Submit first assessment report with detailed plan for assessment and data collection by Dec 31.

YEAR 2

Spring 2030: Collect capstone projects by the end of the semester, redacting student names, and store them in an online repository. Administer survey to students during the last week of classes.

Fall 2030: Assessment committee scores capstone written work and shares with the rest of the faculty the cumulative data from this process and also the survey results; the committee will write an initial draft of the assessment report. Then, the committee will hold a meeting with all faculty in FICS in GRAMELAC to discuss assessment data and generate strategies for improvement. Submit assessment report by Dec 31.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Feedback Loop

The assessment committee will share the results of the assessment with all the faculty in both French, Italian and Classical Studies and German, Russian, Asian, and Middle Eastern

Languages and Cultures. The committee will then moderate a discussion of these results early in the fall semester prior to submitting the annual assessment report in December. A summary of these discussions will be made and will include faculty analysis of the extent to which students are perceived to be achieving the learning outcomes for the major. Plans for improvement will be based on faculty discussion of the results of both the assessment of the student projects and the student surveys, focusing on areas in which students did not achieve satisfactory results and any deficiencies revealed by the survey. Specific recommendations for improvement may include changes to the curriculum, assignments, pedagogy or out-of-class support. The summary of the faculty discussion (analysis of data, new strategies for teaching improvement, past strategies implemented from prior reports) will be included in the final annual assessment report (which will be submitted biennially to the Associate Provost) and also kept on file for use during further curriculum development.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

Chairs Mila Ganeva and Elisabeth Hodges will coordinate the initial assessment activities and set up an assessment committee.

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., 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 assessment committee will conduct annual exit interviews with graduates and keep track of job placement. A summary of the data will be included in the assessment report.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

Professor, Associate Professor, Assistant Professor, Teaching Professor, Associate Teaching Professor, Assistant Teaching Professor, and Associate Lecturer. Existing faculty from FIC and GRAMELAC will staff the program.

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

Ph.D or M.A. in discipline or related discipline and/or meets tested experience criteria (for language courses) of a Bachelor's degree plus 5 years professional experience (French, Italian) or 2 years professional experience (Arabic, Chinese, German, Japanese, Korean, Russian) with preference for teaching experience and evidence of proficiency according to the American Council of Foreign Language Teachers guidelines.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

No, we are working with existing faculty resources and there will be no workload implications for the proposed program. The World Languages and Cultures major is in effect replacing six existing majors that are being deactivated. As such, it is designed to integrate existing curriculum and faculty resources to support and staff the major.

Program faculty

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

Full-time:

20

Less than full-time:

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

Full-time:

0

Less than full-time:

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.

As this program is a replacement for six degrees that will be deactivated, it marshals existing faculty resources in order to staff one new major. The expectations for faculty professional development and/or scholarly activities will remain the same.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs

WLC Faculty Matrix complete.docx

Jeep_CV.doc

Wang_CV.docx

Reiff_CV_Jan2025.pdf

Grimm_CV.docx

HARADA -CV.docx

Sutcliffe CV Short.doc

Thesz_CV.docx

Yang_CV 2024.doc

ONeil_CV Nov 2024.docx

Yabe_CV 2025.pdf

Ganeva_CV 2025 long.docx

Hanges_2024.doc

Hodges_CV(24).docx

Wasser_2024 fall.docx

Torlone_2024.doc

McKinney_2024.pdf

McCoskey_2024.doc

Klosowska_2024.docx

Fioretti_2024.doc

Strauss_2022.docx

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). Please list the name of the librarian consulted.

We have not involved a professional librarian in planning for the program since it is replacing six majors that are being deactivated. Katie Gibson has served as the librarian for FIC/GRAMELAC and we anticipate no change from this model required for the new World Language and Cultures major.

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

The library already provides us with access to various databases (Project Muse, etc.) as well as other resources that allow us to conduct research and integrate secondary sources in our disciplines in order to advance teaching and scholarship. No additional library resources will be required for the new degree.

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.

Budget, Resources, and Facilities

Resources and facilities

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

There should be no new resources required for this new degree as it will be staffed using existing resources for six majors that have been deactivated in 2024. It is designed to be fiscally neutral and to consolidate faculty resources in order to offer students the opportunity to develop valuable skills in intercultural perspectives, communication skills, and the analysis of meaning in diverse contexts.

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.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

FIS WLAC Major v2.docx

Use narrative to provide additional information as needed

The new major consolidates and replaces recently deactivated majors in French, German, Italian, Classics, East Asian Languages and Cultures, and Russian Eastern European and Eurasian Studies. It uses reduced resources to offer a streamlined, more efficient alternative to those majors, while still providing opportunities in essential language skills. Enrollment is estimated at about 100 majors, based on the current number of students enrolled in the majors that are phasing out.

The new major is more efficient due to: 1) limiting the number of smaller upper-level courses and 2) requiring less administrative time to advise, maintain, and recruit to multiple majors. Teaching resources have been reduced in recent years, for example, through elimination of the French MA program which has already resulted in a savings of \$78K in GA salary. Finally, the WLC major will allow us to pivot more nimbly should an interest in any particular language suddenly increase (for example due to world events) or decrease. In other words, as interest in particular languages fluctuates, faculty serving the major can increase or decrease the number of courses in their particular language vs. courses serving all students in the major to meet market demand.

Additional comments

Reviewer Comments

Supporting documents

Key: 593

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

Proposal A

Program:

Proposal B

May 16, 2025
Academic and Student Affairs

RESOLUTION R2025-42

WHEREAS, University Senate on May 05, 2025 passed SR 25-19, endorsing a proposed degree and major, Inclusive Education, Bachelor of Science in Education

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an Inclusive Education, Bachelor of Science in Education.

Approved by the Board of Trustees

May 16, 2025



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Rosemary Pennington, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Tracy Haynes, Past Chair, Senate Executive Committee

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

May 05, 2025

To: Gregory P. Crawford, President

From: Elise Radina, Secretary of the University Senate

Re: Curriculum Approval

SR 25-19 - EDP - Inclusive Education, Bachelor of Science in Education

On May 05, 2025, University Senate adopted SR 25-19:

BE IT HEREBY RESOLVED that University Senate endorses the proposed program,
Inclusive Education, Bachelor of Science in Education

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: Inclusive Education,
Bachelor of Science in Education

<input 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: Rosemary Pennington, 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

New Program Proposal

Date Submitted: Mon, 17 Feb 2025 18:32:27 GMT

Viewing: : Inclusive Education - Bachelor of Science in Education

Last edit: Thu, 03 Apr 2025 14:40:45 GMT

Changes proposed by: cartelae

Contact(s)

Name	Phone	Email
Ashley Cartell Johnson	9-6629	cartelae@miamioh.edu

General Bulletin Edition

2025-2026

Proposed start date

Fall 2025

Level

Undergraduate

Program Type

Major/Concentration within Existing Degree

Delivery site(s)

Oxford

CIP Code

131001 - Special Education and Teaching, General.

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

Degree

B.S. in Education

General Bulletin Title

Inclusive Education - Bachelor of Science in Education

Program Code**Educator Preparation Programs:**

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

Yes

Endorsement:

Yes

Rationale for the proposal

The Inclusive Education major leads to a Bachelor of Science in Education degree. The proposed program meets the requirements for our teacher candidates to apply for K-12 Mild to Moderate and Moderate to Intensive Special Education Licensures, Primary Education (PK- 5) Licensure, and the TESOL endorsement within 4 years. In the fall of 2023, the Department of Educational Psychology voted to sunset the EDP Inclusive Special Education (K-12) major based on increased interest and enrollment in the Dual Licensure Program (TCE Primary Ed Major with the EDP Primary Special Education Minor with Licensure). Our current Dual Licensure Program meets the state requirements for teacher candidates to apply for Primary Education Licensure and Primary Special Education Licensure. Currently, because our Dual Licensure Program is not a stand-alone major, it does not fully comply with the state requirements for dual licensure programs. This proposal responds to state requirements and the growing demand for students seeking multiple licensure areas while addressing pedagogical shifts in the field. This inclusive education major proposal makes our two programs in practice compliant by becoming a program in fact.

Introduction

Brief summary of the request

We are seeking approval of our new Inclusive Education Major. Our major has the support of leadership in EHS and replaces our Inclusive Special Education Major and Primary Special Education Minor with Licensure. We are anticipating the Ohio Department of Higher Education's approval during the summer of 2025.

Anticipated Steps and Timeline for Approval:

- February 2025 New Program and course proposals submitted to CIM for department and college approval
- Revisions/edits if needed. Final program and course proposals sent to COAD and then Senate for approval
- March 1, 2025 we will submit our program to ODHE for licensure approval
- ODHE will post our proposed licensure program for public comment in May of 2025
- Final approval from the Chancellor is anticipated in July-August of 2025

-Cohorts will enroll in our current Dual licensure pathway with the option to transition to our new plan of study once approval is confirmed by Miami and ODHE

Accreditation

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.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

This major is housed in Education Health and Society in the Department of Educational Psychology, chaired by Dr. Darrel Davis. Ashley Cartell Johnson is the current program coordinator. We have six program faculty who will teach, advise, and support the program:

Leah Wasburn-Moses: Professor

Sarah Watt: Associate Professor

Ashley Cartell Johnson: Senior Clinical Professor

Briana von Mizener: Assistant Clinical Professor

Alyssa DeZeeuw: Assistant Clinical Lecturer

Amber Karkiewicz-Kastrup: Visiting Assistant Professor

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

The program coordinator for the Inclusive Education Program responsibilities include, but are not limited to, the following:

Recruitment and retention efforts

Course Scheduling

Adjust/Faculty Instructional Support

Communication with Community Partners/School Districts

Accreditation and Assessment Evaluations

Upload this individual's CV/resume

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.

In conjunction with the Graduate Special Education Program, each semester we will hold an Advisor Board Meeting with three external partners, students, and core faculty.

Program development

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

The proposed program aligns with the University and College mission statements, both of which support a holistic approach to education, intended to empower lifelong learners who use leadership, creativity, and innovation to shape the future of education and students.

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.

N/A: This new major replaces our Inclusive Special Education major and our Primary Special Education Minor with Licensure and offers three licensure areas and an endorsement that have been offered at Miami for decades.

If completed, upload the full analysis

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.

This program continues to seek input from a comprehensive advisory board consisting of students, external partners, and faculty.

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.

This program is accredited and undergoes three-year evaluations through the Council for the Accreditation of Educator Preparation (CAEP). The program also submits annual assessment reports and evaluations at the university and state levels.

Collaboration with other Ohio institutions

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

N/A

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

N/A

Student Services

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.

Our admission requirements align with the current requirements for the institution as a whole.

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

A program committee will evaluate transfer credits to determine applicability following the process of the Office of the University Registrar. We will accept transferred courses in accordance with the Ohio Articulation and Transfer Network, including TAG courses.

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 current services are adequate to support this program and no new services will be required.

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 current services are adequate to support this program and no new services will be required.

Description of the program to display in the <i>General Bulletin.</i>

The Inclusive Education Major leads to a Bachelor of Science in Education degree. The program leads to blended licensure in both K-12 Mild to Moderate and Moderate to Intensive Special Education, Primary Education (PK- 5) and incorporates the K-12 TESOL endorsement within four years. The program develops and prepares graduates to teach through the key tenets of disability studies in education to create educationally just experiences for all students. During their course of study, students will engage in culturally responsive teaching practices and become active contributors to curriculum development through integrated methodologies, enhancing educational outcomes for all learners. Throughout the program, students will participate in intentional field experiences in various settings, working with a diverse student population, culminating in a 12-week, full-time student teaching experience.

Course offerings

Bulletin Requirement Listing

Program Requirements

(102 semester hours)

Course List		
Code	Title	Credit Hours
Required Courses		
<u>DST 272</u>	Introduction to Disability Studies	3
<u>EDL 204</u>	Sociocultural Studies in Education	3
<u>EDL 318A</u>	Teacher Leadership and School Organization	3

Course List

Code	Title	Credit Hours
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	3
<u>EDP 256</u>	Psychology of the Exceptional Learner	3
<u>EDP 345</u>	Course EDP 345 Not Found	3
<u>EDP 355</u>	Course EDP 355 Not Found	3
<u>EDP 365</u>	Course EDP 365 Not Found	3
<u>EDP 418</u>	Foundations of Literacy	3
<u>EDP 419F</u>	Supervised Teaching for Mild/Moderate and Moderate/Intensive Intervention Specialist Licensure	15
<u>EDP 428</u>	Phonological Awareness and Phonics	3
<u>EDP 429</u>	Course EDP 429 Not Found	3
<u>EDP 438</u>	Vocabulary, Comprehension, and Writing	3
<u>EDP 448</u>	Literacy Assessment, Instruction, and Intervention	3
<u>EDP 458</u>	Methods I: Learners with Moderate to Intensive Needs	3
<u>EDP 459</u>	Practicum in Special Education: Mild/Moderate	3
<u>EDP 459F</u>	Course EDP 459F Not Found	3
<u>EDP 459G</u>	Practicum in Special Education: Moderate/Intensive	3
<u>EDP 460</u>	Action Research/Problem-Based Seminar in Exceptional Education/Developmental Differences	3
<u>EDP 465</u>	Course EDP 465 Not Found	3
<u>EDP 467</u>	Course EDP 467 Not Found	3
<u>EDP 468</u>	Methods II for Learners with Moderate - Intensive Needs	3
<u>EDP 475</u>	Course EDP 475 Not Found	3
<u>EDP 478</u>	Collaboration and the Law in Special Education	3
<u>EDP 487</u>	Student-Centered Practices to Support Social and Emotional Needs	3

Course List

Code	Title	Credit Hours
<u>TCE 191</u>	Threshold Concepts of Teaching, Curriculum, and Educational Inquiry	3
<u>TCE 221</u>	Teaching English Language Learners in PK-12: Culture & Second Language Acquisition	3
<u>TCE 225</u>	Family School and Community Connections	3
<u>TCE 425</u>	TESOL in PK-12: English Literacy Development	3
<u>TCE 454</u>	TESOL in PK-12: Instructional Theory & Practice	3
Total Credit Hours		102

Plan of Study/ Roadmap

Plan of Study Grid

First Year

Fall

Credit Hours

<u>TCE 191</u>	Threshold Concepts of Teaching, Curriculum, and Educational Inquiry	3
<u>MTH 115</u>	Mathematics for Teachers of Grades P-6	4
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	3
<u>DST 272</u>	Introduction to Disability Studies	3
<u>ENG 111</u>	Composition and Rhetoric	3
Credit Hours		16
Total Credit Hours		16

Plan of Study Grid

First Year

Spring

Credit Hours

<u>EDP 256</u>	Psychology of the Exceptional Learner	3
<u>EDL 204</u>	Sociocultural Studies in Education	3
<u>TCE 221</u>	Teaching English Language Learners in PK-12: Culture & Second Language Acquisition	3
<u>TCE 225</u>	Family School and Community Connections	3
<u>MP NATURAL SCIENCE</u>	Course MP NATURAL SCIENCE Not Found	3
Credit Hours		15
Total Credit Hours		15

Plan of Study Grid

Second Year

Fall		Credit Hours
<u>TCE 454</u>	TESOL in PK-12: Instructional Theory & Practice	3
<u>EDP 418</u>	Foundations of Literacy	3
<u>EDP 478</u>	Collaboration and the Law in Special Education	3
<u>EDP 487</u>	Student-Centered Practices to Support Social and Emotional Needs	3
<u>MP SOCIAL SCIENCE</u>	Course MP SOCIAL SCIENCE Not Found	3
Credit Hours		15
Total Credit Hours		15

Plan of Study Grid

Second Year

Spring		Credit Hours
<u>EDP 459</u>	Practicum in Special Education: Mild/Moderate	3
<u>EDP 428</u>	Phonological Awareness and Phonics	3
<u>EDP 345</u>	Course EDP 345 Not Found	3
<u>EDP 355</u>	Course EDP 355 Not Found	3
<u>EDP 365</u>	Course EDP 365 Not Found	3
Credit Hours		15
Total Credit Hours		15

Plan of Study Grid

Third Year

Fall		Credit Hours
<u>EDP 459F</u>	Course EDP 459F Not Found	3
<u>EDP 458</u>	Methods I: Learners with Moderate to Intensive Needs	3
<u>EDP 467</u>	Course EDP 467 Not Found	3
<u>EDP 448</u>	Literacy Assessment, Instruction, and Intervention	3
<u>TCE 425</u>	TESOL in PK-12: English Literacy Development	3
Credit Hours		15
Total Credit Hours		15

Plan of Study Grid

Third Year

Spring		Credit Hours
<u>EDP 459G</u>	Practicum in Special Education: Moderate/Intensive	3
<u>EDP 468</u>	Methods II for Learners with Moderate - Intensive Needs	3
<u>EDP 438</u>	Vocabulary, Comprehension, and Writing	3
<u>EDP 465</u>	Course EDP 465 Not Found	3
<u>EDP 475</u>	Course EDP 475 Not Found	3

Credit Hours	15
Total Credit Hours	15

Plan of Study Grid

Fourth Year

	Fall	Credit Hours
<u>EDP 460</u>	Action Research/Problem-Based Seminar in Exceptional Education/Developmental Differences	3
<u>EDP 324</u>	Research and Applied Writing Across the Disciplines	3
<u>MP PHYSICAL SCIENCE</u>	Course MP PHYSICAL SCIENCE Not Found	3
<u>EDL 318A</u>	Teacher Leadership and School Organization	3
<u>ELECTIVE</u>	Course ELECTIVE Not Found	1
	Credit Hours	13
	Total Credit Hours	13

Plan of Study Grid

Fourth Year

	Spring	Credit Hours
<u>EDP 419F</u>	Supervised Teaching for Mild/Moderate and Moderate/Intensive Intervention Specialist Licensure	15
<u>EDP 429</u>	Course EDP 429 Not Found	3
	Credit Hours	18
	Total Credit Hours	18

Off site program components

Field Placement

Student Teaching

Brief Description of Field Placement component

All students are required to complete nine credit hours of field placement coursework to fulfill the 200 required field hours for licensure. Additionally, students are required to complete 12 weeks of supervised student teaching.

Brief Description of Student Teaching component

All students are required to complete 12 weeks of supervised student teaching to apply for licensure in Ohio. They must have both general education and special education supervision from host teachers to apply for licensure in both areas.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

Inclusive Ed Assessment Plan.pdf

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

1. Teacher candidates are knowledgeable of Prek-5 content and methods.
2. Teacher candidates are able to design and implement effective content-area instruction for multilingual learners.
3. Teacher candidates are able to modify and adapt academic instruction for learners with disabilities.
4. Teacher candidates are able to develop and implement social-emotional learning and supports among a diverse community of learners.
5. Teacher candidates demonstrate professional disposition and ongoing commitment to professional learning.

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

SLO

Assessment

Timeline

Scoring/Data Analysis

1-4

OAE 190, 043, 055, 004, 057, 121

Ongoing: Students complete their final 18 months of the program.

Scored by OAE: Compared to program, college, and state-level norms

1-4

Program Portfolio Development

Completed in EDP 429 during student teaching

Scored by a faculty committee within the Program

3

Exit Interviews from Practicum Course

Completed during junior year (prior to student teaching and capstone)

Interviews are conducted by a panel of faculty who individually score teacher candidates.

Scores are determined using a rubric and final scores are averaged.

4

Exit Interviews from Practicum Course

Completed during junior year (prior to student teaching and capstone)

Interviews are conducted by a panel of faculty who individually score teacher candidates.

Scores are determined using a rubric and final scores are averaged.

5

CPAST

Completed at beginning of the program and during the final semester.

Individual analysis of growth and comparison to college and state level norms.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

Each of the assignments or assessments listed in our assessment table (above) contains a developed rubric by which we will evaluate student learning across individuals, terms, and cohorts.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

All students in our program will complete the required assessments and be included in our data-analysis.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Through our exit interview process we will collect student perceptions of their achievement on program learning outcomes.

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

Each year an assessment report is completed by our program committee and annual improvement goals are established for recruitment, course development, student dispositions, and other professional learning outcomes.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

Our program committee meets weekly to discuss student and program needs. Each term we analyze the formal data collected through assignments and assessments.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

The Program Coordinator, with the support of the program faculty, will be responsible for submitting the annual assessment report.

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., 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.

Through job placement data we collect within our department and the feedback from our external stakeholders advisory board we continue to collect data on the success of our program and to determine improvement goals. We also seek input from our alumni on a regular basis in terms of course/program development and alignment with field expectations.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

We have a robust faculty including a tenured professor in special education, a tenured professor in dual licensure and special education, a senior clinical professor in special education with expertise in disability studies and disability studies in education, an assistant clinical professor with extensive practitioner experience in school psychology, and an assistant clinical lecturer and a visiting assistant professor with extensive recent experience in special education. Additionally, two clinical assistant professors from the Teaching English to Speakers of Other Languages Program and one tenure-track assistant professor from the Prek-5 Program have received affiliate status within our department to further extend the expertise of program faculty.

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

Faculty must have a M.Ed. in special or general education, and a minimum of 5 years classroom (k-12) teaching experience.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

We anticipate our first cohort to be approximately 35 students. With this cohort size, we will not need additional faculty to support the course offerings within our first year of teaching. As our cohort size increases through more intentional recruitment efforts, and we move into year 2 we anticipate the need for an additional adjunct faculty to support our program size.

Entering Year 3 we anticipate the need to request a line to account for our VAP entering her 5th/final year of approval.

Program faculty

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

Full-time:

6

Less than full-time:

2

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

Full-time:

0

Less than full-time:

0

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.

All full-time program faculty will have a documented plan for professional development related to the field and specifically the courses they teach. In addition, all faculty, even part-time, will be required to engage in professional development mandated by policies or legislation for instructors within our courses (ie. science of reading trainings).

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs

Inclusive Ed Faculty Matrix.pdf

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). Please list the name of the librarian consulted.

We did not directly involve a librarian in the planning of our program and do not anticipate a need for additional resources. Jaclyn Spraetz supports our current EDP teacher preparation coursework and students.

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

We have a website of streamed videos that we collaborated with Jaclyn Spraetz to create.

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 additional library resources are anticipated.

Budget, Resources, and Facilities

Resources and facilities

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

NA. There are no new or additional resources or facilities that are needed.

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.

We do not currently have any new seminars, workshops, or other initiatives identified.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

Inclusive Ed Fiscal Impact Statement.docx

Use narrative to provide additional information as needed

This new major replaces our Inclusive Special Education major and our Primary Special Education Minor with Licensure programs, combining them into a single compliant program

that meets the requirements for K-12 Mild to Moderate and Moderate to Intensive Special Education Licensure, PK-5 licensure, and the TESOL Endorsement. All of these majors, licenses, and endorsement pathways currently exist and are offered within EHS. There are no additional expenses associated with integrating these elements into one degree program.

Additional comments

This inclusive education major makes our two programs in practice compliant by becoming a program in fact. As an existing degree program leading to current program licensure options, Carolyn Haynes confirmed on November 6, 2024 that the proposed inclusive ed major was not required to go through the MAPI process. Ashley Cartell Johnson provided Carolyn with requested information about the new major on November 6th that was sent to the MAPI committee.

Reviewer Comments

Jennifer Craddock (cradduj) (Tue, 11 Feb 2025 15:50:30 GMT): Rollback: Please update the program type as this is not a new degree.

Marko Dumancic (dumanim) (Tue, 18 Feb 2025 13:55:05 GMT): The Inclusive Education Major with Blended Licensure builds directly on an existing dual licensure pilot that was previously approved by ODHE in 2021, meaning it is an evolution rather than a brand-new program. Additionally, EDP has already deactivated its stand-alone K-12 special education major, consolidating existing coursework and faculty expertise rather than creating a wholly new academic structure. Since this shift streamlines an already approved program rather than introducing an untested initiative, it does not require formal review through the MAPI vetting process.

Supporting documents

Key: 595

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B

May 16, 2025
Consent Calendar

RESOLUTION R2025-43

WHEREAS, University Senate on May 05, 2025 passed SR 25-22, endorsing a proposed degree and major, Artificial Intelligence, Bachelor of Science in Artificial Intelligence.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of an Artificial Intelligence, Bachelor of Science in Artificial Intelligence.

Approved by the Board of Trustees

May 16, 2025



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Rosemary Pennington, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Tracy Haynes, Past Chair, Senate Executive Committee

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

May 05, 2025

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
SR 25-22 - Artificial Intelligence, Bachelor of Science in Artificial Intelligence

On May 05, 2025, University Senate adopted SR 25-22:

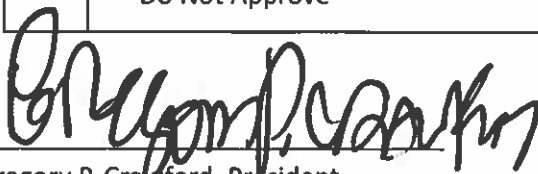
BE IT HEREBY RESOLVED that University Senate endorses the proposed program,
Artificial Intelligence, Bachelor of Science in Artificial Intelligence

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

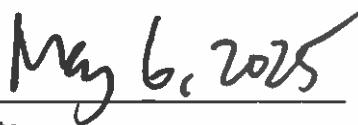
Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Artificial Intelligence,
Bachelor of Science in Artificial Intelligence

<input 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: Rosemary Pennington, 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

New Program Proposal

Date Submitted: Mon, 24 Mar 2025 14:44:03 GMT

Viewing: : **Artificial Intelligence - Bachelor of Science in Artificial Intelligence**

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Changes proposed by: mal18

Contact(s)

Name	Phone	Email
Alan Ferrenberg	9-0381	ferrenam@miamioh.edu
Liran Ma	9-0352	mal18@miamioh.edu
John Femiani	9-0349	femianjc@miamioh.edu

General Bulletin Edition

2025-2026

Proposed start date

Fall 2026

Level

Undergraduate

Program Type

Degree AND Major

Delivery site(s)

Oxford

CIP Code

11.0102 - 11.0102

Department

Comp Sci &Software Engineering

Related Department

College

Col of Engineering & Computing

Related College

General Bulletin Title

Artificial Intelligence - Bachelor of Science in Artificial Intelligence

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

No

Endorsement:

No

Rationale for the proposal

This proposal for a BS in Artificial Intelligence (AI) is motivated by the increasing demand for AI professionals and the interdisciplinary applications of AI across industries. The program aims to meet both local and national needs for AI talent, driving innovation and positioning graduates for high-demand careers in technology and virtually every area of endeavor.

- Rising Demand for AI Expertise: There is a growing need for AI professionals across various sectors, including healthcare, finance, manufacturing, education, and more. The program is designed to develop graduates with a strong foundation in AI principles, tools, and applications to fill these roles. National data, including market analysis from Gray Scorecards, shows sustained growth in AI job opportunities, reflecting the importance of this field.

- Interdisciplinary Approach: The BS in AI program will integrate AI with other disciplines through application area courses, equipping students to apply AI techniques to specialized fields such as Statistics, Philosophy, ETBD, and EHS. This interdisciplinary focus will foster innovation and creativity, preparing students to solve real-world problems through AI.

- Industry and Community Engagement: By leveraging Miami University's partnerships with industry, government, and local communities, the program will offer practical experience and hands-on learning opportunities. Collaborations with leading AI organizations and local businesses will provide students with internships, capstone projects, and mentorship.

- Strategic Alignment with University Goals: The program aligns with Miami University's strategic objectives by promoting financial sustainability. It will utilize existing resources within the College of Engineering and Computing while driving new opportunities for innovation in AI education and research.

Introduction

Brief summary of the request

The proposed BS in AI curriculum provides a structured pathway for students to develop expertise in AI through the cohesive integration of computing, mathematics, and specialized AI courses. Additionally, students can select an application area, enabling them to tailor their AI skills to align with their individual interests and career aspirations. This personalized

approach equips graduates with the knowledge and skills necessary for diverse roles in AI development, research, and applied technology across a wide range of industries.

Accreditation

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.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

The proposed BS in AI degree will be housed in the Department of Computer Science and Software Engineering (CSE) within the College of Engineering and Computing (CEC). The organizational structure and hierarchy for the new degree are the same as for the existing BS in Computer Science degree.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

Chair, Department of Computer Science and Software Engineering: Liran Ma, who has the typical duties and responsibilities of a department chair.

Upload this individual's CV/resume

CV - Liran Ma.pdf

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.

1. Department of Computer Science and Software Engineering Undergraduate Curriculum Committee.
 - Meetings are held weekly during the fall and spring semesters.
 - Committee Chair: Dr. Alan Ferrenberg, Assistant Teaching Professor, CSE
 - Dr. Suman Bhunia, Assistant Professor, CSE
 - Kaylynn Borrer, Instructor, CSE
 - Dr. Garrett Goodman, Assistant Teaching Professor, CSE

- Dr. Michael Zmuda, Associate Professor, CSE

2. AI Working Group

- Meetings are held on an ad hoc basis or when needed.
- John Femiani
- Xianglong Feng
- Vaskar Raychoudhury
- Samer Khamaiseh
- Honglu Jiang

3. Department of Computer Science and Software Engineering Faculty.

- Meetings are held bi-weekly during the fall and spring semesters.

4. Department Chair: Dr. Liran Ma, Professor, CSE

- Meetings are held on an ad hoc basis or when needed.

5. College of Engineering and Computing Curriculum Committee

- Committee Chair: Dr. Timothy Cameron, Professor, Associate Dean, CEC

6. CEC Advisory Board

- Meetings are held annually
- Erik Baar, Senior Leader - Engineering, FIS Global, Cincinnati, OH.
- John Bush, Executive Director, Ernst & Young, Tysons, VA.
- Amy Buck, Global IT & Internal Audit, Procter & Gamble, Cincinnati, OH.
- Larry English, President, Centric Consulting, Columbus, OH.
- Mike Helmick, Senior Staff Software Manager, Google, Seattle, WA.
- John Karro, Senior Software Engineer, Google, Murfreesboro, TN.
- Mark MacNaughton, Chief Information Officer, EVERANA, Dublin, OH.
- Gary Matrindale, Advisor-Information Security, Eli Lilly and Company, Indianapolis, IN.
- Jim Niehaus, SVP & CIO, Great American Insurance, Cincinnati, OH.
- Brian Minick, VP, Managed Security Services, Booz Allen Hamilton, Cincinnati, OH.
- Jeff Northrup, Director, Business Process, Concentrix, Cincinnati, OH.
- Matt Warden, CEO, Double Line Inc, Houston, TX.
- Nora Winnestaffer, Senior Technologist, Eli Lilly and Company, Indianapolis, IN.

Program development

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

The proposed BS in AI program aligns with Miami University's mission as follows:

- Academic Excellence: The program provides a rigorous foundation in artificial intelligence, combining core AI courses (e.g., Machine Learning, Deep Learning, Generative AI) with mathematics and computing. The structured curriculum equips students with technical

expertise and analytical skills necessary for success in AI development and research. The Senior Design Project emphasizes experiential learning and problem-solving, reinforcing Miami's focus on preparing students for leadership roles in AI-related fields.

- Innovation and Research: The program positions students at the forefront of AI innovation through advanced coursework and experiential learning. Faculty engaged in cutting-edge AI research teach the courses, exposing students to the latest developments in the field. The curriculum includes opportunities to apply AI to real-world problems, encouraging creative thinking and technological advancement.

- Interdisciplinary Collaboration: Students can tailor their education by selecting from diverse application areas (e.g., Statistics, Philosophy, Education, Quantum Computing) to apply AI knowledge across multiple disciplines. This flexibility fosters cross-disciplinary thinking and strengthens students' ability to address complex problems in diverse fields, aligning with Miami's emphasis on a liberal arts foundation.

- Ethical Citizenship and Leadership: The program's flexible structure encourages participation from students with varied academic backgrounds and career goals. The curriculum emphasizes AI's impact on fairness, responsibility, and societal impact, reinforcing Miami's commitment to developing ethical leaders and responsible global citizens.

The program provides a personalized learning experience by allowing students to select from diverse application areas to tailor their AI expertise to their career goals and interests. The integration of core AI courses, mathematics, and application areas reflects Miami's commitment to a holistic and interdisciplinary approach to education, blending technical knowledge with liberal arts and humanities.

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.

The program proposal successfully completed the MAPI process with positive overall results. According to the Screening Rubric, the proposal received six scores of 3, four scores of 2, and three scores of 1. The primary recommendation was to collaborate with other divisions in developing the program. We have addressed this by engaging with departments and divisions, including Statistics, Philosophy, ETBD, and EHS, to gather feedback on the application area courses.

The Gray scoreboard analysis (screenshots attached) shows that, at the national level, with a total score of 37 and a percentile of 96, a bachelor program in AI is exceptionally favorable in terms of student demand and employment opportunities. Similarly, the Ohio market exhibits similar trends and promising opportunities for growth in AI education.

The Bureau of Labor Statistics (BLS) projects that overall employment in computer and

information technology occupations will grow much faster than the average for all occupations from 2022 to 2032. As smart manufacturing returns to America — including Ohio specifically — increased computer science knowledge and skills will be vital to meeting industry demands. In particular, the next decade will see significant growth in opportunities for those with deep expertise in AI.

If completed, upload the full analysis

AI Bach.pdf

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.

Responses from the CSE Departmental Advisory Board have been enthusiastic regarding the program. Regarding potential demand for the program, advisory board members responded with the following comments:

Larry English, CEO of Centric Consulting responded with the following comment:

Yes! We see high demand. It is the only thing clients want to talk about. Every consulting company is retraining all of their staff on AI including us. It is one of our top 3 strategies for the next 5 years as is almost every consulting company.

Matt Warden, CEO of Double Line, Inc. provided the following comment:

Yes. Regardless of labor market demand, students will look for this program and CSE should provide the program to remain competitive.

Mike Helmick, Distinguished Engineer at LinkedIn responded:

There is for sure demand in industry. It's a wide range of skills. In the work that I'm doing, I am not an ML practitioner, but there are huge infrastructure problems to support the computation and data storage that AI needs.

Dr. Adam Troy, Partner Technical Advisor at Microsoft offered the following comment:

This is a long-term trend that makes sense. We would be interested in graduates with this at my company. It's important that we integrate the usage of generative AI into the program. Many commentators have compared this to the internet and how pervasive it is across the board. Even if you aren't an AI researcher, you will be using AI in your work, whether that's productivity work or as a developer. We are seeing more and more people using such programs, so I think it's more crucial that it is part of the overall degree and not just a concentration.

Mr. Douglas Blase, Senior Principal Lead Cyber Software Engineer at Northrop Grumman responded:

There is a use case for this program. ... AI is still going strong. As long as AI stays relevant right, I think it will be a good marketing grab.

Mr. Gary Martindale, Retired Sr. Director/Advisor at Eli Lilly and Company, mentioned, I believe prospective students for this degree might expect deeper technical skill development (like developing algorithms), while employers might anticipate a BS in AI would imply more advanced capabilities than are being considered. Employers also may infer that a BS in AI is too overly skilled for their needs and not consider these grads when deciding who to target in their recruiting.

Mr. Brian Minick, Chief Technology and Information Security Officer at Fifth Third Bank, responded:

I think it's marketable. I think if you have the capacity to take it on then Go For It!

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.

No. We do not plan to pursue any programmatic/specialized accreditation for the time being.

Collaboration with other Ohio institutions

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

In Southwest Ohio, none of the universities offer a BS in AI as a dedicated undergraduate program. There are related offerings:

- University of Cincinnati: The Blue Ash campus provides an Associate of Applied Science (AAS) degree in Artificial Intelligence, developed under Intel's AI for Workforce program. This is a two-year program focusing on introductory AI topics, such as machine learning, computer vision, and natural language processing, but it is not a bachelor's degree. Link: <https://ucblueash.edu/academics/majors/technology/artificial-intelligence.html>

- Xavier University: Offers a Bachelor of Arts (BA) in Artificial Intelligence, which includes AI principles and ethics with a liberal arts focus. This program differs from a BS degree in its structure, primarily aiming to provide a broader, interdisciplinary AI education rather than a specialized technical foundation. Link: <https://www.xavier.edu/artificial-intelligence/index>

Since no nearby institutions offer a full BS in AI, a program at Miami University would uniquely address the need for an in-depth, technically oriented AI degree in the region, preparing graduates for specialized AI roles in an increasingly data-driven job market. This

would be a valuable addition to Southwest Ohio's educational landscape, supporting local industry needs and offering students direct access to emerging AI career pathways.

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.

No.

Student Services

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.

No differences.

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

The transfer credit policies used by the CSE department will also apply to the new BS in AI program, as the core courses in our existing majors are similar to those in the AI curriculum. Additionally, the existing petition-based process for transferring credits in other courses will remain in place.

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.

Existing University-level student-administrative services (such as admissions, financial aid, registrar services, etc.) are adequate to support the proposed program. No new services will be required.

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.

Existing student academic services are adequate to support the program.

Curriculum

Introduction

Description of the program to display in the <i>General Bulletin.</i>

The Bachelor of Science (BS) in Artificial Intelligence (AI) program offers a structured and comprehensive pathway for students to develop expertise in AI. It combines core computing, mathematics, and specialized AI courses to provide students with the knowledge and skills needed for AI development, research, and application. The program allows students to customize their learning by selecting an application area that aligns with their interests and career goals. This personalized approach prepares graduates for a wide range of AI-related roles across diverse industries.

Program goals and learning outcomes

List the specific student learning outcomes that students are to achieve by the time they complete this program.

Student learning outcomes

Outcome:	
SLO #1	Analyze complex computing problems and apply principles of AI, computer science, and other relevant disciplines to identify innovative solutions.
SLO #2	Design, implement, and evaluate AI-based solutions to meet specific requirements in various domains.
SLO #3	Communicate effectively in a variety of professional contexts.
SLO #4	Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
SLO #5	Function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline.
SLO #6	Apply AI algorithms, computer science fundamentals, and principles from relevant disciplines to develop effective computing-based solutions.

Describe how the Program Learning Outcomes are operationalized in the curriculum.

SLO #1, #2, and #6 are addressed through the breadth and depth of the curriculum through foundational and advanced coursework.

SLO #4 is emphasized by ethics and capstone courses as well as throughout the curriculum.

SLO #3 and #5 are emphasized in the introduction to software engineering course, the required communications course, and the capstone courses as well as other courses.

Course offerings

Bulletin Requirement Listing

Program Requirements

(85 semester hours)

Course List		
Code	Title	Credit Hours
Required Courses		
<u>CEC 111</u>	Imagination, Ingenuity and Impact I	2
<u>CEC 112</u>	Imagination, Ingenuity, and Impact II	2
<u>CSE 174</u>	Fundamentals of Problem Solving and Programming	3
<u>CSE 201</u>	Introduction to Software Engineering	3
<u>CSE 262</u>	Technology, Ethics, and Global Society	3
<u>CSE 271</u>	Object-Oriented Programming	3
<u>CSE 274</u>	Data Abstraction and Data Structures	3
<u>CSE 374</u>	Algorithms I	3
<u>CSE 385</u>	Database Systems	3
<u>CSE 432</u>	Machine Learning	3
<u>CSE 433</u>	Deep Learning	3
<u>CSE 434</u>	Generative Artificial Intelligence	3
<u>CSE 448</u>	Senior Design Project	2
<u>CSE 449</u>	Senior Design Project	2
<u>CSE 486</u>	Introduction to Artificial Intelligence	3

Course List

Code	Title	Credit Hours
<u>CYB 134</u>	Introduction to Cybersecurity	3
or <u>CIT 258</u>	Introduction to Global Cybersecurity	
<u>STC 135</u>	Principles of Public Speaking	3
or <u>APC 231</u>	Small Group Communication	
or <u>ENG 224</u>	Professional Communication & Digital Rhetoric	
or <u>IMS 224</u>	Professional Communication & Digital Rhetoric	
Mathematics/Statistics Requirements		
<u>MTH 151</u>	Calculus I	4
<u>MTH 251</u>	Calculus II	4
<u>MTH 222</u>	Introduction to Linear Algebra	3-4
or <u>MTH 246</u>	Linear Algebra and Differential Equations for Engineers	
<u>MTH 231</u>	Elements of Discrete Mathematics	3
<u>STA 261</u>	Statistics	3-4
or <u>STA 301</u>	Applied Statistics	
CSE Electives ¹		
Select nine hours from the following:		9
<u>CSE/CYB 235</u>	Computer Network Design and Administration	
<u>CSE 268</u>	Introduction to Knowledge Representation	
<u>CSE 468</u>	Applied Knowledge Representation	
<u>CSE 302</u>	Software Construction	
<u>CSE 382</u>	Mobile App Development	
<u>CSE 386</u>	Foundations of Computer Graphics and Games	
<u>CSE 389</u>	Game Design and Implementation	
<u>CSE 401</u>	Software Quality Assurance and Testing	
<u>CSE 443</u>	High Performance Computing & Parallel Programming	

Course List		
Code	Title	Credit Hours
<u>CSE 444</u>	Applied Cryptography	
<u>CSE 451</u>	Web Services and Service Oriented Architectures	
<u>CSE 470</u>	Special Topics in CSE	
<u>CSE 473</u>	Automata, Formal Languages, and Computability	
<u>CSE 474</u>	Compiler Design	
<u>CSE 484</u>	Algorithms II	
<u>CSE 485</u>	Advanced Database Systems	
<u>CSE 488</u>	Image Processing & Computer Vision	
<u>CYB 334</u>	Network Security	
Application Area Requirement ¹		
Complete a minimum of four courses within one of the Application Areas listed below:		12 - 13
ETBD		
<u>IMS 254</u>	Design Thinking & Design Principles Applied	
<u>IMS 259</u>	Art and Digital Tools I	
<u>IMS 354</u>	Intermed Interaction Design	
<u>IMS 413</u>	User Experience Research	
Statistics		
<u>STA 363</u>	Introduction to Statistical Modeling	
<u>STA 401</u>	Probability	
<u>STA 427</u>	Introduction to Bayesian Statistics	
<u>STA 463</u>	Regression Analysis	
<u>STA 467</u>	Statistical Learning	
<u>STA 483</u>	Analysis of Forecasting Systems	
Philosophy		
<u>PHL 105</u>	Theories of Human Nature	

Course List		
Code	Title	Credit Hours
<u>PHL 205</u>	Science and Culture	
<u>PHL 273</u>	Formal Logic	
<u>PHL 321</u>	Being and Knowing	
<u>PHL 373</u>	Symbolic Logic	
Education, Health and Society		
<u>EDP 279</u>	Technology + Media Literacy and Learning	
<u>EDP 446</u>	Educational Interactive Design	
<u>EDP 479</u>	Autism: Introduction and Current Research	
<u>SLM 275</u>	Principles of Sport Analytics	
<u>TCE 188</u>	Creativity and Innovation in STEM Education	
<u>TCE 288</u>	Ways of Thinking in STEM (Science, Technology, Engineering, and Mathematics) Education	
<u>TCE 488</u>	Grand Challenges in STEM Education	
Cybersecurity		
<u>CYB 234</u>	System Administration and Scripting for Cybersecurity	
<u>CYB 235</u>	Computer Network Design and Administration	
<u>CYB 236</u>	Data Security	
<u>CYB 331</u>	Software Security	
<u>CYB 332</u>	Human, Organizational, and Societal Security	
<u>CYB 334</u>	Network Security	
Systems		
<u>CSE/CYB 235</u>	Computer Network Design and Administration	
<u>CSE 278</u>	Systems I: Introduction to Systems Programming	
<u>CSE 381</u>	Systems 2: OS, Concurrency, Virtualization, and Security	
<u>CSE 443</u>	High Performance Computing & Parallel Programming	
<u>CYB 234</u>	System Administration and Scripting for Cybersecurity	

Course List		
Code	Title	Credit Hours
Software Engineering		
<u>CSE 202</u>	Software Requirements	
<u>CSE 212</u>	Software Engineering for User Interface and User Experience Design	
<u>CSE 301</u>	Software Architecture and Design	
<u>CSE 302</u>	Software Construction	
<u>CSE 401</u>	Software Quality Assurance and Testing	
Quantum Computing		
<u>QTM 161</u>	Quantum Computing Basics	
<u>QTM 261</u>	Quantum Information Processing	
<u>QTM 361</u>	Quantum Algorithms	
<u>QTM 461</u>	Quantum Security Standards: FIPS 203 and FIPS 204	
Total Credit Hours		85-88

1

A course cannot count as both a CSE elective and an application area course.

Note: Additional free elective hours may need to be taken.

Plan of Study/ Roadmap

Plan of Study Grid		
First Year		
Fall		Credit Hours
<u>CEC 111</u>	Imagination, Ingenuity and Impact I	2
<u>CSE 174</u>	Fundamentals of Problem Solving and Programming	3
<u>MTH 151</u>	Calculus I	4
Miami Plan Course		3
<u>ENG 111</u>	Composition and Rhetoric	3-4
or <u>ENG 109</u>	or Composition and Rhetoric for Second-Language Writers	
Credit Hours		15-16
Spring		
<u>CEC 112</u>	Imagination, Ingenuity, and Impact II	2
<u>CSE 271</u>	Object-Oriented Programming	3

<u>CYB 134</u>	Introduction to Cybersecurity	3
or <u>CIT 258</u>	or Introduction to Global Cybersecurity	
<u>MTH 231</u>	Elements of Discrete Mathematics	3
<u>STC 135</u>	Principles of Public Speaking	
or <u>APC 231</u>	or Small Group Communication	3
or <u>ENG 224</u>	or Professional Communication & Digital Rhetoric	
or <u>IMS 224</u>	or Professional Communication & Digital Rhetoric	
Miami Plan Course		3
Credit Hours		17

Second Year

Fall

<u>CSE 201</u>	Introduction to Software Engineering	3
<u>CSE 274</u>	Data Abstraction and Data Structures	3
<u>MTH 222</u>	Introduction to Linear Algebra	3-4
or <u>MTH 246</u>	or Linear Algebra and Differential Equations for Engineers	
Miami Plan Course		3
Miami Plan Course		3
Credit Hours		15-16

Spring

<u>CSE 374</u>	Algorithms I	3
<u>CSE 385</u>	Database Systems	3
<u>CSE 434</u>	Generative Artificial Intelligence	3
<u>STA 261</u> or <u>STA 301</u>		3 - 4
Miami Plan Course		3
Credit Hours		15-16

Third Year

Fall

<u>CSE 432</u>	Machine Learning	3
<u>CSE 486</u>	Introduction to Artificial Intelligence	3
<u>CSE 262</u>	Technology, Ethics, and Global Society	3
Application Area Course		3
Miami Plan Course		3
Credit Hours		15

Spring

<u>CSE 433</u>	Deep Learning	3
<u>MTH 251</u>	Calculus II	4
Application Area Course		3
Elective Course		3
Miami Plan Course		3
Credit Hours		16

Fourth Year		
Fall		
<u>CSE 448</u>	Senior Design Project	2
	Application Area Course	3
	Miami Plan Course	3
	Miami Plan Course	3
	Elective Course	3
	Credit Hours	14
Spring		
<u>CSE 449</u>	Senior Design Project	2
	Application Area Course	3
	Elective Course	3
	Miami Plan Course	3
	Miami Plan Course	3
	Credit Hours	14
	Total Credit Hours	121-124

Alternative delivery options

100% Face to face

Off site program components

None

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

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

Graduates of the B.S. in AI degree will be able to:

1. Analyze complex computing problems and apply principles of AI, computer science, and other relevant disciplines to identify innovative solutions.
2. Design, implement, and evaluate AI-based solutions to meet specific requirements in various domains.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on 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. Apply AI algorithms, computer science fundamentals, and principles from relevant disciplines to develop effective computing-based solutions.

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

Many of the 400 level courses in the program are project based. In particular, the senior capstone sequence involves completion of a project over the course of two semesters. These projects get at the learning outcomes and will be used to assess the program. We also access all graduates through a senior exit survey.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

The SLOs are evaluated in at least two points in the required curriculum in one beginning and one advanced course to provide benchmark indicators of student achievement. The faculty provide an assessment instrument (such as an exam or lab project) and each student is evaluated for achievement of the SLO on this instrument. Though it is not intended that this be an accredited degree program, the same data that is collected from majors in the accredited BS in Computer Science and BS in Software Engineering programs will be collected and evaluated for students in the BS in AI program.

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

At least one section of each of the evaluated courses in the major will be sampled. For a course with three sections, this represents approximately 30% of the students.

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Online surveys including the senior exit survey and mid-course assessments including Small Group Instructional Diagnosis (SGIDs).

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

We will rotate classes in which to do the assessment and focus on varying outcomes as it makes sense from year to year. Each semester, approximately six courses will be sampled.

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

The department has a standing assessment committee that reports at each faculty meeting. The faculty who teach courses with multiple sections will also meet regularly to discuss assessment findings and adjustments.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

The assessment committee chair coordinates all assessment efforts including the annual assessment report.

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., 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.

We will use placement percentages and average starting salary as key metrics. This information will be collected annually. We will also discuss the capabilities of our students with our key industry partners who hire them.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

Tenured and tenure track, lecturers, and teaching professors.

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

Teaching faculty are expected to hold a Ph.D. in computer science or a closely related field, or a graduate degree with significant professional experience in AI, machine learning, or a related discipline. The program director will hold a Ph.D. and possess extensive professional and administrative experience in AI.

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

The CSE department does not plan to create new positions to manage the anticipated workload increase from the proposed program. New hires will be made to fill vacancies

resulting from retirements, departures, and previous hiring gaps. As a result, the department does not expect any changes to faculty workloads and will maintain the existing student-to-faculty ratio.

If enrollment increases significantly or additional external funding becomes available, the department will consider expanding the tenure-track faculty accordingly.

Program faculty

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

Full-time:

30

Less than full-time:

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

Full-time:

Less than full-time:

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.

Professional development and scholarship expectations will be the same as those for the existing BS in Computer Science program.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs

All Faculty CVs.pdf

Faculty Matrix AI.pdf

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). Please list the name of the librarian consulted.

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, and a number of other resources for access to books and journals relevant to computer science.

Through 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 program.

Budget, Resources, and Facilities

Resources and facilities

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

The new BS in AI program will leverage the existing infrastructure, facilities, and equipment within the CSE department, maximizing the use of current lecture rooms, laboratories, and associated software tools. The department already has access to robust cloud platforms,

including the Amazon Web Services (AWS) Educate program and the Microsoft Azure Student Credit program, which will be integral to setting up virtual machines and cloud-based environments at no additional cost to the program. Miami University has established agreements with these service providers, ensuring seamless access to these resources for both students and faculty.

To enhance the program's capacity for advanced AI education and research, additional resources, including access to physical and virtual GPUs, will be acquired. Funding will be secured through support from CSE, CEC, Miami University, and state and federal agencies, ensuring the program is well-equipped to meet the evolving educational and research needs in AI.

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.

Library orientation and information literacy are introduced in the first year engineering and computing courses, CEC 111 and CEC 112, and reinforced throughout the curriculum.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

FIS for BS in AI.xlsx

Use narrative to provide additional information as needed

Additional comments

Reviewer Comments

Jennifer Craddock (cradduj) (Mon, 24 Mar 2025 12:34:04 GMT): Rollback: Please check the hours in the bulletin table for the MTH/STA requirements. The courses currently listed total 14-16.

Liran Ma (mal18) (Mon, 24 Mar 2025 14:46:31 GMT): Added MTH 231 (3 credits) to the MTH/STA requirements in the bulletin table. Thanks!

Supporting documents

Key: 582

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B

May 16, 2025
Academic and Student Affairs

RESOLUTION R2025-44

WHEREAS, University Senate on May 05, 2025 passed SR 25-12, endorsing a proposed degree and major, Computer Science, Doctor of Philosophy.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a Computer Science, Doctor of Philosophy.

Approved by the Board of Trustees

May 16, 2025



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



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Rosemary Pennington, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Tracy Haynes, Past Chair, Senate Executive Committee

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

May 05, 2025

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
SR 25-12 - CSE - Computer Science, Doctor of Philosophy

On May 05, 2025, University Senate adopted SR 25-12:

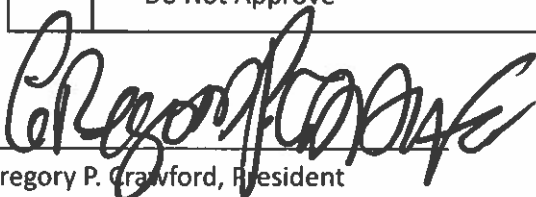
BE IT HEREBY RESOLVED that University Senate endorses the proposed program,
Computer Science, Doctor of Philosophy

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: Computer Science,
Doctor of Philosophy

<input 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: Rosemary Pennington, 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

New Program Proposal

Date Submitted: Thu, 21 Nov 2024 19:24:18 GMT

Viewing: : **Computer Science- Doctor of Philosophy**

Last edit: Thu, 06 Mar 2025 19:13:11 GMT

Changes proposed by: mal18

Contact(s)

Name	Phone	Email
John Femiani	90349	femianjc@Miamioh.edu
Tim Cameron	90713	camerotm@miamioh.edu
Liran Ma	90352	mal18@miamioh.edu

General Bulletin Edition

2025-2026

Proposed start date

Fall 2025

Level

Graduate

Program Type

Major/Concentration within Existing Degree

Delivery site(s)

Oxford

CIP Code

11.0701 - 11.0701

Department

Comp Sci &Software Engineering

Related Department

Physics

College

Col of Engineering & Computing

Related College

College of Arts and Science

Degree

Doctor of Philosophy

General Bulletin Title

Computer Science- Doctor of Philosophy

Program Code

Educator Preparation Programs:

Indicate the program request leads to educator preparation licenses or endorsements

Licensure:

No

Endorsement:

No

Rationale for the proposal

1. Strong Demand: According to Gray Decision Intelligence, there is strong demand among employers and prospective students for PhDs in Computer Science. It is in the 98th percentile for overall market demand at the PhD level in the nation among all academic disciplines by CIP code.
2. Greater support for undergraduate research: A PhD program will expand the research activities of CEC/CSE and provide more opportunities for UGs to work with graduate students and post-docs on research, as well as with faculty.
3. Recruit and retain high quality faculty: A PhD will help CSE and Physics recruit and retain high quality faculty. Several faculty members have left CEC/CSE for PhD-granting institutions saying that they need PhD students to be successful in their research. Several prospective faculty have turned down offers from CEC/CSE saying that they wanted/needed to be in a PhD-granting institution for their research and Miami would have been their first choice if we had a PhD program.
4. Federal grant opportunities: 90% of federal grants from NSF, NIH, etc., go to institutions with Ph.D. programs. A Ph.D. program will increase our competitiveness for grants from federal agencies.
5. Increase in fee-paying students: Many prospective graduate students, especially internationals, only consider schools with PhD programs. We believe the PhD program will increase the number of fee paying students (master's and entry-level Ph.D. students) who will come with the hope of receiving GA support after demonstrating their capability.
6. State financial support: As part of the Miami Thrive initiative, Miami is seeking state support for new programs.

Introduction

Brief summary of the request

The CEC Department of Computer Science and Software Engineering (CSE), in collaboration with the CAS Department of Physics (PHY), requests approval to offer a Doctor of Philosophy (Ph.D.) degree in Computer Science with tracks (not transcribed) in Artificial Intelligence

and Machine Learning, Quantum Computing, Cryptography, Cybersecurity, and Applied Physics.

Accreditation

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.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

The PhD in Computer Science will be housed in CSE, but will include representation from PHY. From top to bottom the reporting structure is: University President -> University Provost and Executive Vice President for Academic Affairs -> Dean of the College of Engineering and Computing(*) -> Associate Dean for Graduate Studies, Research and Innovation -> CEC Graduate Council(*) -> CSE and PHY Department Chairs -> CSE and PHY faculty.

(*) The CEC Dean will consult the CAS Dean on any significant matters affecting Physics. A Physics representative will be added to the CEC Graduate Council for matters relating to Physics. The Physics representative will inform the CAS Dean and Physics Chair of any pertinent matters affecting the Physics concentration.

Provide the title of the lead administrator for the proposed program and a brief description of the individual's duties and responsibilities.

[CEC] Associate Dean for Graduate Studies, Research, and Innovation: The Assoc Dean chairs the CEC Graduate Council and serves on the University Graduate Coordination Committee. General policies for the PhDs in Computer Science and Engineering are decided by the CEC Graduate Council with representatives from each department (CPB, CSE, ECE, MME, and PHY(*)). The Assoc Dean, with the CEC Graduate Council, oversees the admission process, the awarding of GAs, curricular policies, the petition process (for accepting transfer credits or allowing alternatives for fulfilling any requirements), and candidacy, dissertation and dissertation defense requirements.

(*) Rather than creating separate graduate councils for different programs, we propose to

use the existing CEC Grad Council with the addition of a Physics representative. The CEC Grad Council Governance Document will be revised to clarify the role of each representative and identify matters on which each member has voting privileges.

- This Assoc Dean position is currently vacant, but the position is approved. A search is underway with on-campus interviews anticipated for December 2024. The position may be filled as early as January 2025, but fall 2025 is more likely.

Upload this individual's CV/resume

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 CEC Graduate Council comprises the CEC Assoc. Dean for Graduate Studies, Research, and Innovation, the Graduate Directors of CPB, CSE, ECE, and MME, and a representative of PHY. The PHY representative, appointed by the PHY Dept, will be added for matters affecting the PHY concentration. Ex officio members include the CEC and CAS deans, and other CEC and CAS STEM associate deans. The CEC Grad Council meets as needed, but at least once a semester. Members serve one-year appointments and may be re-appointed indefinitely.

Program development

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

In keeping with the mission, values, and liberal education tradition of Miami University, the overarching objective of the Ph.D. in Computer Science is to equip and “empower students to use their knowledge and skills with integrity and compassion to improve the future of our global society.” The Ph.D. in Computer Science will require students to demonstrate the broader impact of their work toward meeting a societal need in one or more of the following co-curricular areas: (1) an application to a problem facing industry in Ohio that provides an improvement to the quality or efficiency of a product or process, (2) an entrepreneurial opportunity arising from a new product or process that can create new jobs in Ohio, (3) an application to a social or humanitarian problem that improves the quality of life for people dealing with injuries, physical or mental health problems, natural disasters, access to adequate food, shelter, or clothing, clean air and water, etc., or (4) a pedagogical innovation that promotes learning and equips the graduate and others for teacher-scholar roles.

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.

Gray Decision Intelligence market demand analysis of the national market was performed for Ph.D.-level programs in computer science and related disciplines. These disciplines are ranked in percentiles 90-98 relative to all Ph.D.-level CIP codes. The Gray analysis accounts

for employment prospects, student demand, and competitive intensity. U.S. Bureau of Labor Statistics data were also consulted for "Computer and Information Research Scientists." The job growth projection for 2023-2033 is 26%, which is "much faster than average." (BLS does not separate job growth projections by BS, MS, or PhD level.) These data are in the attachment.

If completed, upload the full analysis

CEC CS PhD Market Demand Summary for CCGS.pdf

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.

Dean Sukumaran and department chairs have consulted their advisory boards concerning opportunities for PhD-level industry internships/co-ops, collaborative research opportunities, and philanthropic possibilities. President Crawford has also been a major driver for this program based on his familiarity with the needs of Ohio business and industry as well as the interests of the state government. No immediate philanthropic support is expected, but advisors note that many government agencies (e.g., national labs, NASA, DoD, DoE) and some corporations (e.g., AT&T, Google, Microsoft) will support employees in Ph.D. programs and cover some or all of their expenses. One advisor noted that the challenge with outside support is finding a faculty advisor with the appropriate interest and expertise, but faculty would likely need to be the initiators of the relationship that attracts a student with external support. One advisor also recommended aligning the concentration areas with DoD critical technology areas, which we seek to do within the concentration areas in so far as there is faculty expertise.

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.

N/A. (The Computing Accreditation Commission (CAC) of ABET, which accredits computer science programs, only accredits the lowest-level program offered by an institution. Because Miami's bachelor's degree program in CS is accredited by ABET, a Ph.D. program is not eligible for accreditation.)

Collaboration with other Ohio institutions

Indicate opportunities for collaboration with Chancellor's Council on Graduate Studies (CCGS) member institutions.

Opportunities to collaborate with CCGS member institutions will be pursued as appropriate for mutual benefit.

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.

Other Ohio institutions were not directly involved in the development of this program.

Student Services

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.

Admission requires either a bachelor's degree, with at least a 2.7 out of 4.0 GPA (or equivalent), or a master's degree, with at least a 3.0 out of 4.0 GPA (or equivalent), in computer science, physics, or a closely-related field. The Graduate Record Exam is recommended, but not required. Prior coursework must include college-level Calculus 1, Calculus 2, Linear Algebra, Discrete Math, Statistics, Computer Programming (e.g., C++, Python, Java), Data Structures, and Algorithms. Students whose native language is not English must demonstrate English proficiency with a minimum score of 80 for TOEFL, 6.5 for IELTS, 54 for PTE, or 110 for Duolingo. These requirements are consistent with the admission requirements for other Ph.D. programs at Miami.

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.

Current student administrative services are adequate to support the program.

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.

Current student academic services are adequate to support the program.

Description of the program to display in the <i>General Bulletin.</i>

The Doctor of Philosophy in Computer Science prepares graduates to be innovative thinkers capable of performing cutting-edge research, synthesizing and creating new knowledge, and finding novel solutions to complex problems. Doctoral students are also challenged to demonstrate the broader impact of their work for meeting needs in society.

Course offerings

Bulletin Requirement Listing

Program Requirements

The Ph.D. degree requires a minimum of 60 semester hours beyond the master’s degree (or its equivalent) or 90 semester hours beyond the bachelor's degree (or its equivalent).

Course List		Credit Hours
Code	Title	
Coursework ¹		
The minimum coursework is six (6) letter-grade graduate courses comprising at least fourteen (14) credit hours, with at least two (2) of the letter-grade credit hours in courses numbered 600 or above.		
Up to four (4) additional courses in the student’s designated area of research may be required as determined by the student’s faculty committee.		
Seminars		
Students are required to enroll in the CSE graduate seminar each semester.		
CSE 610	Course CSE 610 Not Found	
Conferences		
Students must select an advising committee during year 1 to approve their plan of study, and must hold a conference with that committee at the end of year 1 to discuss their proposed research.		
Annual Reports		
Students must submit and pass annual progress reports commencing at the end of second year in the graduate program.		
Written and Oral Exams		

Course List		
Code	Title	Credit Hours
Students must write and pass a written proposal document, which serves as the Written Examination. ²		
Students must orally defend the proposal, typically at the end of the second year, which serves as the Oral Examination. ²		
Original Research		
Students must complete at least 30 credit hours of Research for Doctoral Dissertation (see below). Students must write and defend a dissertation regarding the findings of their research.		
CSE 850	Course CSE 850 Not Found	

1

For students earning a master's degree at Miami University in engineering, physics, or any master's program in CSE, all graded coursework taken toward the master's also counts toward the Ph.D. graded coursework requirement, but is not factored into the 60 hours required beyond the master's degree.

2

The proposal may be in the student's research area and should form the narrative for a grant proposal to a federal or state agency or to industry.

Plan of Study/ Roadmap

The minimum required coursework (other than "Research for Doctoral Dissertation") is typically completed within the first two years of the doctoral program. Students are typically expected to complete candidacy requirements no later than the fifth semester and defend the dissertation by the end of the tenth semester.

Thesis

Thesis

Off site program components

Co-op/Internship/Externship

Brief description of Co-op/Internship/Externship component

A doctoral co-op or internship in industry or government is encouraged, but not required.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

Assessment Plan - Computer Science PhD.pdf

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

By the time they graduate, students have the ability to...

SLO 1: Apply creativity and skill in design, analysis, and innovation to plan and execute original research leading to new knowledge and/or a novel solution to a complex problem.

SLO 2: Demonstrate depth of knowledge in the dissertation concentration area.

SLO 3: Communicate results of research effectively orally and in writing to both technical and non-technical audiences.

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

The learning outcomes are emphasized in the research requirements of the degree and are measured by the doctoral committee's assessments of the required deliverables including the annual progress reports, written and oral proposal, written dissertation, and the oral defense of the dissertation.

Describe how you intend to evaluate the learning outcomes by means of the assignment(s)—e.g., rubric(s) or answer key(s) to exam.

Expert judgment of the doctoral committee as relevant to the student's dissertation (more details are in the attached Assessment Plan)

Describe the sampling procedure. What percentage of your student body will comprise your sample? If the sample size is small, make the case that they adequately represent the whole.

All doctoral students (100%) are assessed and must meet the requirements (see attached Assessment Plan)

Describe how you intend to collect student perceptions of their achievement of the program learning outcomes.

Students may provide feedback to their advisors, committees, the CEC Graduate Council, Department Chairs, the Associate Dean for Graduate Studies, Research, and Innovation, and/or to the CEC or CAS Dean.

Describe your plans for regular (annual or biennial, depending on program size) collection and summary of data.

The CEC Graduate Council will summarize the status of student progress in the doctoral program on an annual basis, typically at the end of the spring semester (see the attached Assessment Plan for more details).

Describe your plans for a regular faculty meeting in which faculty discuss assessment data findings and make plans for improvement of teaching and learning based upon the data.

The CEC Graduate Council meets regularly, at least once a semester, to discuss graduate programs and plans for assessment and improvement.

Identify who will be responsible for creating and submitting an annual assessment report to the assessment coordinator at the end of each academic year.

The Department Chairs of CSE and PHY, with their departmental representatives on the CEC Graduate Council, will create and submit assessment reports based on the doctoral advisors' and dissertation committees' assessment reports of students in their tracks. The Associate Dean for Graduate Studies, Research, and Innovation will coordinate the reporting activities and serve as the liaison to the university's assessment officer.

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., 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.

Student success will be measured by students completing the required elements of the degree, the success of grant funding from the dissertation proposals, and the job placement of graduates. Data are collected annually and reviewed by the CEC Graduate Council, Department Chairs, and the Deans and Associate Deans of CEC and CAS for the purpose of program assessment and improvement.

Faculty

Faculty appointment policies

Describe the faculty designations available (e.g., professor, associate professor, adjunct, instructor, clinical, etc.) for the proposed program's faculty.

Graduate Level Standing (as prescribed by university and Graduate School policies)

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

Graduate Level Standing (as prescribed by university and Graduate School policies)

Indicate whether the department will need to identify additional faculty to begin the proposed program. Also indicate the workload implications of the proposed program for existing faculty in the department. In particular, for existing faculty, explain how their workload will be adjusted to teach courses within the new program.

Other than approved faculty positions for which recruiting is currently underway, no additional faculty are needed to begin the proposed program. University and divisional workload policies apply. Teaching graduate courses and advising graduate students (Ph.D. and M.S.) are included in the workload model.

Program faculty

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

Full-time:

33

Less than full-time:

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

Full-time:

3

Less than full-time:

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.

Expectations for faculty scholarship and professional development are established by university policies and departmental and divisional governance documents.

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
CSE PHY Faculty CVs.pdf

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). Please list the name of the librarian consulted.

The librarians and library resources that are currently available for faculty research are sufficient for the program.

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

The librarians and library resources that are currently available for faculty research are sufficient for the program.

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 additional library resources are needed at present.

Budget, Resources, and Facilities

Resources and facilities

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

The facilities and equipment of CSE and PHY are currently available for the program. These includes offices, laboratories, and equipment in Kreger and Benton Halls and a portion of the McVey Data Science Building. Expansion space is available in the Engineering Research Annex (formerly the Miami recycling facility) on OH-73 east of campus and the "College@Elm" innovation building west of campus. Current library resources supporting faculty research are sufficient to support the proposed program.

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.

Faculty advisors will provide orientation to students on using existing library and other information resources.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs

Final FIS Comp Sci PhD.xlsx

Use narrative to provide additional information as needed

Additional comments

Reviewer Comments

Carolyn Haynes (haynesca) (Thu, 21 Nov 2024 19:44:02 GMT): Did you go through the MAPI process?

raychov (Mon, 25 Nov 2024 15:18:57 GMT): Admission requirements should consider a programming language course like Java, C++, Python, etc.

raychov (Mon, 25 Nov 2024 15:25:12 GMT): Adding PHY to the CSE PhD program is due only to facilitate joint research in Quantum Computing, or are there any other reasons?

Courtney Thompson (kuhlmace) (Tue, 04 Mar 2025 20:02:06 GMT): FIS updated per request

Courtney Thompson (kuhlmace) (Thu, 06 Mar 2025 19:13:32 GMT): FIS updated again, per request

Supporting documents

Key: 586

Select any proposals you would like to bundle together for approval. Only proposals you have saved are available to bundle.

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B



OFFICE OF RESEARCH
AND INNOVATION

Board of Trustees

May 2025

Overview: Human Subjects Research at Miami University

Susan McDowell, PhD, Vice President for Research and Innovation

What is Human Subjects Research?

- Research where participants are:
 - Adult volunteers
 - Underage (if consent by legal guardian is in place)
 - Observed
- Examples:
 - Study of online shopping habits
 - Study of design changes on museum visitors
 - Study of nursing home interventions
 - Study of classroom instruction

Is Human Subjects Research Common at Miami?

- ~330 protocols/year
- Most prevalent research at Miami
- Student opportunities to:
 - complete robust ethical training
 - develop protocol & instruments
 - interact with institutional review board
 - collect & analyze data
 - engage with relevant topics & populations

Who Monitors Human Subjects Research?

- Institutional Review Board (IRB)
 - Faculty and staff members
 - Expertise with various research methodologies
 - Representation from broad swath of fields
 - Community and student representative
- Ensure research complies with federal regulations
 - Review every study
 - Ensure questions/study produces no harm
 - Address non-compliance

How Does Miami Perform Human Subjects Research?

- Pre- and post-surveys
- Focus groups
- Interviews
- Observation
- Pre-existing data analysis
- Medical device development

Human Subjects Research – devices

- Commercial IRB for medical device review
 - ~5 per year
 - Cost per review: \$3,750
- Examples:
 - Biomedical devices for imaging
 - Non-invasive blood flow monitoring





Thank you!



OFFICE OF THE PROVOST

Meeting Student Demand



Meeting Student Demand

- Faculty Workload Update
- Global Miami Plan
- Departmental Budget Strengths and Weaknesses
- Building Stronger Departments

Faculty Workload

Goal: To develop a fair and equitable workload policy for all faculty, which further advances our mission on student success and reinforces high quality faculty research and scholarship.

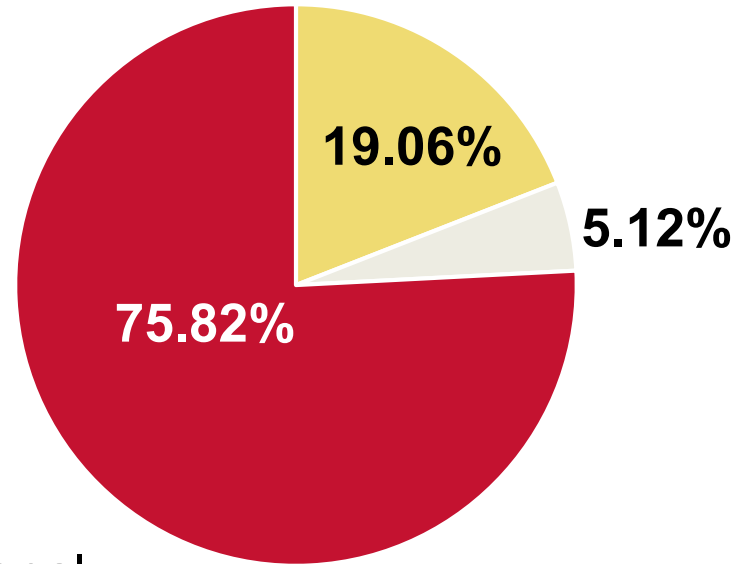
Faculty Workload Model



	Standard TCPL	TCPL / Enhanced Service	Standard Tenured Faculty	Standard Tenured Faculty	Research Intensive Faculty	Research Intensive Faculty	Faculty with Course Buyout
Teaching Assignment	80% 4-4 Courses 32 work hours	70% 4-3 Courses 28 work hours	60% 3-3 Courses 24 work hours	50% 3-2 Courses 20 work hours	40% 2-2 Courses 16 work hours	30% 2-1 Courses 12 work hours	0-20% 0-0, 1-0, 1-1 0-8 work hours
Research/ Scholarship	0% 0 work hours	0% 0 work hours	20% 8 work hours	30% 12 work hours	40% 16 work hours	50% 20 work hours	100-60% 26-40 work hours
* Service - includes advising	20% 8 work hours	30% 12 work hours	20% 8 work hours	20% 8 work hours	20% 8 work hours	20% 8 work hours	0-20% 0-8 work hours

Early Workload Model Outcomes

Predicted Changes in Permanent Faculty Teaching Assignments

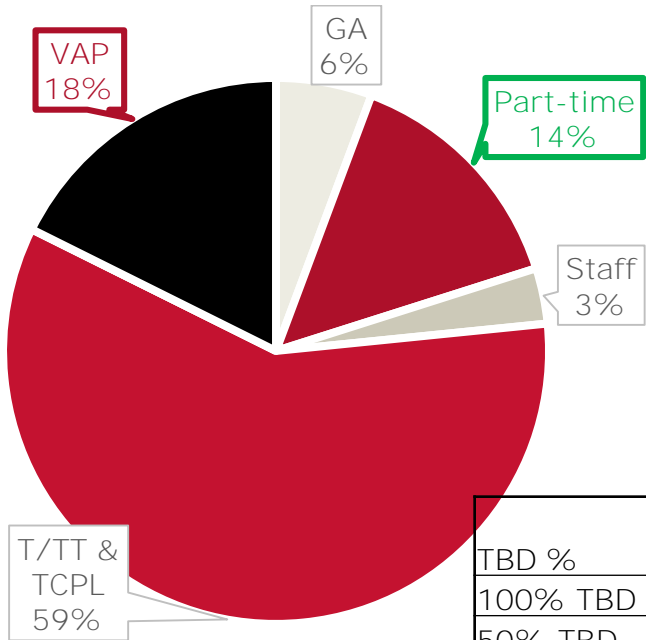


- Reduction in instructional costs by \$2.7M.

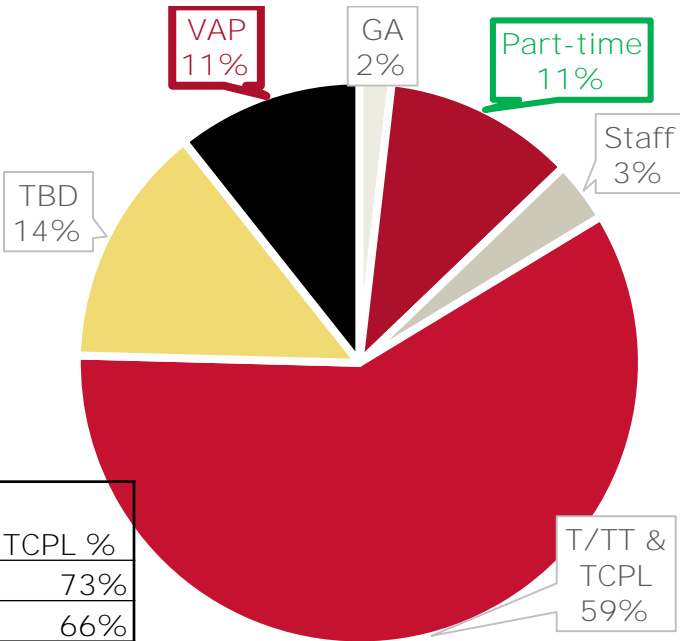
■ Number of faculty teaching more
■ Number of faculty teaching less
■ Number of faculty teaching the same

Permanent faculty — Teaching more in FA25

FA 2024 Instructor Breakdown



FA 2025 Instructor Breakdown



TBD %	T/TT & TCPL %
100% TBD	73%
50% TBD	66%
0% TBD	59%



Global Miami Plan



OFFICE OF THE PROVOST

Miami Plan Foundational Principles

- Provide all students with foundational content and transferable skills.
- Align with the Teacher Scholar Model by fostering critical thinking and interdisciplinary problem-solving through faculty-student engagement.
- Guarantee strong written and verbal communication skills.
- Ensure consistency with OT36 requirements.

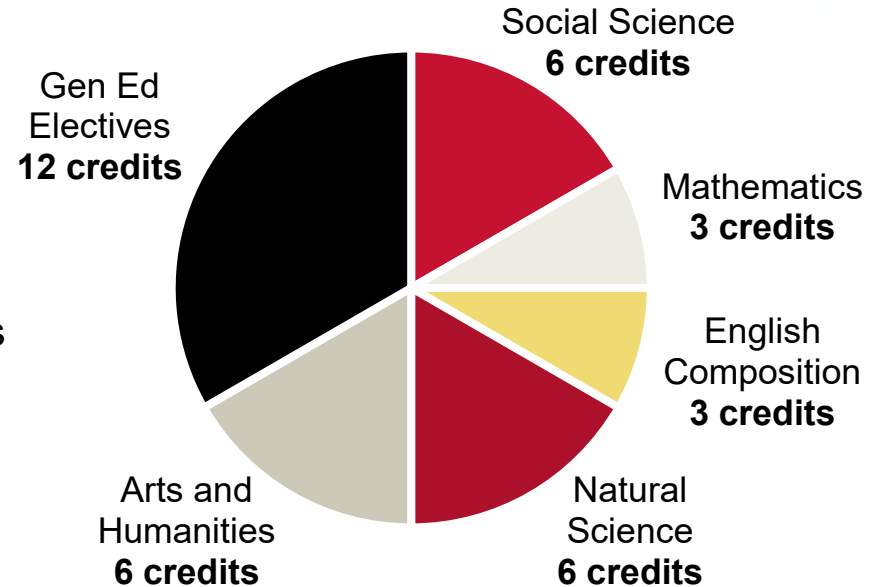
OT36 Requirements

- **Core Requirements (24 credits)**

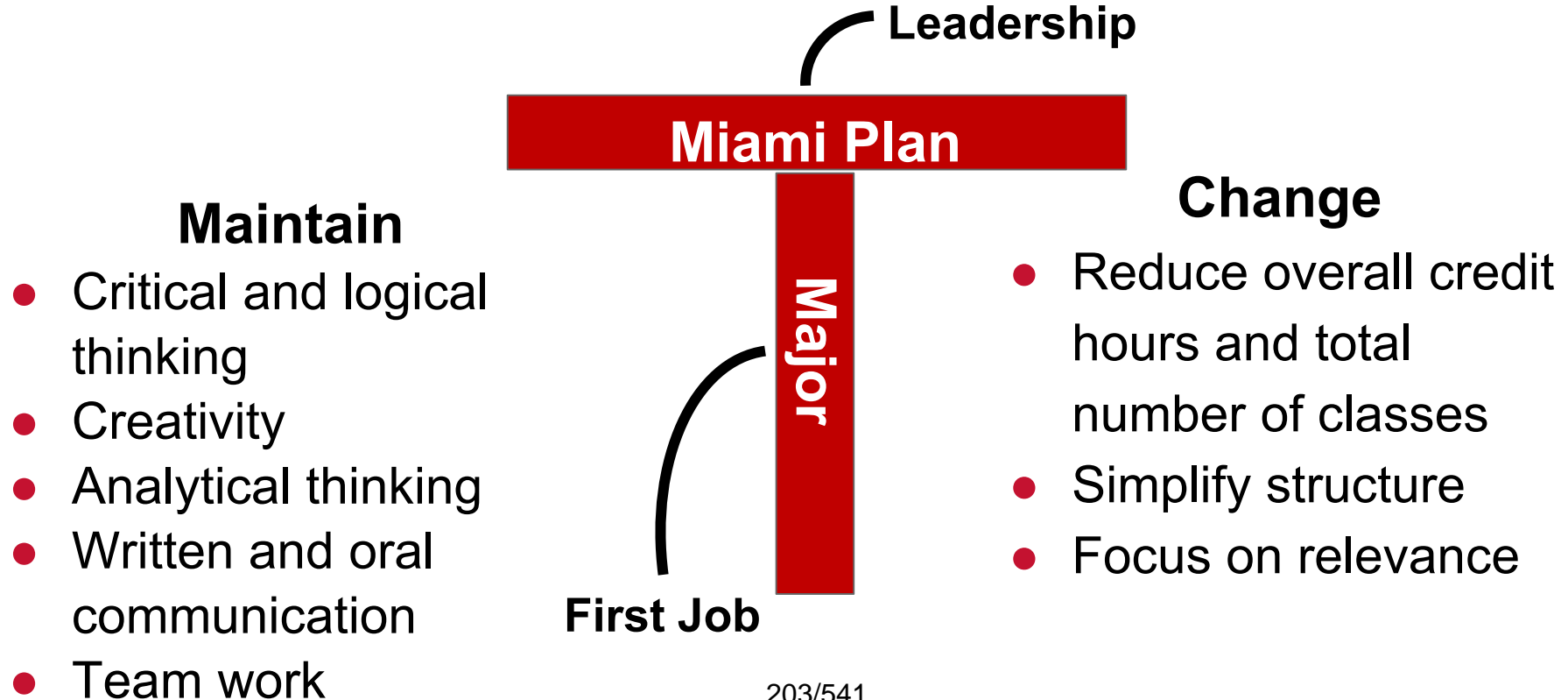
- English Composition (3 Credits)
Specific TAGs
- Mathematics (3 Credits) Specific TAGs
- Natural Science (6 credits including
1 credit lab)
- Social Science (6 credits)
- Arts and Humanities (6 credits)

- **General Education Electives (12 credits)**

- Second writing class or oral communication (3 credits)
- Civics & Democracy class (3 credits) a possibility



Re-imagining the Global Miami Plan



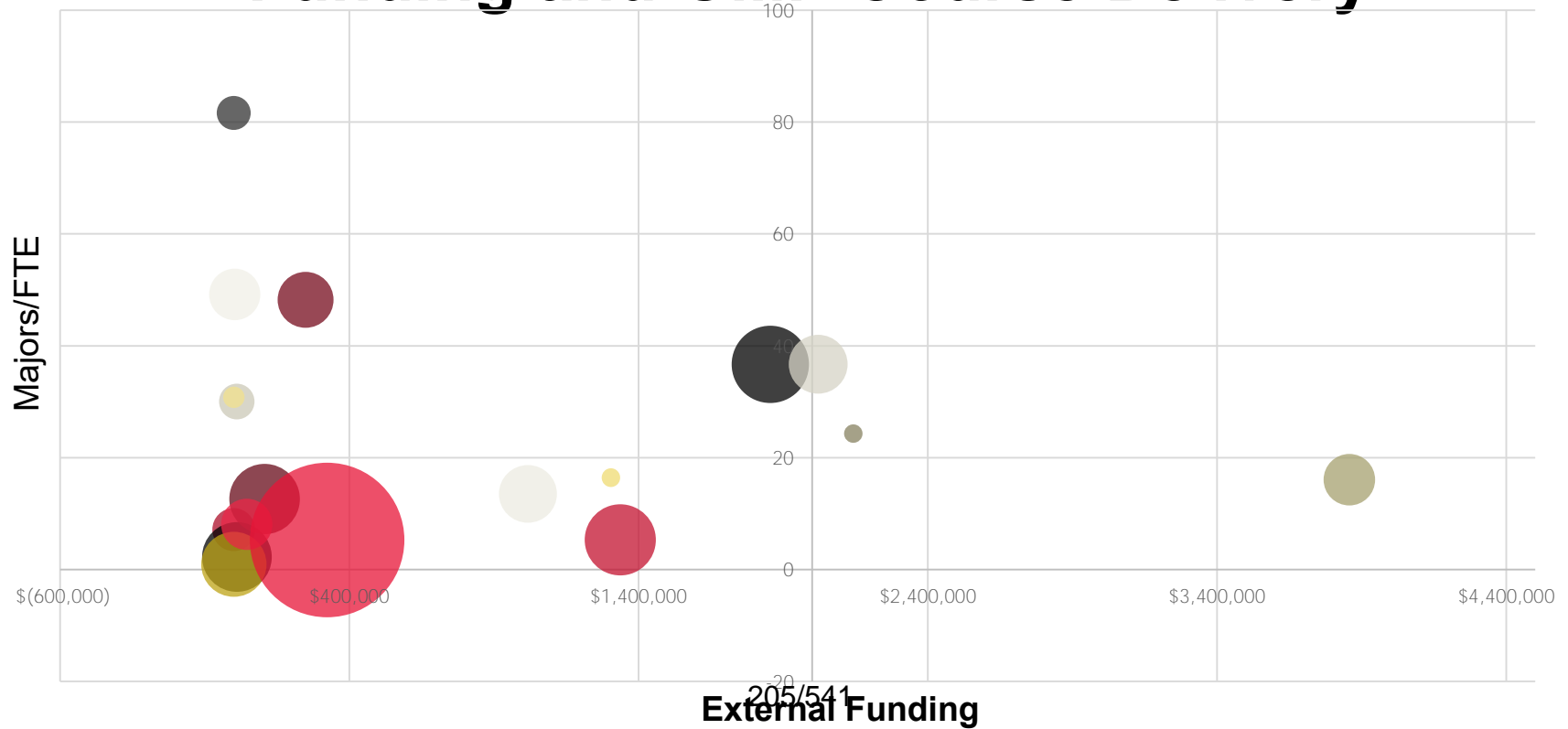
Evaluation of Departmental Performance



OFFICE OF THE PROVOST



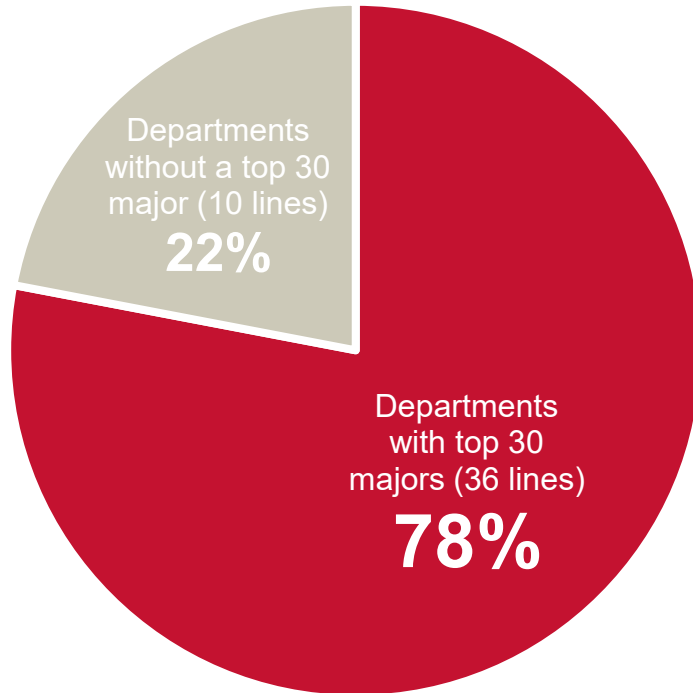
Large Variations Exist in Majors/FTE, External Funding and GMP Course Delivery



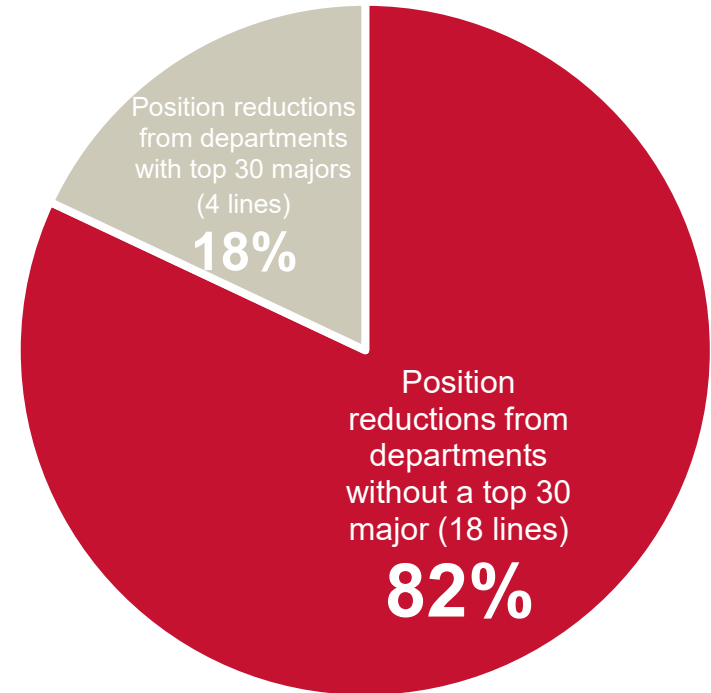


Reallocation of Faculty Resources

Faculty Searches for 2025-2026



Vacant Position Reductions



Departmental Budget Performance

Types of Problems

>\$500K

Major Reset Required

\$100K-\$500K

Modest Reset Required

Continue to optimize,
grow, evolve,
and improve culture

- Decline in undergraduate majors
- Decline in Miami Plan students
- High cost of Instruction, small class size requirements
- Too many faculty/faculty mix not consistent with role
- Curriculum hasn't remained relevant with changing student interests
- Graduate program not revenue generating (grants or tuition)
- Over-reliance on GMP Classes
- State competition requires significant tuition discounting
- Facilities require large investment to become/remain competitive

Strong Departments

- Culture of high expectations in scholarship and teaching
 - Strong record faculty publication
 - Strong record of external funding based on discipline
 - Strong record of student accomplishments
- In demand majors
- Efficient faculty resource allocation and utilization (cr/FTE)

Strong Department Types

Ph.D. Granting

- Strong record faculty publication and UG and graduate student publications and accomplishments
- Strong record external funding
- In demand majors, innovative curriculum
- Efficient faculty resource allocation & utilization
- Mix of TT and TCPL with high proportion of TT faculty

Strong Department Types

MS Granting with in Demand Majors or Department with Large UG Majors

- Strong record faculty and student accomplishments
- Strong record external funding or revenue generating MS program
- Highly demanded/in demand majors, innovative curriculum
- Efficient faculty resource allocation & utilization
- Mix of TT and TCPL faculty

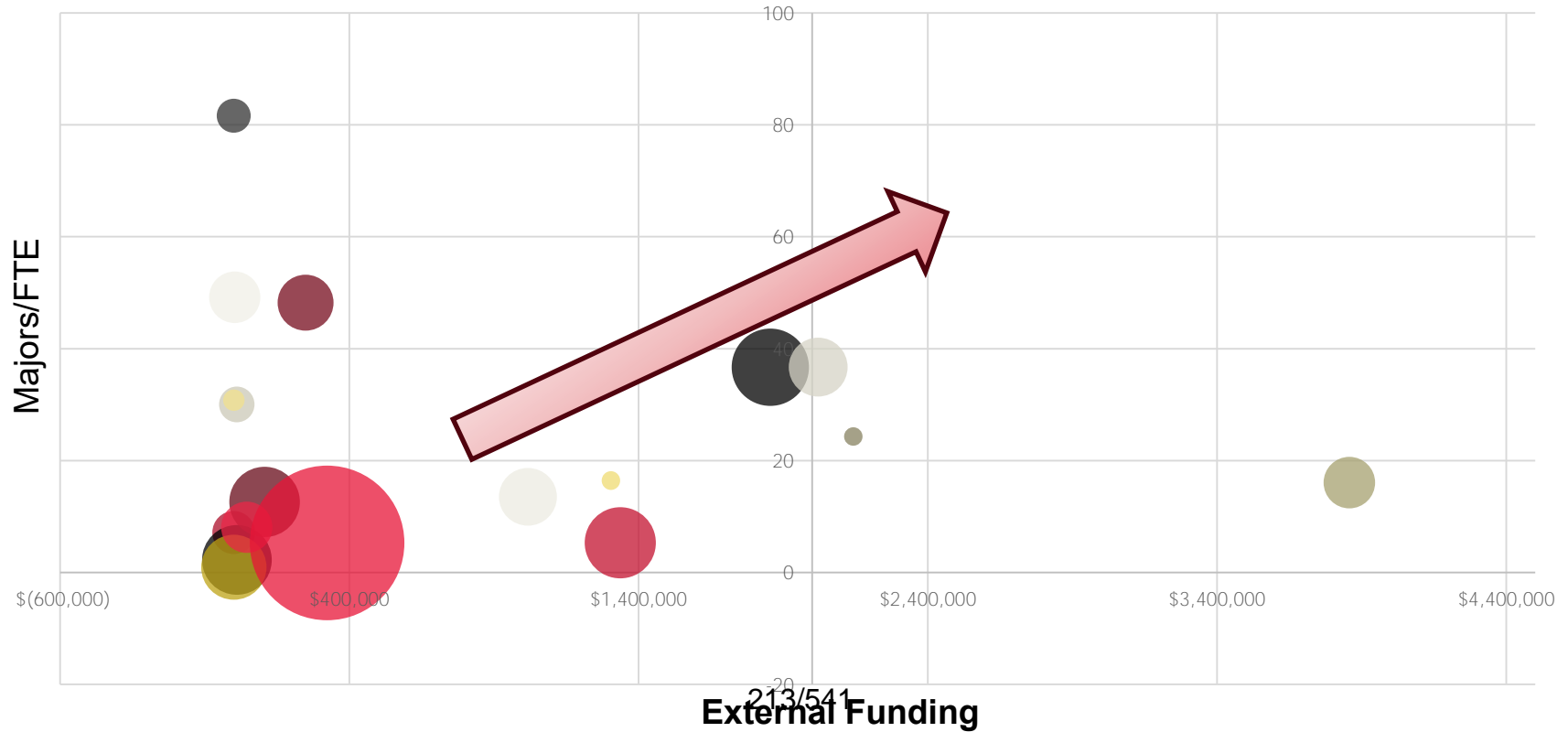
Strong Department Types

Balanced Departments

- In demand/viable majors
- Highly efficient delivery of major requirements to avoid small class sizes
- Innovative curriculum, greater focus on service courses
- Record of faculty and student accomplishments
- Efficient faculty resource allocation & utilization
- Mix of TT and TCPL with higher proportion of TCPLs

Moving Forward

- Continue to reduce low enrolled course offerings
 - 1.Revise/consolidate/eliminate low enrolled majors
 - 2.Carefully monitor schedules and cancel small classes
- Monitor workload and revise model as needed. Areas of attention: compliance, recognition of UG and GS mentoring, service.
- Revise Miami Plan
- Better align departmental resources to reduce budget imbalances
- Optimize departmental structures
- Grow efficient new revenue sources, research & scholarship



Questions?



OFFICE OF THE PROVOST



Center for Student Engagement, Activities, and Leadership

Student Engagement

May 2025

Meet the C-SEAL Team



**Kim
Vance,**
Director



**Ryan
Kwapniowski,**
Associate
Director



**Alyssa
Ciango,**
Associate
Director



**Elissa
Christmas,**
Administrative
Assistant



**Lisa
Sheard,**
Assistant
Director



JS Bragg,
Assistant
Director



**Mattea
Carveiro,**
Assistant
Director



**Kailey
Costabile,**
Assistant
Director



**Jasmine
Hardy,**
Assistant
Director



Hayley Stepek,
Assistant
Director



Nyah Smith,
Student
Engagement
Coordinator



Jazmine Williams,
Student
Programming
Coordinator



C-SEAL Ambassador Program

STUDENT LEADER/ STUDENT EMPLOYEE MODEL

- Began: ~8 years ago with a handful of SEALs focused on helping students get involved.
- Today: 30+ students engaged as SEAL Ambassadors.
- Individual coaching using the CliftonStrengths assessment.
- NACA Employability Skills Assessment (Based on NACE Assessment).
 - Provides students with language to talk about the skills they have developed through their student engagement experiences.
 - Skill examples: communication, critical thinking, program and project development.
- Joint training and team meetings as well as combined social activities.





Center for Student Engagement, Activities, and Leadership

Student Activities and Programming

Student Activities and Programming

- *Welcome Home to Springfest* and everything in between!
 - Welcome Home helps new Miamians get to know campus and each other.
 - Collaboration with MAP and all areas of campus, we even host “Plant Your Roots” at Lewis Place.
- Springfest rounds out the year with food, games, rides and this year a local band!



Student Activities and Programming

MEGA FAIR

- Helps students find organizations and groups aligned with their interests.
 - 600-650 registered student organizations.
- Students meet other students in a large, loud, but informal setting.



Student Activities and Programming

STUDENT ORGANIZATION TRAINING

- Transitioned from a “here are the rules and processes” to a skill development and leadership training for any student engaged in an organization (fall 2024).
 - Nearly 500 students participated.
 - 25 breakout sessions included business processes, conflict resolution, health and wellness, etc.
- **Redbrick Rewards:** Collaboration with ASG and our student organization team.
 - SEAL Ambassadors hold workshops and meetings with student organization leaders.
 - Workshops are designed to help student orgs navigate Miami processes and help leaders gain knowledge and skills that help them in their positions.





Center for Student Engagement, Activities, and Leadership

Leadership and Community Engagement

Leadership and Community Engagement

CONFERENCES, TRAINING, AND RETREATS

- Students attend regional and national leadership conferences for leadership development, networking, and community building.
- We also offer our own conferences and retreats for student leaders:
 - Perlmutter Leadership Conference
 - GeekCon
 - ACROP
 - Student organization training
 - Advance Transition Conference (FSL).



“

I had the privilege of attending ACROPOLIS during my sophomore year. I learned more about myself, the value in stepping up and being a leader amongst your peers, and how to have difficult conversations. The only reason that I am on the Panhellenic executive board is because a peer encouraged me to apply. It's an experience that I will speak highly of when I think of my experience at Miami.”

Kameryn James, *Panhellenic President*



“

Advance was a great opportunity to meet with other leaders in the Greek community to discover our strengths and how to best lead at Miami. The conversations held at Advance helped me to realize the importance of growing both recruitment and philanthropy opportunities within the Greek community, by growing these opportunities it is a chance to leave the council better than I found it.”

Ben Kawaja, *Past Interfraternity Council president*



Leadership and Community Engagement

SPOTLIGHT ON PERLMUTTER

- Each year we strive to grow this leadership conference by expanding our workshops and sessions and connecting with more areas of campus.
 - This year we partnered with our friends in ROTC as well as other Miami Offices.
- Faculty and staff present in the morning; SEAL Ambassadors present in the afternoon.
- Sessions included topics from building organizational trust to five lessons from beekeeping for student organization leaders.



Leadership and Community Engagement

SCHOLAR LEADER CONNECTIONS

- Alumni event featuring a welcome reception, dinner, and keynote address.
- Keynote presentation by Tara Smith, Scholar Leader and Miami alumna currently serving in the FBI.
- Eight Miami Scholar Leader alumni returned for this event to connect and network with 40 current Miami students.



“

It was impactful to meet alumni and see how their careers have progressed since leaving Miami. It gives me hope that the programs I am a part of now will benefit me in the future and allow me to remain in contact with those who hold similar values to me. It was rewarding to attend alumni night.”

Emma Custer, *Scholar Leader*



Leadership and Community Engagement

CIVIC ENGAGEMENT

- Party at the Polls and the Democracy Bus.
- Partnerships with external civic engagement organizations:
 - Campus Vote Project
 - Andrew Goodman Foundation - Vote Everywhere



“

Campus Vote Project has given me the opportunity to deepen my understanding of our ever-changing political system and reinforced my value of the importance of civic engagement. I've learned about the complexities of voter registration laws and Miami's action plan to help advocate for students voting rights while recognizing the barriers in place. I look forward to continuing to work with the university and advocate for students' voting rights.”

Benny Caruso, *Campus Vote Project fellow*



Community Engagement

SERVICE INITIATIVES

- 50,147 hours of service completed from Jan. 1 through Dec. 31, 2024.
- **Service fairs.** One each semester, plus we encourage agencies to attend Mega Fair to showcase service and engagement opportunities.
- **Workshops.**
 - Translate your volunteer experience into a career
 - Find volunteer opportunities that align with your interests and passions
- **Coordinated service events** with Oxford and Butler County community partners:
 - RedHawk Day of Service; cosponsored with ASG and now an annual event.
 - Greek Spring Service each April; 200 members of the FSL community!





Fraternity and Sorority Life

- 190 years and the *Mother of Fraternities*.
 - 30%+ of the undergraduate population are members of a fraternity or sorority.
 - 1,053 new Panhellenic Association members and 600 new IFC members this spring.
 - Four governing councils.
 - 52 active chapters.
 - Phi Sigma Rho sorority joining Panhellenic Association as an associate member!
- Engagement as collegians and alums.
 - Alumni Weekend and chapter anniversary celebrations.
 - Homecoming and parents' weekends.



Fraternity and Sorority Life

- Quad council leadership
 - Direction and guidance for a community of over 5,500 students and 53 member organizations.
- Philanthropy and service
 - Community raised \$324,790 in 2023-24 for local and national organizations
 - Panhellenic chapters alone raised \$251,353 (\$115,00 more than last year!).
 - Nearly 50,000 hours of service, equaling roughly \$1.6 million of economic impact
 - Chapter leadership opportunities



“

As a Miami graduate myself, it makes me even more proud to have students from the Miami Greek community raise money for a good cause.”

Ellen M. Flannery '84

Founder, CancerFree KIDS





Center for Student Engagement, Activities, and Leadership

Thank You!



NEWS AND UPDATES



University Communications and Marketing

MAY 2025



▲ Mike Brown and Gregory Crawford complete an agreement to make Miami the Official University of the Cincinnati Bengals.

MIAMI NAMED THE OFFICIAL UNIVERSITY OF THE CINCINNATI BENGALS

Joining one of the NFL's most exciting franchises as its education partner, Miami President Greg Crawford and Mike Brown, owner of the Cincinnati Bengals, signed the partnership agreement on March 26 at Paycor Stadium. As the Official University of the Cincinnati Bengals, Miami students will have exclusive opportunities with the Bengals through internships, job shadowing, on-campus speakers, and many other opportunities. The partnership announcement has already garnered at least 36 news stories with an audience reach of at least 4.6M resulting in a PR value of over \$786K.

PRESIDENT LAUNCHES NEW PODCAST

In April, UCM launched President Crawford's new podcast, "In Such a Place." Each month, the podcast will feature thought-provoking conversations with researchers, innovators, and community leaders as they explore how higher education shapes lives and elevates society. The first episode features a conversation with Anna Radke, Associate Professor of Psychology and

Director of the Center for Neuroscience and Behavior. Radke, a leading expert in the science behind addictive behaviors, provides expert insight into the connections between the world of neuroscience and nuances of substance use disorders. Listeners can find the podcast on the Miami website, Apple Podcasts, and Spotify.



UCM AND ADMISSION ADD FLARE TO HIGH SCHOOL GRADUATIONS

When Miami's incoming first-year class commemorates high school graduation this year, celebrations will have a distinctive Miami flare. For many years, we've sent digital graduation gifts, including Spotify playlists and Miami graphics to print or post. This year we added a physical gift — a box of goodies for high school graduation and

beyond. Inside the Miami-branded box is a large Miami flag for grad party and residence hall decor, thank-you notes, under-eye stickers for future Miami athletic events, and a car magnet for parents. Look for the social buzz from graduation and "bed parties" (Google it) across the country!

DESIGNS BRING THE BRAND TO LIFE ON CAMPUS

Long recognized for developing impactful digital and print marketing materials, UCM's creative team also works diligently to bring the brand to life on

campus. Partnering with Physical Facilities, UCM has enhanced the brand in dozens of spaces, including the examples we highlight below.



▲ Army ROTC wall mural



▲ Newly renovated volleyball locker room



▲ Enrollment Management's One Stop refresh ▲



UCM'S GOAL To establish and grow Miami University's influence, reputation, and ranking as a leading public university that prepares students for lifelong success in a vibrant campus community that values academic rigor, character, intellect, and serving the public good. Miami University's success depends upon messaging and visual identity strategies that are compelling and consistent across all communication outlets in order to grow enrollment and increase brand awareness.



Marketing by the numbers

Feb. 1, 2025 – April 30, 2025

SOCIAL MEDIA

46.4M

Total social media impressions on the university's primary accounts

X 582K Instagram 16.5M TikTok 7.6M

f 20.4M in 1.3M

2.4M

Total social media engagements

X 18K Instagram 928K TikTok 1.1M

f 229K in 117K

647K

Total social media followers

X 62K Instagram 109K TikTok 118K

f 121K in 237K

WEBSITE

3.4M

Total website users

2.1M

New website users

21M

Website page views

553K

Organic clicks (Google)

10.2M

Search impressions

CONVERSION TRACKING

44.7K

Applications from Sept. 1, 2024 – April 30, 2025

12K

Requests for information

Social Media top highlights

Feb. 1, 2025 – April 30, 2025

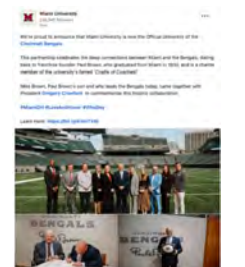
f 60.7K Total engagements



X 7.8K Total engagements



in 15.4K Total engagements



Instagram 730K Total engagements



TikTok 915K Total engagements



News by the numbers

Feb. 1, 2025 – April 30, 2025

212

News media pitches

36.8M

News reach

2.9K

News mentions

\$4.4M

PR value

322

National news media mentions

The Conversation

5

Articles

72 articles
May 1, 2023 – April 30, 2025

5

Authors

39 authors
May 1, 2023 – April 30, 2025

96

Publishers

224 publishers
May 1, 2023 – April 30, 2025

189K

Reads

2.3M reads
May 1, 2023 – April 30, 2025

Merit

21.4K

Personalized student stories

8.1K

Student achievement press releases sent via Merit

25.4M

Merit-generated impressions on social



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Liz Mullenix, , Chair & Provost, University Senate

Rosemary Pennington, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Tracy Haynes, Past Chair, Senate Executive Committee

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

May 05, 2025

To: Board of Trustees, Academic and Student Affairs Committee

From: Rosemary Pennington, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees May 05, 2025 Meeting

Executive Committee of University Senate membership:

- Rosemary Pennington,(Media, Journalism, & Film), Chair
- Nathan French,(CAS), Chair Elect
- Tracy Haynes (Biology), Past Chair
- Brad Goldie,(FSB), At Large Member
- Troy Travis, Staff Member
- Will Brinley, (Student Body President), Undergraduate
- Mastano Dzimbiri, Graduate Student
- Liz Mullenix, Chair & Provost, University Senate
- Elise Radina, (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 May 05, 2025.

● New Business, Special Reports and Updates delivered to University Senate:

○ March 10, 2025

- SR 25-12 - Computer Science, Doctor of Philosophy, Tim Cameron, Associate Dean and Professor, Marnie Saunder, Associate Dean and Professor, and Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing
- Policy Revision: Degree Honors and Distinction Policy, Zeb Baker, Executive Director, Honors College
- Graduate Degree Requirements - Doctor of Nursing Practice, Jason T. Abbitt, Acting Associate Dean of the Graduate School
- Proposed Policy Change Teaching, Clinical Professors, & Lecturers (TCPLs), Melissa Thomasson, Associate Dean for Faculty Excellence & Professor of Economics.

○ March 31, 2025

- SR 25-13 Policy Revision: Degree Honors and Distinction Policy, Zeb Baker, Executive Director, Honors College
- SR 25- 14 Graduate Degree Requirements - Doctor of Nursing Practice, Jason T. Abbitt, Acting Associate Dean of the Graduate School
- SR 25-15 Proposed Policy Change Teaching, Clinical Professors, & Lecturers (TCPLs), Melissa Thomasson, Associate Dean for Faculty Excellence & Professor of Economics.
- Policy Revision: Admission, Cynthia Klestinec, Associate Dean of the Graduate School
- Policy Revision: Certification in Cognate Area, Cynthia Klestinec, Associate Dean of the Graduate School
- Update on Grant Funding, Sue McDowell, Vice President for Research and Innovation.

○ April 21, 2025

- SR 25-16 Policy Revision: Admission, Cynthia Klestinec, Associate Dean of the Graduate School
- SR 25-17 Policy Revision: Certification in Cognate Area, Cynthia Klestinec, Associate Dean of the

Graduate School

- Policy Revision Proposal: Adding a New Co-Major, Elise Radina, Associate Provost
- EDP - Inclusive Education, Bachelor of Science in Education, Ashley Johnson, Inclusive Special Education Program Coordinator, and Darrel Davis, Acting Chair and Professor
- World Languages and Cultures, Bachelor of Arts, Elisabeth Hodges, French, Italian, and Classics, and Mila Ganeva, GRAMELAC
- Policy Revision: Registration, Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School

○ April 28, 2025

- SR 25-18 Policy Revision Proposal: Adding a New Co-Major, Elise Radina, Associate Provost
- SR 25-19 EDP - Inclusive Education, Bachelor of Science in Education, Ashley Johnson, Inclusive Special Education Program Coordinator, and Darrel Davis, Acting Chair and Professor
- SR 25-20 World Languages and Cultures, Bachelor of Arts, Elisabeth Hodges, French, Italian, and Classics, and Mila Ganeva, GRAMELAC
- SR 25-21 Policy Revision: Registration, Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School
- Dissolution of Council on Diversity and Inclusion, Rosemary Pennington, Chair and Professor of Media, Journalism, and Film

○ May 05, 2025

- SR 25-xx On the Dissolution of the Council on Diversity and Inclusion and the Creation of a New Committee, Rosemary Pennington, Chair and Professor of Media, Journalism, and Film - Tabled until Fall
- SR 25- 22 Artificial Intelligence, Bachelor of Science in Artificial Intelligence, Liran Ma, Naus Family Faculty Scholar and Chair and Professor
- SR 25-23 Appointment to Standing and Advisory Committee of University Senate, Elise Radina, Secretary, University Senate
- Ad Hoc Athletic Attendance Policy Report, Co-Chairs Adam Beissel and Carol Fabby
- SR 25-24 Sense of the Senate Resolution: Support for AAC&U Constructive Engagement Statement, Kevin Reuning, Associate Professor
- SR 25-25 Resolution to Establish a Mutual Defense Compact for the Universities of the Mid-American Conference , Council of Presidents in Defense of Academic Freedom, Institutional Integrity, and the Research Enterprise, Rodney Coates, Professor of Global and Intercultural Studies

● Approved Minors, Revisions to existing degrees, name changes and University Policies received and approved on the University Senate consent calendars:

○ March 10, 2025

- Revisions to Existing Majors -CAS/MBI - Public Health, Bachelor of Arts
- Revision to Existing Major- CMA - Community Arts and Cultures, Bachelor of Arts
- Revision to Existing Major- ECE - Electrical and Computer Engineering, Master of Science
- Revision to Existing Major- ENG - Professional Writing, Bachelor of Arts
- Revision to Existing Major- MKT - Marketing, Bachelor of Science in Business
- Revision to Existing Major- SPA - Speech-Language Pathology, Master of Arts
- Revision to Existing Major- SPA - Speech-Language Pathology, Master of Science
- Revision to Existing Major -STA - Data Analytics, Bachelor of Arts
- Revision to Existing Minors - ENG - Rhetoric/ Writing Minor
- Revision to Existing Minors - PSS - Psychological Science Minor
- Revision to Existing Minors - SLM - Sport Management Minor
- Revision to Existing Minors - STA - Data Analytics Minor
- Revision to Existing Minors -STA - Statistical Methods Minor

○ March 31, 2025

- Revisions to Existing Majors - CSE - Computer Science, of Science in Computer Science
- Revisions to Existing Majors -CSE - Software Engineering, Bachelor of Science in Software Engineering
- Revisions to Existing Majors - KNH - Kinesiology, Bachelor of Science in Kinesiology, Nutrition and Health

- Revisions to Existing Majors -SOC - Sociology, Bachelor of Arts
- Revisions to Existing Minor- FRI - Classical Studies Minor
- Revisions to Existing Minor - PHL - Philosophy and Law Minor
- Revisions to Existing Minor- SLM - Sport Analytics Minor
- Revisions to Existing Minor- SOC - Justice and Society Minor
- **April 21, 2025**
 - New Minor- ART - Animation Minor
 - New Minor- BUS - Sustainable Business Minor
 - New Minor- MGT - Business Leadership Minor
 - Revisions to Existing Majors -CAS - Biomedical Science, Master of Medical Science
 - Revisions to Existing Majors - CSE - Cybersecurity, Bachelor of Science in Cybersecurity
 - Revisions to Existing Majors -EDL - Educational Leadership, Doctorate of Education
 - Revisions to Existing Majors - EDL - School Leadership, Master of Education
 - Revisions to Existing Majors -ENG - English, Master of Arts
 - Revisions to Existing Majors - TCE - Middle Childhood Education, Bachelor of Science in Education
 - Revisions to Existing Majors -ART -Art Education, Bachelor of Science in Art
 - Revisions to Existing Majors -ART - Communication Design, Bachelor of Fine Arts
 - Revisions to Existing Majors -ENG - English, Doctor of Philosophy
 - Revisions to Existing Majors -GEO - Geography and Sustainable Development, Master of Arts
 - Revisions to Existing Majors -SPO - Spanish, Bachelor of Arts
 - Revisions to Existing Majors -SPO - Spanish, Master of Arts
 - Revisions to Existing Majors -TCE - Integrated Mathematics Education, Bachelor of Science in Education
 - Revisions to Existing Majors - TCE - Integrated Mathematics Education, Master of Arts in Teaching
 - Revisions to Existing Majors -TCE - Integrated Science Education, Bachelor of Science in Education
 - Revisions to Existing Majors - TCE - Integrated Social Studies Education, Bachelor of Science in Education
 - Revisions to Existing Majors - TCE - Integrated Social Studies Education, Master of Arts in Teaching
 - Revisions to Existing Minor- ACC - Accountancy Minor
 - Revisions to Existing Minor- ACC/CPB - Climate Accounting and Engineering Minor
 - Revisions to Existing Minor- EDP - Disability Studies Minor
 - Revisions to Existing Minor- EDP/TCE - Inclusive Special Education Minor
 - Revisions to Existing Minor - BUS - Business Minor
 - Revisions to Existing Minor- ISA - Business Analytics Minor
 - Revisions to Existing Minor- ISA - Cybersecurity Management Minor
 - Revisions to Existing Minor- ISA - Information Systems Minor
 - New Certificate -BUS - Financial Acumen Graduate Certificate
 - New Certificate -BUS - Leadership Graduate Certificate
 - New Certificate -BUS - Business Sustainability Certificate
- **April 28, 2025**
 - New Co-Major - MGT - Business Leadership Co-Major
 - Revisions to Existing Majors - IMS/ESP - Entrepreneurship and Emerging Technology - Master of Entrepreneurship and Emerging Technology
- **May 05, 2025**
 - New Minor - PHL/POL - Philosophy, Politics, and Economics Minor
 - Revisions to Existing Majors - CSE - Computer Science, Bachelor of Arts in Computer Science
 - Revisions to Existing Majors - CSE - Cybersecurity, Bachelor of Science in Cybersecurity
 - Revisions to Existing Minor - GRE - German Minor

● **Senate Resolutions**

- SR 25-12 - Computer Science, Doctor of Philosophy, Tim Cameron, Associate Dean and Professor, Marnie Saunder, Associate Dean and Professor, and Beena Sukumaran, Dinesh & Ila Palival Dean of the College of Engineering & Computing
- SR 25-13 Policy Revision: Degree Honors and Distinction Policy, Zeb Baker, Executive Director, Honors College
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SR 25-12

CSE - Computer Science, Doctor of Philosophy

March 10, 2025

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, CSE - Computer Science, Doctor of Philosophy

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

SR 25-13
Policy Revision: Degree Honors and Distinction

March 31, 2025

Policy Title: Degree Honors & Distinction

Proposer Name, Title and Email: Dr. Zeb Baker, Executive Director, Honors College

Rationale:

The policy revision focuses on changes made with the launch of the new Honors College. The revision has been shared with the Honors staff and Honors College Advisory Committee membership.

Covered Parties:

Undergraduate students

Proposed New or Revised Policy (Clean Version):

University Honors

To graduate with University Honors, Honors College students must complete the Honors program requirements, complete an approved Honors Senior Project, and achieve a 3.25 cumulative GPA

Associate Degree Honors

Students pursuing an associate degree are eligible to apply for participation in the CLAAS Divisional Honors Program. Associate degree students who complete the necessary CLAAS Honors requirements will be accorded the designation, "With Distinction" and receive a certificate of recognition. Contact the Honors Program Director at Miami Hamilton or Miami Middletown for details.

Distinction

The grade point standards used for the distinction of *summa cum laude* approximates the average grade point average of the highest two percent of students in each academic division. The standard used for *magna cum laude* approximates the average grade point average of the next five highest percent of students in each academic division; and the standard used for the *cum laude* designation approximates the average grade point average of the next highest ten percent of students within each academic division, with typically no more than 17 percent being awarded honors within each division. Grade point averages for each distinction will be posted on [Miami's One Stop Website](#). Once every five years, the University Registrar and Office of Provost will conduct a review of these criteria and propose a change to criteria to University Senate if needed.

Students who graduate with distinction may wear cords at commencement based upon final grades of the last semester of attendance prior to commencement, and the commencement program will reflect that they may be graduating with distinction. Actual degree honors will be recalculated to include grades from the student's final semester and will be posted on the student's academic record. In addition, for

students who graduate with distinction, the diploma for the degree will designate the Latin Honors earned by the student. Students who earn two or more degrees from separate academic divisions receive a separate diploma for each degree. Each diploma will indicate the appropriate Latin Honors the student earned, using the criteria for Latin Honors of the academic division where each degree resides.

For graduation with distinction a student pursuing a baccalaureate degree must have earned at least 62 hours from Miami toward a baccalaureate degree or fewer than 31 hours from Miami toward an associate degree, the cumulative grade point average used at graduation to determine eligibility for honors is the lower of the following averages: (1) the average for all courses taken from Miami or (2) the combined average calculated using the grades from all college-level courses.

Degree honors are considered finalized 30 days after graduation and are not subsequently recalculated.

Course work subjected to fresh start *and the course repeat policy* are not used in the calculation of graduation honors. (See policy “Admission” section “Re-enrollment of Former Students”)

Department Honors—Baccalaureate Degrees

Students, whether or not designated as Honors College students, may apply to complete a departmental honors program in most University departments. Interested students should see the chief departmental advisor in their major department.

Proposed Revised Policy (Marked Up Version):

University Honors

To graduate with University Honors, ~~a Honors College students must have completed course and program requirements of the Honors College. To achieve University Honors with Distinction, students must achieve~~ **complete** ~~the University Honors course and program requirements, achieve a 3.50 cumulative grade point average upon completion of the required credit hours for graduation, and complete an approved large-scale project or an intensive pre-professional experience~~ **approved Honors Senior Project, and achieve a 3.25 cumulative GPA.**

Associate Degree Honors

Students pursuing an associate degree are eligible to apply for participation in the CLAAS Divisional Honors Program. Associate degree students who complete the necessary CLAAS Honors requirements will be accorded the designation, “With Distinction” and receive a certificate of recognition. Contact the Honors Program Director at Miami Hamilton or Miami Middletown for details.

Distinction

The grade point standards used for the distinction of *summa cum laude* approximates the average grade point average of the highest two percent of students in each academic division. The standard used for *magna cum laude* approximates the average grade point average of the next five highest percent of students in each academic division; and the standard used for the *cum laude* designation approximates the average grade point average of the next highest ten percent of students within each academic

division, with typically no more than 17 percent being awarded honors within each division. Grade point averages for each distinction will be posted on [Miami's One Stop Website](#). Once every five years, the University Registrar and Office of Provost will conduct a review of these criteria and propose a change to criteria to University Senate if needed.

Students who graduate with distinction may wear cords at commencement based upon final grades of the last semester of attendance prior to commencement, and the commencement program will reflect that they may be graduating with distinction. Actual degree honors will be recalculated to include grades from the student's final semester and will be posted on the student's academic record. In addition, for students who graduate with distinction, the diploma for the degree will designate the Latin Honors earned by the student. Students who earn two or more degrees from separate academic divisions receive a separate diploma for each degree. Each diploma will indicate the appropriate Latin Honors the student earned, using the criteria for Latin Honors of the academic division where each degree resides.

For graduation with distinction a student pursuing a baccalaureate degree must have earned at least 62 hours from Miami toward a baccalaureate degree or fewer than 31 hours from Miami toward an associate degree, the cumulative grade point average used at graduation to determine eligibility for honors is the lower of the following averages: (1) the average for all courses taken from Miami or (2) the combined average calculated using the grades from all college-level courses.

Degree honors are considered finalized 30 days after graduation and are not subsequently recalculated.

Course work subjected to fresh start *and the course repeat policy* are not used in the calculation of graduation honors. (*See policy "Admission" section "Re-enrollment of Former Students"*)

Department Honors—Baccalaureate Degrees

Students, whether or not designated as ~~honors program~~ **Honors College** students, may apply to complete a departmental honors program in most University departments. Interested students should see the chief departmental advisor in their major department.

Effective Date: Upon approval of revision

Responsible Parties:

Honors College

SR 25-14
Graduate Degree Requirements - Doctor of Nursing Practice
March 31, 2025

Policy Title: Doctor of Nursing Practice

Proposer Name, Title and Email: Jason T. Abbitt, Acting Associate Dean of the Graduate School, abbittjt@miamioh.edu

Rationale: New policy is necessary for the Doctor of Nursing Practice (DNP) degree that is similar to the [masters](#), [specialist](#), and [doctoral policies](#) that articulate the degree requirements, formation of committees, and general degree completion requirements. Because the DNP is a unique doctoral program, a new and separate policy page is deemed necessary for clearly distinguishing these requirements from those for other doctoral programs (Ph.D. and Ed.D).

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed New Policy:

Doctor of Nursing Practice

Policy

Minimum Requirements

Students in doctoral programs are responsible for fulfilling the requirements outlined below, as well as those established by their department.

Minimum Credit Hours

Students must complete a minimum of 36 graduate credit hours beyond the master's degree.

DNP Project Proposal Examination

To be admitted formally to candidacy for the doctorate degree, students must pass a DNP Proposal Exam (aka DNP Project Proposal Defense). This examination evaluates students' work and qualifications for further work and research.

Note: Doctoral students must have a 3.00 graduate grade point average or better and must not have grades of incomplete to be eligible to take the comprehensive examination and advance to candidacy.

DNP Final Project Requirement

Because the doctoral degree is a clinical doctorate, students must demonstrate the capacity to implement a health-related practice change project within a healthcare setting by writing a scholarly paper that comprehensively describes their completed project.

DNP Final Project Examination

After completing their scholarly paper, students must pass a final examination (aka DNP Final Defense), which evaluates their work on the scholarly paper and competence in doctoral level nursing.

Guidelines for Forming DNP Examining Committees

Committee Members

For the Doctor of Nursing Practice degree, a core committee consisting of at least three (3) graduate faculty members will administer the comprehensive exam.

The committee is chaired by a Graduate Level A faculty with a terminal degree from the nursing department and is the student's advisor throughout the program.

The second member must be a Graduate Level A or B faculty from the nursing department.

The third member(s) of the committee must be a Graduate Level A or B faculty from a department outside of nursing serving as the Graduate School Representative.

The committee may include an additional external member (not employed at Miami) who has earned a doctorate, and has been approved as a Graduate Committee member by the Director of Graduate Programs and the Graduate School.

The DNP mentor, from an external agency, may serve on the committee as content expert, and a non-voting member.

Procedures for Committee Approval

After a tentative doctoral examining committee has been chosen, the committee must be approved by the Dean of the Graduate School. Each department must complete the appropriate “Request for Appointment of Doctoral Committee” form (D-1 comprehensive exam, or D-3 final exam). Both forms are available on the Graduate School’s webpage under “Forms and Publications” and are described in the section of this policy titled “Required Forms for Completing the Doctoral”.

The form, “Request for Appointment of Doctoral Committee” (Comprehensive or Final Examination), must be submitted to the Graduate School for the approval of the Dean of the Graduate School at least ten (10) business days before the date of the scheduled examination.

Candidacy and DNP Requirements

After passing the DNP Proposal Examination and being admitted to candidacy, students must complete their DNP project and pass the DNP Final Project Defense. The DNP committee will conduct the DNP Proposal Final Project Examination when students complete the DNP Project.

Final Project Examination Guidelines

The Final Project examination to evaluate candidates’ work on the DNP Final Project and competence in the field will be conducted by an examining committee consisting of at least three (3) members of the graduate faculty as described in the section of this policy titled “Guidelines for Forming Doctoral Examining Committees”.

The student’s department should complete and send the Form D-3, “Request for Appointment of Doctoral Final Examination Committee” to the Graduate School for approval (see the section of this policy titled “Required Forms for Completing the Doctoral”) at least ten (10) business days prior to the final examination. The Dean of the Graduate School must give approval for a student’s final examination committee.

All committee members have responsibility for the conduct of the examination and must also certify the fairness of the examination. Students will pass the examination if no more than one (1) member casts a dissenting vote. All members of the Graduate Faculty are eligible to participate, but not vote, in the examination. If the student does not pass the final examination after the first attempt, the committee may grant the student permission to take a second

examination, which will be given under the conditions stipulated by the committee. Students can take a second examination no earlier than 14 calendar days following the conclusion of the first exam. The final examination shall be passed no later than four (4) years after admission to candidacy.

The student's department should complete and submit the Form D-4, "Results of the Final Examination and Certificate for Awarding the Doctoral Degree" to the Graduate School for approval (see the section of this policy titled "Required Forms for Completing the Doctoral") at least ten (10) business days before the appropriate commencement date.

Time Limits for Degree Completion

Students must complete coursework, pass the comprehensive examination, complete their DNP project and pass the final examination within five (5) years of completing their first course in the doctoral program.

Conferral of Degree

Conferral of the Miami doctoral degree will be granted following the semester or term when all degree and other requirements have been met and after the student has applied for graduation.

Required Forms for Completing the Doctoral Degree

The following paragraphs describe the forms to be completed by the appropriate graduate faculty in the examining process for each doctoral student. These forms (D-1 to D-5) cover procedures from nominating faculty members for service on the Comprehensive Examination Committee to approving the dissertation. The forms are available on the Graduate School's website at [Graduate School Forms](#).

FORM D-3: Request for Appointment of Doctoral Final Examination Committee

This form is used for nominating faculty, both departmental and the outside member, for service on the Final Examination Committee. The Director of Graduate Nursing Programs completes this form and submits it to the Graduate School.

FORM D-4: Results of Final Examination and Certificate for Awarding the Doctoral Degree

This form certifies faculty approval for awarding the doctoral degree. The examining committee completes this certificate, which is then forwarded to the Graduate School. The certificate must be received by the Graduate School at least ten (10) business days before the appropriate commencement date. The form is available by contacting the Graduate School at 513-529-3734.

Related Form(s)

Not Applicable.

Additional Resources and Procedures

Websites

- [Graduate School Forms](#)
-

FAQ

Not Applicable.

SR 25-15
Proposed Policy Change: Teaching, Clinical Professors, & Lecturers (TCPLs)
March 31, 2025

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

Policy Title: [Teaching, Clinical Professors, & Lecturers \(TCPLs\)](#)

Rationale: The American Association of Colleges and Schools of Business (AACSB) requires that at least 40% of faculty (including visiting faculty) be tenured or tenure-track. The Farmer School of Business would like to streamline the measures keep track, and propose that we set a minimum number of tenured/tenure-track faculty. The faculty believe that at least 60% of faculty in the FSB should be tenure or tenure track, and 40% be comprised of TCPLs or visiting faculty. The 40% TCPL cap is being proposed as MU governance for consistency with other divisions, and the 60% T/TT floor will be part of FSB governance.

Proposed New Policy (Marked Up Version):

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: 29.0%
- CEC: 29.0%
- FSB: ~~29.0%~~ 40%
- CLAAS: 29.0%

Proposed New Policy (Clean Version):

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: 29.0%
- CEC: 29.0%
- FSB: 40%
- CLAAS: 29.0%

Effective Date: August 26, 2025

SR 25-16
Policy Revision: Admission
April 21, 2025

Policy Title: Admission

Proposer Name, Title and Email: Jason T. Abbitt, Associate Dean of the Graduate School,
abbittjt@miamioh.edu

Rationale: The purpose of this policy revision proposal is to correct a discrepancy within the existing policy regarding the number of credit hours that a student admitted with continuing graduate status (CGS) may take and then apply toward a certificate program. The limit is stated differently in two locations in the policy. The limit is first stated as 3 credit hours and later as “no more than 4 hours.” This proposal is to correct this discrepancy and clarify the language. No other changes to this policy are recommended.

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed Revised Policy (Marked Up Version):

Admission

Scope: Graduate Students are covered by this policy.

Policy

Types of Admission

Students who have, or will have by the time they enter a program of study, completed a bachelor's degree may apply for admission to a specific degree program (degree-seeking status) or certificate program (certificate-seeking status). Students may also apply for specific certificate programs or to take a course or courses not leading to a degree (continuing graduate status). Students who are enrolled in a degree program at another graduate school and intend to return to that institution may apply to take a course or courses as transient students (transient status). Students who do not meet minimum criteria for regular admission may, under certain circumstances, be granted

conditional admission.

Grade Point Average

For admission purposes, the computation of grade point averages is determined by the institution that awarded the baccalaureate or graduate degree. An exception to this applies to incomplete and failing grades—Miami University will count these as zero points. Plus and minus grades that are clearly explained on transcripts will be counted in the grade point average.

Regular Standing

For admission to the Graduate School as a degree candidate with regular standing, you must have earned a grade point average (GPA) of at least 2.75 (4.00 scale) at the institution awarding your bachelor's degree. You must have at least a 3.00 GPA for all graduate work attempted. Undergraduate course work taken after the completion of your bachelor's degree will not be considered in determining your grade point average.

GPA Conditional Standing

Admission to the Graduate School with conditional standing (master's degree programs only) is possible if you do not meet requirements for regular standing but you can provide evidence of promise for success in graduate study. If you must satisfy departmental prerequisites, have academic deficiencies, or have earned a bachelor's degree from a non-accredited institution, you may be admitted with conditional standing, even if you have met minimum requirements for admission to regular standing.

Requests for admission with conditional standing are considered by the dean of the Graduate School. Such requests must have the support of the academic department in which you seek admission. Evidence in support supplied by the applicant and the department may include graduate admission test scores, reference to successful professional experience, statements of academic prowess, etc. A student admitted with conditional standing cannot hold an assistantship.

If you are admitted with conditional standing, you must achieve a cumulative grade point average of at least 3.00 in the first 12 hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to this required grade point average. The probationary period begins on the date of admission with conditional standing. Students who do not satisfy the requirements of conditional standing are denied further registration in the Graduate School. Students who meet these requirements continue with regular standing.

Requirements for U.S. Citizens or U.S. Permanent Residents

Minimum Degree and Grade Point Average Requirements

Applicants for graduate study must have earned a baccalaureate (bachelor's) degree from an accredited institution. Applicants for degree-seeking status and certificate-seeking status must have earned a minimum grade point average of 2.75.

Transient Status

Students who are enrolled in a degree program at another graduate school and intend to return to that institution must request the Application for Transient Status from the Graduate School (513-529-3734).

Application for Admission

To apply for a graduate degree program, continuing graduate status, or transient status at Miami University, applicants will need to submit the following items:

- Admission Application: Available online at [Application Website \(Domestic\)](#)
- Application Fee (Non-Refundable): \$50 for degree program status. \$20 for continuing graduate or transient status. Note that this fee is not required for applicants who hold a master's degree or higher from Miami University. Application fees may be waived for students with demonstrated financial need on a case-by-case basis.
- Academic Transcript: Degree-seeking status applicants should attach a record of previous academic work when submitting the online application. Continuing graduate and transient status applicants are not required to submit an official transcript. Once admitted, degree-seeking status applicants should submit one official transcript directly to the Graduate School from the school granting the Bachelor's degree and any/all schools attended after the Bachelor's degree is awarded. Final transcripts should be submitted when the degree posts and the transcript is available.
- Test Scores (if applicable): Degree-seeking applicants should check with their degree program for test score requirements. Test scores are not required for continuing graduate or transient status.
- English Language Proficiency Test Score: Domestic applicants whose native language is not English or who completed their studies in a non-English speaking country or institution are required to submit proof of English language proficiency. In most cases, applicants will need to present satisfactory scores on the following tests:
 - Test of English as a Foreign Language (TOEFL) iBT 80
 - International English Language Testing System (IELTS) 6.5

- Pearson Test of English (PTE) 54

Students with test scores below these minimums may seek conditional admission to the Graduate School and enroll in one of several English as a Second Language course of instruction at Miami University. Please contact the Graduate School for further information.

Application for Financial Aid

Applicants interested in applying for a financial aid award in the form of an assistantship and/or tuition waivers should check the website of the department they are applying to for specific procedures.

Specific Departmental Requirements

Some Miami academic departments require scores on certain standardized tests for admission to their graduate program. In addition, applicants to graduate study in architecture and art must submit a portfolio that includes samples of their work directly to those departments. Those applying for graduate study in music must schedule an audition or submit a performance tape. Applicants should check with their program or department for more information about any specific requirements that must be met before their application for admission can be considered.

Application Deadline

Deadlines vary by department. Applicants should contact their program department for exact deadline dates. This information is available on the Graduate School's website under Programs and Degrees.

Requirements for International Students

Miami University encourages applications for graduate study from international students.

Applicants are expected to demonstrate through their academic record that they are prepared to enter an advanced course of study at Miami University in the English Language. International applicants for graduate study must have earned a university degree at least equivalent to the American Bachelor's degree, culminating with the award of a first or second degree.

Application for Admission

To apply for graduate study as an international student at Miami University, applicants will need to submit the following items:

- Application for International Admission: Available online at [Application Website \(International\)](#)
- Application Fee (Non-Refundable): \$50.00
- Official Academic Record*: International applicants are required to submit one official transcript or certified true copy of complete academic records showing all courses completed and grades received at each postsecondary school attended. All academic records not originally issued in English by the school must be submitted in the original language with a certified literal (not interpretive) English translation. Academic records must list all courses taken, the grades received in these courses and the academic term(s) and year(s) when these courses were taken.
- English Proficiency Test Score (if applicable): Applicants whose native language is not English or who will not have earned a University degree from an academic institution in a country where English is the native language are required to submit proof of English language proficiency. In most cases, applicants will need to present satisfactory scores on the following tests:
 - Test of English as a Foreign Language (TOEFL) iBT 80
 - International English Language Testing System (IELTS) 6.5
 - Pearson Test of English (PTE) 54
 - ELS 112 Certificate

Students with test scores below these minimums may seek conditional admission to the Graduate School and enroll in one of several English as a Second Language courses of instruction at Miami University. Please contact the Graduate School for further information.

Students who attended an institution where English is the language of instruction are exempt from submitting an English test score. In order to be exempt, students must submit an official letter from their institution's registrar's office to the Graduate School. Please contact International Graduate Admission at 513-529-3734 for additional information about minimum English score requirements and acceptable alternatives to these tests.

If a student is accepted for admission at Miami and had to submit an English Proficiency Test score, the student will have to take the English Placement Test (EPT) before he or

she can register for classes. If the student does not pass the EPT, he or she must enroll in English 119 the first semester of admission.

*Note: Photocopies and notarized copies of academic records are not accepted; however, documents can be certified as true copies by a U.S. Consular official or by a recognized educational authority in the applicant's home country. Records issued in a language other than English must be accompanied by a literal (not interpretive) certified English translation.

Medical History

Before enrolling, all applicants from other countries must submit a completed Medical Form for International Students that includes dates of immunization. The form is available through Student Health Services. Students can submit the completed form online or during International Student Orientation on campus.

Speaking Proficiency English Assessment Kit (SPEAK) Test Score

The SPEAK test is the institutional version of the Test of Spoken English (TSE) produced by Educational Testing Service. The SPEAK Test is given to evaluate the oral proficiency of incoming graduate teaching assistants for whom English is not their native or primary language. In order for a graduate student to be assigned as a teaching assistant, the student must achieve a minimum passing score on the SPEAK test. If a student with a Graduate Assistantship does not pass the SPEAK test they will have to enroll in ACE619 during the first semester of enrollment. For additional information go to [SPEAK Test](#).

Continuing Graduate Status

If a student wishes to take graduate-level courses but does not intend to pursue a graduate degree or certificate, that student can apply for admission with “continuing graduate status.” After admitted, students can earn an unlimited number of graduate hours within an indefinite period of time. ~~However, only 12 hours may be applied to a degree program and only 3 hours may be applied to a certificate program. The procedures and limitations of Continuing Graduate Status are described below.~~

To apply for admission, submit to the Graduate School:

- Completed admission application form
- Nonrefundable application fee

If admitted with continuing graduate status (CGS), students will not be able to enroll in certain courses if the department or program has limited enrollment; students who have been admitted as degree-seeking or certificate-seeking have first priority. Check with the department about enrollment restrictions. If a student has been denied regular or conditional admission to a degree or certificate program, he or she can apply for continuing graduate status and enroll in courses in that department as a CGS student if the department grants permission. If a student takes courses as a CGS student after having been denied admission as a degree-seeking or certificate-seeking student, these courses cannot be applied to a future degree or certificate program.

If a student is a CGS student (and has not previously applied for admission into a degree or certificate program), and wishes to be admitted into a degree or certificate program, the student must apply for admission and meet all Graduate School/departmental standards for admission. No more than 12 of the most recent graduate hours earned as CGS can be applied toward a graduate degree, or no more than ~~4~~3 hours can be applied toward a graduate certificate and then only with the approval of the student's department. All hours are subject to normal time limitations for credit toward a degree.

Effective Date: 08/2025

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The policy library will be updated in August, and the Graduate School will update any relevant pages on our website accordingly (e.g., to reflect the changes related to graduate certificates). The Graduate School will also work with other relevant offices and individuals to ensure timely and effective implementation.

Additional Resources and Procedures:

N/A

Admission

Scope: Graduate Students are covered by this policy.

Policy

Types of Admission

Students who have, or will have by the time they enter a program of study, completed a bachelor's degree may apply for admission to a specific degree program (degree-seeking status) or certificate program (certificate-seeking status). Students may also apply for specific certificate programs or to take a course or courses not leading to a degree (continuing graduate status). Students who are enrolled in a degree program at another graduate school and intend to return to that institution may apply to take a course or courses as transient students (transient status). Students who do not meet minimum criteria for regular admission may, under certain circumstances, be granted conditional admission.

Grade Point Average

For admission purposes, the computation of grade point averages is determined by the institution that awarded the baccalaureate or graduate degree. An exception to this applies to incomplete and failing grades—Miami University will count these as zero points. Plus and minus grades that are clearly explained on transcripts will be counted in the grade point average.

Regular Standing

For admission to the Graduate School as a degree candidate with regular standing, you must have earned a grade point average (GPA) of at least 2.75 (4.00 scale) at the institution awarding your bachelor's degree. You must have at least a 3.00 GPA for all graduate work attempted. Undergraduate course work taken after the completion of your bachelor's degree will not be considered in determining your grade point average.

GPA Conditional Standing

Admission to the Graduate School with conditional standing (master's degree programs only) is possible if you do not meet requirements for regular standing but you can provide evidence of promise for success in graduate study. If you must satisfy

departmental prerequisites, have academic deficiencies, or have earned a bachelor's degree from a non-accredited institution, you may be admitted with conditional standing, even if you have met minimum requirements for admission to regular standing.

Requests for admission with conditional standing are considered by the dean of the Graduate School. Such requests must have the support of the academic department in which you seek admission. Evidence in support supplied by the applicant and the department may include graduate admission test scores, reference to successful professional experience, statements of academic prowess, etc. A student admitted with conditional standing cannot hold an assistantship.

If you are admitted with conditional standing, you must achieve a cumulative grade point average of at least 3.00 in the first 12 hours of graduate courses taken for grades. Grades earned in undergraduate courses do not apply to this required grade point average. The probationary period begins on the date of admission with conditional standing. Students who do not satisfy the requirements of conditional standing are denied further registration in the Graduate School. Students who meet these requirements continue with regular standing.

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Transient Status

Students who are enrolled in a degree program at another graduate school and intend to return to that institution must request the Application for Transient Status from the Graduate School (513-529-3734).

Application for Admission

To apply for a graduate degree program, continuing graduate status, or transient status at Miami University, applicants will need to submit the following items:

- Admission Application: Available online at [Application Website \(Domestic\)](#)
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a case-by-case basis.

- Academic Transcript: Degree-seeking status applicants should attach a record of previous academic work when submitting the online application. Continuing graduate and transient status applicants are not required to submit an official transcript. Once admitted, degree-seeking status applicants should submit one official transcript directly to the Graduate School from the school granting the Bachelor's degree and any/all schools attended after the Bachelor's degree is awarded. Final transcripts should be submitted when the degree posts and the transcript is available.
- Test Scores (if applicable): Degree-seeking applicants should check with their degree program for test score requirements. Test scores are not required for continuing graduate or transient status.
- English Language Proficiency Test Score: Domestic applicants whose native language is not English or who completed their studies in a non-English speaking country or institution are required to submit proof of English language proficiency. In most cases, applicants will need to present satisfactory scores on the following tests:
 - Test of English as a Foreign Language (TOEFL) iBT 80
 - International English Language Testing System (IELTS) 6.5
 - Pearson Test of English (PTE) 54

Students with test scores below these minimums may seek conditional admission to the Graduate School and enroll in one of several English as a Second Language course of instruction at Miami University. Please contact the Graduate School for further information.

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before their application for admission can be considered.

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- Pearson Test of English (PTE) 54
- ELS 112 Certificate

Students with test scores below these minimums may seek conditional admission to the Graduate School and enroll in one of several English as a Second Language courses of instruction at Miami University. Please contact the Graduate School for further information.

Students who attended an institution where English is the language of instruction are exempt from submitting an English test score. In order to be exempt, students must submit an official letter from their institution's registrar's office to the Graduate School. Please contact International Graduate Admission at 513-529-3734 for additional information about minimum English score requirements and acceptable alternatives to these tests.

If a student is accepted for admission at Miami and had to submit an English Proficiency Test score, the student will have to take the English Placement Test (EPT) before he or she can register for classes. If the student does not pass the EPT, he or she must enroll in English 119 the first semester of admission.

*Note: Photocopies and notarized copies of academic records are not accepted; however, documents can be certified as true copies by a U.S. Consular official or by a recognized educational authority in the applicant's home country. Records issued in a language other than English must be accompanied by a literal (not interpretive) certified English translation.

Medical History

Before enrolling, all applicants from other countries must submit a completed Medical Form for International Students that includes dates of immunization. The form is available through Student Health Services. Students can submit the completed form online or during International Student Orientation on campus.

Speaking Proficiency English Assessment Kit (SPEAK) Test Score

The SPEAK test is the institutional version of the Test of Spoken English (TSE) produced by Educational Testing Service. The SPEAK Test is given to evaluate the oral proficiency of incoming graduate teaching assistants for whom English is not their native or primary language. In order for a graduate student to be assigned as a teaching

assistant, the student must achieve a minimum passing score on the SPEAK test. If a student with a Graduate Assistantship does not pass the SPEAK test they will have to enroll in ACE619 during the first semester of enrollment. For additional information go to [SPEAK Test](#).

Continuing Graduate Status

If a student wishes to take graduate-level courses but does not intend to pursue a graduate degree or certificate, that student can apply for admission with “continuing graduate status.” After admitted, students can earn an unlimited number of graduate hours within an indefinite period of time.

To apply for admission, submit to the Graduate School:

- Completed admission application form
- Nonrefundable application fee

If admitted with continuing graduate status (CGS), students will not be able to enroll in certain courses if the department or program has limited enrollment; students who have been admitted as degree-seeking or certificate-seeking have first priority. Check with the department about enrollment restrictions. If a student has been denied regular or conditional admission to a degree or certificate program, he or she can apply for continuing graduate status and enroll in courses in that department as a CGS student if the department grants permission. If a student takes courses as a CGS student after having been denied admission as a degree-seeking or certificate-seeking student, these courses cannot be applied to a future degree or certificate program.

If a student is a CGS student (and has not previously applied for admission into a degree or certificate program), and wishes to be admitted into a degree or certificate program, the student must apply for admission and meet all Graduate School/departmental standards for admission. No more than 12 of the most recent graduate hours earned as CGS can be applied toward a graduate degree, or no more than 3 hours can be applied toward a graduate certificate and then only with the approval of the student’s department. All hours are subject to normal time limitations for credit toward a degree.

Effective Date: 08/2025

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The policy library will be updated in August, and the Graduate School will update any relevant pages on our website accordingly (e.g., to reflect the changes related to graduate certificates). The Graduate School will also work with other relevant offices and individuals to ensure timely and effective implementation.

Additional Resources and Procedures:

N/A

SR 25-17
Policy Revision: Certificate in Cognate Area
April 21, 2025

Policy Title: Certificate in Cognate Area

Proposer Name, Title and Email: Jason T. Abbitt, Associate Dean of the Graduate School,
abbittjt@miamioh.edu

Rationale: The current policy regarding graduate certificates established a minimum of 12 credit hours for all certificate programs. This proposal would decrease the minimum credit hours to 9 graduate credit hours.

Decreasing this limit will provide additional flexibility to allow programs to be designed that are shorter and less expensive. A 9-hour minimum is consistent with other Ohio institutions.

Covered Parties: Graduate students.

Defined Terms: N/A

Proposed Revised Policy (Marked Up Version):

Policy

The Graduate School offers certificate programs in many areas that can be earned in concert with or independently from degree programs. Certificates may range from ~~twelve (12)~~ **nine (9)** to twenty (20) graduate credits (500 or above). Students earning a certificate receive a printed certificate, but not a diploma. These programs are described in detail in the [Graduate Bulletin](#) and are open to students who have been admitted to the Graduate School and have met Graduate School and program prerequisites. All graduate certificates must have specific learning outcomes, an assessment plan, and have an assessment report submitted in accordance with university assessment guidelines.

Time Limits for Certificate Completion

Students must complete the coursework and earn the Graduate Certificate within five (5) years of being admitted to the certificate program. This limit applies to all certificate-seeking students, both full-time and part-time.

Note: Students have until December 31st of the fifth year to complete the certificate. For example, a student first registering in the summer of 2016 has through December of 2021 to complete the certificate.

Effective Date: Effective upon approval.

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The policy library will be updated upon approval, and the Graduate School will update any relevant pages on our website accordingly (e.g., to reflect the changes related to graduate certificates). The Graduate School will also communicate this change to graduate program directors and department chairs.

Additional Resources and Procedures:

N/A

Proposed Revised Policy (Clean Version):

Policy

The Graduate School offers certificate programs in many areas that can be earned in concert with or independently from degree programs. Certificates may range from nine (9) to twenty (20) graduate credits (500 or above). Students earning a certificate receive a printed certificate, but not a diploma. These programs are described in detail in the [Graduate Bulletin](#) and are open to students who have been admitted to the Graduate School and have met Graduate School and program prerequisites. All graduate certificates must have specific learning outcomes, an assessment plan, and have an assessment report submitted in accordance with university assessment guidelines.

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Students must complete the coursework and earn the Graduate Certificate within five (5) years of being admitted to the certificate program. This limit applies to all certificate-seeking students, both full-time and part-time.

Note: Students have until December 31st of the fifth year to complete the certificate. For example, a student first registering in the summer of 2016 has through December of 2021 to complete the certificate.

Effective Date: Effective upon approval.

Responsible Parties: The Graduate School

Implementation Procedures and Timeline: The policy library will be updated upon approval, and the Graduate School will update any relevant pages on our website accordingly (e.g., to reflect the changes related to graduate certificates). The Graduate School will also communicate this change to graduate program directors and department chairs.

Additional Resources and Procedures:

N/A

SR 25-18
Policy Revision Proposal: Adding a New -Co-Major
April 28, 2025

Policy Title: Changes to Academic Curriculum: Adding a New Co-Major, Minor or Certificate

Proposer Names: Council of Academic Deans

Rationale:

The requirement for all divisions to approve new co-major proposals is redundant and unnecessarily slows down the approval process. Academic deans have the opportunity to review and approve co-major proposals when the proposal comes before the Council of Academic Deans. Faculty have the opportunity to review and approve co-major proposals when the proposal comes before University Senate.

Covered Parties:

Faculty

Defined Terms:

As noted on the Office of the Provost website, “the co-major is designed to provide a complementary perspective to a student’s primary major and carries at least 27 credits. A student taking a co-major must also complete a primary major in one of the academic divisions at Miami. Students from a wide range of majors should be able to pursue the co-major, and the subject area should not duplicate that of existing majors or minors. Twelve credits of the co-major coursework can be applied only to that co-major. Co-majors are typically career-oriented, applied, professionally-oriented, or they focus on an interdisciplinary or pioneering new field.”

Proposed Revised Policy (Clean Version):

Adding a New Co-Major, Minor or Certificate

Any new co-major, new minor, or new certificate at either the undergraduate or graduate level shall first be approved by the department or program, after consultation with other departments or programs (where appropriate). The proposal must also be submitted for approval by the following bodies.

Approving Body or Person	Undergraduate	Graduate
Department or Program	Required	Required
Division	Required	Required*
Graduate Council	Not Applicable	Required**
Council of Academic Deans***	Required	Required
University Senate (Consent Calendar)	Required	Required
Office of the Provost****	Required	Required

***Only those that require approval by the ODHE Chancellor's Council on Graduate Studies (CCGS).*

****Only members of COAD with faculty status vote on curricular items.*

*****The Office of the Provost, in consultation with the academic division and department or program shall coordinate approvals for certificates which have the possibility of enrolling students who are not already enrolled in a Miami degree program with the appropriate external agencies, including the Ohio Department of Higher Education (ODHE), the U.S. Department of Education (DOE) and the Higher Learning Commission (HLC).*

Proposed Revised Policy (Marked Up Version):

Adding a New Co-Major, Minor or Certificate

Any new co-major, new minor, or new certificate at either the undergraduate or graduate level shall first be approved by the department or program, after consultation

with other departments or programs (where appropriate). The proposal must also be submitted for approval by the following bodies.

Approving Body or Person	Undergraduate	Graduate
Department or Program	Required	Required
Division	Required	Required*
Graduate Council	Not Applicable	Required**
Council of Academic Deans***	Required	Required
University Senate (Consent Calendar)	Required	Required
Office of the Provost****	Required	Required

~~*Proposals for new co-majors need approval of all academic divisions.~~

***Only those that require approval by the ODHE Chancellor's Council on Graduate Studies (CCGS).*

****Only members of COAD with faculty status vote on curricular items.*

*****The Office of the Provost, in consultation with the academic division and department or program shall coordinate approvals for certificates which have the possibility of enrolling students who are not already enrolled in a Miami degree program with the appropriate external agencies, including the Ohio Department of Higher Education (ODHE), the U.S. Department of Education (DOE) and the Higher Learning Commission (HLC).*

Effective Date: January 2025

Responsible Parties:

Office of the Provost, Office of University Registrar

SR 25-19

EDP - Inclusive Education, Bachelor of Science in Education

April 28, 2025

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, EDP - Inclusive Education, Bachelor of Science in Education.

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

SR 25-20

World Languages and Cultures, Bachelor of Arts

April 28, 2025

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, World Languages and Cultures, Bachelor of Arts.

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

SR 25-21
Policy Revision: Registration
April 28, 2025

Policy Title: Registration

Proposer Name, Title and Email: Jason T. Abbitt, Associate Dean of the Graduate School,
abbittjt@miamioh.edu

Rationale: This policy revision proposal is focused on the Combined Bachelor's/Master's Degree section of the Registration Policy. Specifically, this revision will establish a limit of the number of graduate credit hours that a student in a combined program may complete before earning an undergraduate degree. Students in masters programs requiring 40 credit hours or fewer are permitted to enroll in a maximum of 15 credit hours prior to earning the undergraduate degree. Students in master programs requiring more than 40 credit hours are permitted to enroll in a maximum of 18 credit hours.

The current policy permits a student in a combined program to earn nearly all graduate credit hours before earning an undergraduate degree. A student is only required to earn 1 graduate credit hour after graduating with an undergraduate degree. This policy is well out of alignment with other combined degree programs in Ohio that typically allow only 9-12 credit hours of a graduate program to be completed prior to earning the undergraduate degree.

This proposed change does NOT impact student eligibility or availability for merit-based aid. Students in a combined program remain eligible for merit aid for 8 semesters.

Costs for some student would decrease as a result of this policy change. Non-resident domestic students are eligible for in-state tuition after completing the undergraduate degree.

Other policies regarding combined program registration remain unchanged.

Additional (and unrelated) corrections are marked to correct typos, remove reference to the "dissertation scholars" program which has been discontinued previously, and one duplicated section (Unofficial withdrawal).

Covered Parties: Undergraduate and Graduate students.

Defined Terms: N/A

Proposed Revised Policy (Marked Up Version):

Registration

Scope: Graduate Students are covered by this policy.

Policy

Graduate Credit

All courses numbered 500 and above count for graduate credit. If a graduate student wants to take a 400/500-level course for graduate credit, they must be sure to register for the 500-level section. The course requirements for granting graduate credit should be provided in the course syllabus.

Fall or Spring Semester

The minimum registration for full-time students graduate assistants, ~~and dissertation scholars~~, is nine (9) graduate credit hours per semester. The maximum registration for a regular semester is eighteen (18) total credit hours per semester (including undergraduate credits). Some exceptions to the 18-hour maximum may be granted; petitions for excess hours should be sent to the Graduate School through the Graduate Student Petition Form (available on ~~the~~ ~~the~~ Graduate School webpage).

Winter term registration

Graduate students may enroll in up to six (6) total credit hours during winter term. However, tuition waivers do not automatically apply to winter term enrollments. Enrollment in winter term is a fee-paying activity unless students receive prior approval from the academic dean of the division offering the course.

Summer Course Load

To be considered a full-time student during the summer term, a student must comply with their departmental guidelines for full-time summer status.

The maximum for summer registration will be eight (8) credit hours during a six (6) week summer term, twelve (12) hours during overlapping summer terms, or 1.5 credit hours per week (and proportionately less for periods less than one week).

Graduate Course Load for Part-Time

Part-time Students

Students enrolled in a minimum of one (1) and a maximum of eight (8) graduate credit hours per semester are considered part-time students. Tuition and fees are charged on a per credit hour basis for part-time students.

Course Load for Students Employed Full-Time

Students employed full-time are strongly encouraged to keep their enrollment at six (6) credit hours or less during a semester.

Registration Procedures

Students may register for graduate classes online through [Banner Self Service](#), except for special classes such as individualized studies and internships. Students should manually register for these classes at the [One Stop](#). Students are responsible for class registration, payment, and attendance. No student shall be admitted to or receive credit for a course in which they are not properly registered and paid. Registration must be completed following the policies listed here.

Changes of Registration

Courses may be added, dropped, or changed only in the prescribed time stated in the University academic calendar.

Adding a Course

In the academic year, no student may enter a course (class or laboratory) after the close of the first week of instruction. The instructor may make exceptions with the approval of the department chair. Any instructor may refuse to accept a student after the opening of any course if, in their judgment, too much subject matter has already been covered.

Withdrawing from a Course

Withdrawing from a course is a formal administrative procedure; merely ceasing to attend class is not the same as withdrawing from a course. Before withdrawing from a course, a student should consult with their instructor and academic adviser. A student may withdraw from a course after the first twenty (20) percent of the course and, ordinarily, before the end of sixty (60) percent of the course (see the academic calendar). A grade of W will appear on the student's official record. Refunds follow University policy, available via the Office of the Bursar's website at [OneStop Refunds](#).

- After the first twenty (20) percent of a course through the end of the first sixty (60) percent, a student may withdraw from a course with a signature from the instructor.
- After sixty (60) percent of the course is complete, a student may no longer withdraw from a course, unless a petition is approved by the Graduate Council. The petition must include the approval from the course instructor and the student's graduate program director or department chair. The petition must also describe and document the extenuating circumstances (extraordinary circumstances usually beyond the student's control) that form the grounds of the petition. If the petition for withdrawal is approved, the student will be withdrawn from the course with a grade of W. If the petition is not approved, the student will be expected to remain in the course (see the policy "Grades and Scholarship" section "Scholastic Regulations"). The withdrawal deadline is 5:00 p.m. on the last Friday of the term's classes.
- Only in rare circumstances will a petition to withdraw from a course after sixty (60) percent of the course is complete be approved for reasons of academic performance alone.

- When possible, a student should continue to attend class until the Graduate Council has acted on their petition. Non-attendance does not void financial responsibility or a grade of F.

If a student is found responsible of academic dishonesty in a class, and withdraws from the class, the student will receive the grade of F for the class and a notation of academic dishonesty will be posted directly beneath the class on the student's academic record.

Repeated Courses

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 policy "Registration" section "Credit/No-Credit Courses" 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 policy "Registration" section "Auditing Courses").

Withdrawal from the University

Official Withdrawal

Officially withdrawing from the University is a formal administrative procedure; merely ceasing to attend classes will not be considered an official withdrawal from the University.

A student seeking to withdraw from the University must submit a formal request to the University through the submission of an online form available on the One Stop website. An international student in a nonimmigrant status should also obtain permission from International Student & Scholar Services.

Students must submit their official withdrawal form for the requested term prior to the published withdrawal deadline for that term. Students may refer to the Academic Calendar on the OneStop website for guidance on the important academic dates, including withdrawal deadlines. In addition, students who receive financial aid are advised to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage.

If a student officially withdraws before the deadline to drop a class without a grade of a semester or term as published in the Academic Calendar, no grades will be recorded, excluding sprint courses completed or not yet begun prior to the date of withdrawal from the University. Courses in which a final grade has been assigned remain on the academic record.

If a student officially withdraws from the University at any point after the deadline to drop a class without a grade through the official withdrawal deadline of a semester or term as stated on the Academic Calendar, the Office of the University Registrar shall assign a grade of W in each course for which the student is registered, excluding sprint courses completed or not yet begun prior to the date of withdrawal from the University. Courses in which a final grade has been assigned remain on the academic record.

After the official withdrawal deadline as passed, a student may submit a petition to Graduate Council to request withdrawal from the University. Petitions should be based on documented, extenuating, nonacademic reasons and must be submitted during the federal financial aid compliance year.

Official withdrawals are noted on a student's academic record (transcript). Refunds follow University policy, available via the One Stop website. ~~Unofficial Withdrawal~~

~~If a student leaves the University without formally withdrawing resulting in failing and/or non-completion grades recorded for all classes in the semester or term, registrations in subsequent semesters or terms may be cancelled. The student may petition the Interdivisional Committee of Advisors to request consideration of a change in his or her record if the petition is submitted during the federal financial aid compliance year.~~

Unofficial Withdrawal

If a student leaves the University without formally withdrawing resulting in failing and/or non-completion grades recorded for all classes in the semester or term, registrations in subsequent semesters or terms may be cancelled. The student may submit a petition to the Graduate School to request consideration of a change in their record if the petition is submitted during the federal financial aid compliance year.

Refund Policy for Enrolled Students Who are Called to Active Duty in the Armed Services

If a student obtains a military withdrawal, the provisions of the Policy [Military or Military Affiliate](#) apply.

Refund Policies

Instructional Fee, General Fee, Out-of-State Tuition, Miami Metro, Off-Campus Information Services Fee, and Residence Hall Fee: If the withdrawal occurs during the semester or term and the fees have been paid, and a refund of fees is due per the University refund schedule, a refund will be sent to the student. If fees have not been paid or if other miscellaneous charges have not been paid, the amount of the refund will be reduced by the amount outstanding.

Meal Plan Fees

If the withdrawal occurs during the semester or term and the fees have been paid, a prorated refund will be given. Proration is calculated on a daily basis for the period after the effective withdrawal date. If fees have not been paid or if other miscellaneous charges have not been paid, the amount of the refund will be reduced by the amount outstanding.

Notes

It is the student's responsibility to initiate the withdrawal at the Office of the University Registrar and to provide documentation of the call to active duty in the armed services. The effective date of withdrawal will be the date the student submits the withdrawal form to the Office of the University Registrar. The University may be required to provide any refunds to a funding agent other than the student, such as student financial aid programs. Grades will be recorded in accordance with the current academic policy or deadlines (W grades). A notation of official

withdrawal will be recorded on the student's academic record. Under certain conditions a student may receive credit for courses being taken at the time of their withdrawal if 80 percent of the term has elapsed. Students interested in this provision should consult the Office of the University Registrar.

The concept for a refund policy involving students called to active duty in the armed forces was presented to the Board of Trustees in September of 1990; the document can be reviewed by contacting the Office of the President.

Credit/No-Credit Courses

Students may take courses on a credit/no credit basis if the department gives its permission. To receive credit ("CR1") in a graduate-level course, students must earn at least a "B" in the course. A maximum of one fourth of the minimum hours required for their graduate degree, excluding thesis or dissertation hours, may be taken on a credit/no credit basis.

Individualized Study Credit Hours

A student may take individualized study units for graduate-level credit by enrolling in courses such as the following:

- Independent Reading
- Special Topics
- Special Studies
- Independent Study
- Special Problems
- Reading and Directed Research
- Directed Study and Research

These courses, however, must represent work at the graduate level. If individualized learning will include attending a lower-level undergraduate course (those numbered 499 and lower), a student must complete additional supervised study or research beyond the regular coursework to receive graduate credit. The additional study or research must be designed to meet graduate level learning outcomes – simply adding work is not sufficient to receive graduate credit. Please contact the Graduate School for further information on learning outcomes required to award graduate credit.

To register for individualized study, students should obtain an independent study permit from their department office and have a faculty sponsor or adviser sign on the form. Submit this form in person to the One Stop at the Nellie Craig Walker Hall, or email to onestop@miamioh.edu. Registration for independent study at the graduate level should be completed before Change of Schedule ends. Independent study courses may not be added after the deadline for withdrawing from a course with a grade of W (after completion of 60% of the term). Graduate students are limited to five (5) hours of independent study a semester and ten (10) hours for an academic year.

Audit Courses

Lecture and recitation courses may be audited without credit with the consent of the instructor, and will not be counted under any rules establishing maximum registration or enrollment status.

The requirements for auditing a course are established by the instructor and may include active participation by the student. An instructor may drop an auditing student at any time during the semester if the student is not fulfilling the audit requirements of a course. Full fees are assessed for auditing a course. A course can be changed from credit to audit or audit to credit during the first sixty (60) percent of the course (see the academic calendar).

Transfer Credit

If a student earned credit for graduate-level courses at another accredited graduate school, he or she may be able to apply that credit toward the graduate degree and/or graduate certificate. To apply credits to the degree, a student must have achieved the following:

- Received a “B” or better grade for the credits to be transferred.
- Taken the courses within five (5) years of the projected graduation date for the master’s and Specialist in Education (Ed.S.) degrees, and within ten (10) years of the projected graduation date for the doctorate degree. Note that these time limits do not refer to the age of the credit at the time of transfer.

Students who received “pass” or “credit” evaluations for coursework can make a request to the Petitions Committee of their academic division that those courses be applied to their degree. No extension or correspondence work can be applied toward a graduate degree.

Master’s degree candidates may transfer a maximum of one-third of the number of credit hours required for the degree. For example, if a program requires thirty (30) credit hours for the degree, students can transfer a maximum of ten (10) hours. Ed.S. candidates may transfer a maximum of ten (10) credits earned after receiving a master’s degree and before being admitted to an Ed.S. program. Doctoral students may transfer a maximum of twelve (12) credit hours. Students may transfer a maximum of three (3) credit hours towards a graduate certificate.

In order for the credits to be applied to a student’s Miami record, the student must submit a Graduate Credit Transfer Form (available on the Graduate School's webpage), which involves uploading an official transcript from the outside institution. The Form is routed to the student's academic department, who then indicate whether they are accepting the credit/credits and would like them to be applied to the student’s record. The Form is then routed to the Graduate School. Upon approval, the Graduate School will notify the Office of the Registrar and the credits will be added to the student’s official record.

Undergraduate Classes

Students needing to take undergraduate courses as prerequisites for a graduate degree program, to receive state teacher licensure, or for other reasons, who have already been admitted to Miami’s Graduate School, need to register for the class(es) in the normal manner.

Students that have not yet been admitted should contact the Graduate School for admission information. Undergraduate courses do not count toward the minimum required credits for graduate registration for a graduate award holder unless the student has the approval of the Graduate School.

Graduate Students Dual Enrollment in Undergraduate Degree Programs

Current students who have previously earned a bachelor's degree, shall not, without the permission of the department chair(s), academic divisional dean(s), graduate school dean, and provost, be allowed to enrolled in another degree program at the undergraduate level. Per the Combined Bachelor's/Master's Degree policy, combined students are considered undergraduate students and are not addressed in this policy.

Registration Problems

When students go on leave, have changes in personal information, or do not fulfill certain requirements for registration (such as paying fees on time), special procedures should be followed. These are described below.

Student Status Reactivation

Occasionally students may sit out a semester. To reactive their student status, they should fill out and submit the Application for Re-Enrollment found on the [Re-Enrollment webpage](#).

Students will be notified via e-mail when they have been reactivated.

Students who have not registered for two consecutive academic years will need to re-apply for admission to the Graduate School. Continuing Graduate Status students must reapply after a 5-year absence or no registration in that 5-year period.

Graduate degree programs that have been eliminated for ten or more years may not be pursued, and degrees in programs eliminated for ten or more years may not be conferred.

Registration Holds

Students may be prevented from registering for classes if they have not completed requirements such as medical and academic records or if they have not settled their Bursar's account. For procedures on removing a specific registration hold, contact the office associated with the hold preventing registration. Students may view holds in Banner Self Service to determine why the hold has been placed and then contact the appropriate office. Typically, it will be either the Graduate School at (513) 529-3734 or the OneStop.

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. Students must complete the Graduate School application for the desired program. Standard application and admission procedures shall be used. Both full- and part-time students may participate in the combined degree program at a department's discretion. Regular time-limits for completing the master's degree apply to students in a combined degree program.
- Double Counting Graduate Hours: Departments or programs with a combined degree option may allow students to double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements.
- A minimum of 145 credit hours is required for the combined degree program; 115 semester hour minimum for a bachelor's degree and 30 credit hour minimum for a master's degree.
- Students who are admitted to a combined graduate program for Spring 2026 and after may earn a limited number of credit hours prior to earning an undergraduate degree. Students in master's programs requiring 40 credit hours or fewer are permitted to enroll in a maximum of 15 credit hours. Students in master's programs requiring more than 40 credit hours are permitted to enroll in a maximum of 18 credit hours. Any graduate credit hours beyond these limits completed prior to receiving the undergraduate degree will not count toward the graduate degree. Individual graduate programs may also establish limits below those stated above. Limitations described above regarding double counting graduate hours also apply.
- Student Classification: Students in a combined degree program will remain undergraduates until either (a) they complete all undergraduate degree requirements and receive their undergraduate degree, or (b) they request the Graduate School change their status from undergraduate to graduate (the student must have completed a minimum of 124 or 128 total graduate and undergraduate credit hours, depending on their catalog year, to make this request). Once the student meets one of these two criteria, they will be classified as a graduate student. A student must be classified as a graduate student in at least their final semester before the graduate degree is awarded and cannot take all of their graduate credit hours with undergraduate status.
- Graduation: Students must have graduate student status by the first day of the semester in which they receive their graduate degree (e.g., they must have graduate student status by the first day of spring semester if they will be receiving their graduate degree in May). They may not receive both the undergraduate and graduate degrees on the same

date (degrees are conferred four times per year (i.e., January, May, August, December).

- **Withdrawal:** Students may withdraw from the combined degree program by completing a withdrawal form at the Graduate School. The student must note on the withdrawal form that the student is withdrawing only from the master's program and wishes to retain their status in the undergraduate program. The student must also notify the department of their decision to withdraw from the master's program.

Permission for Undergraduate Students to Enroll in Graduate Courses

Undergraduate students who have earned 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. Students must obtain permission from the instructor, the department chair, and the Dean of the Graduate School. Students may double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements. Graduate courses taken in this manner will be treated as graduate level CGS (non-degree) courses. A maximum of 9 hours of graduate level continuing graduate status courses may count toward a graduate degree program at Miami (see Miami Bulletin).

Permission for Undergraduate Students to Enroll in Free-Standing Graduate Certificates

Undergraduate students who have earned Junior or Senior standing and have a GPA of 3.00 or greater and having matriculated undergraduate status, may request permission to enroll in a free-standing graduate certificate (i.e., a certificate approved to be offered independent from a graduate degree program). Students must obtain permission from the graduate certificate director and the Dean of the Graduate School. Students may double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements.

Related Form(s)

[Reenrollment Application](#)

Additional Resources and Procedures

- [BannerWeb](#)
- [One Stop](#)
- [Your Records](#)
- Refunds
- [Miami Bulletin](#)

FAQ

Not Applicable.

Policy Administration

Next Review Date

7/1/2027

Responsible Officer

Senior Associate Registrar

General Counsel

Legal Authority

Not Applicable.

Compliance Policy

Yes

Revision History

Amended July 2018; Amended October 2019; Amended July 2020; Edited November 2021;
Amended July 2022; Amended July 2023; Amended August 2024

Reference ID

Graduate Handbook 1.2

Reviewing Bodies

University Senate

Administrative

Proposed Revised Policy (Clean Version):

Registration

Scope: Graduate Students are covered by this policy.

Policy

Graduate Credit

All courses numbered 500 and above count for graduate credit. If a graduate student wants to take a 400/500-level course for graduate credit, they must be sure to register for the 500-level section. The course requirements for granting graduate credit should be provided in the course syllabus.

Fall or Spring Semester

The minimum registration for full-time students graduate assistants is nine (9) graduate credit hours per semester. The maximum registration for a regular semester is eighteen (18) total credit hours per semester (including undergraduate credits). Some exceptions to the 18-hour maximum may be granted; petitions for excess hours should be sent to the Graduate School through the Graduate Student Petition Form (available on the Graduate School webpage).

Winter term registration

Graduate students may enroll in up to six (6) total credit hours during winter term. However, tuition waivers do not automatically apply to winter term enrollments. Enrollment in winter term is a fee-paying activity unless students receive prior approval from the academic dean of the division offering the course.

Summer Course Load

To be considered a full-time student during the summer term, a student must comply with their departmental guidelines for full-time summer status.

The maximum for summer registration will be eight (8) credit hours during a six (6) week summer term, twelve (12) hours during overlapping summer terms, or 1.5 credit hours per week (and proportionately less for periods less than one week).

Graduate Course Load for Part-Time

Part-time Students

Students enrolled in a minimum of one (1) and a maximum of eight (8) graduate credit hours per semester are considered part-time students. Tuition and fees are charged on a per credit hour basis for part-time students.

Course Load for Students Employed Full-Time

Students employed full-time are strongly encouraged to keep their enrollment at six (6) credit hours or less during a semester.

Registration Procedures

Students may register for graduate classes online through [Banner Self Service](#), except for special classes such as individualized studies and internships. Students should manually register for these classes at the [One Stop](#). Students are responsible for class registration, payment, and attendance. No student shall be admitted to or receive credit for a course in which they are not properly registered and paid. Registration must be completed following the policies listed here.

Changes of Registration

Courses may be added, dropped, or changed only in the prescribed time stated in the University academic calendar.

Adding a Course

In the academic year, no student may enter a course (class or laboratory) after the close of the first week of instruction. The instructor may make exceptions with the approval of the department chair. Any instructor may refuse to accept a student after the opening of any course if, in their judgment, too much subject matter has already been covered.

Withdrawing from a Course

Withdrawing from a course is a formal administrative procedure; merely ceasing to attend class is not the same as withdrawing from a course. Before withdrawing from a course, a student should consult with their instructor and academic adviser. A student may withdraw from a course after the first twenty (20) percent of the course and, ordinarily, before the end of sixty (60) percent of the course (see the academic calendar). A grade of W will appear on the student's official record. Refunds follow University policy, available via the Office of the Bursar's website at [OneStop Refunds](#).

- After the first twenty (20) percent of a course through the end of the first sixty (60) percent, a student may withdraw from a course with a signature from the instructor.
- After sixty (60) percent of the course is complete, a student may no longer withdraw from a course, unless a petition is approved by the Graduate Council. The petition must include the approval from the course instructor and the student's graduate program director or department chair. The petition must also describe and document the extenuating circumstances (extraordinary circumstances usually beyond the student's control) that form the grounds of the petition. If the petition for withdrawal is approved, the student will be withdrawn from the course with a grade of W. If the petition is not approved, the student will be expected to remain in the course (see the policy "Grades and Scholarship" section "Scholastic Regulations"). The withdrawal deadline is 5:00 p.m. on the last Friday of the term's classes.
- Only in rare circumstances will a petition to withdraw from a course after sixty (60) percent of the course is complete be approved for reasons of academic performance alone.

- When possible, a student should continue to attend class until the Graduate Council has acted on their petition. Non-attendance does not void financial responsibility or a grade of F.

If a student is found responsible of academic dishonesty in a class, and withdraws from the class, the student will receive the grade of F for the class and a notation of academic dishonesty will be posted directly beneath the class on the student's academic record.

Repeated Courses

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 policy "Registration" section "Credit/No-Credit Courses" 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 policy "Registration" section "Auditing Courses").

Withdrawal from the University

Official Withdrawal

Officially withdrawing from the University is a formal administrative procedure; merely ceasing to attend classes will not be considered an official withdrawal from the University.

A student seeking to withdraw from the University must submit a formal request to the University through the submission of an online form available on the One Stop website. An international student in a nonimmigrant status should also obtain permission from International Student & Scholar Services.

Students must submit their official withdrawal form for the requested term prior to the published withdrawal deadline for that term. Students may refer to the Academic Calendar on the OneStop website for guidance on the important academic dates, including withdrawal deadlines. In addition, students who receive financial aid are advised to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage.

If a student officially withdraws before the deadline to drop a class without a grade of a semester or term as published in the Academic Calendar, no grades will be recorded, excluding sprint courses completed or not yet begun prior to the date of withdrawal from the University. Courses in which a final grade has been assigned remain on the academic record.

If a student officially withdraws from the University at any point after the deadline to drop a class without a grade through the official withdrawal deadline of a semester or term as stated on the Academic Calendar, the Office of the University Registrar shall assign a grade of W in each course for which the student is registered, excluding sprint courses completed or not yet begun prior to the date of withdrawal from the University. Courses in which a final grade has been assigned remain on the academic record.

After the official withdrawal deadline as passed, a student may submit a petition to Graduate Council to request withdrawal from the University. Petitions should be based on documented, extenuating, nonacademic reasons and must be submitted during the federal financial aid compliance year.

Official withdrawals are noted on a student's academic record (transcript). Refunds follow University policy, available via the One Stop website.

Unofficial Withdrawal

If a student leaves the University without formally withdrawing resulting in failing and/or non-completion grades recorded for all classes in the semester or term, registrations in subsequent semesters or terms may be cancelled. The student may submit a petition to the Graduate School to request consideration of a change in their record if the petition is submitted during the federal financial aid compliance year.

Refund Policy for Enrolled Students Who are Called to Active Duty in the Armed Services

If a student obtains a military withdrawal, the provisions of the Policy [Military or Military Affiliate](#) apply.

Refund Policies

Instructional Fee, General Fee, Out-of-State Tuition, Miami Metro, Off-Campus Information Services Fee, and Residence Hall Fee: If the withdrawal occurs during the semester or term and the fees have been paid, and a refund of fees is due per the University refund schedule, a refund will be sent to the student. If fees have not been paid or if other miscellaneous charges have not been paid, the amount of the refund will be reduced by the amount outstanding.

Meal Plan Fees

If the withdrawal occurs during the semester or term and the fees have been paid, a prorated refund will be given. Proration is calculated on a daily basis for the period after the effective withdrawal date. If fees have not been paid or if other miscellaneous charges have not been paid, the amount of the refund will be reduced by the amount outstanding.

Notes

It is the student's responsibility to initiate the withdrawal at the Office of the University Registrar and to provide documentation of the call to active duty in the armed services. The effective date of withdrawal will be the date the student submits the withdrawal form to the Office of the University Registrar. The University may be required to provide any refunds to a funding agent other than the student, such as student financial aid programs. Grades will be recorded in accordance with the current academic policy or deadlines (W grades). A notation of official withdrawal will be recorded on the student's academic record. Under certain conditions a student may receive credit for courses being taken at the time of their withdrawal if 80 percent of the term has elapsed. Students interested in this provision should consult the Office of the University Registrar.

The concept for a refund policy involving students called to active duty in the armed forces was presented to the Board of Trustees in September of 1990; the document can be reviewed by contacting the Office of the President.

Credit/No-Credit Courses

Students may take courses on a credit/no credit basis if the department gives its permission. To receive credit ("CR1") in a graduate-level course, students must earn at least a "B" in the course. A maximum of one fourth of the minimum hours required for their graduate degree, excluding thesis or dissertation hours, may be taken on a credit/no credit basis.

Individualized Study Credit Hours

A student may take individualized study units for graduate-level credit by enrolling in courses such as the following:

- Independent Reading
- Special Topics
- Special Studies
- Independent Study
- Special Problems
- Reading and Directed Research
- Directed Study and Research

These courses, however, must represent work at the graduate level. If individualized learning will include attending a lower-level undergraduate course (those numbered 499 and lower), a student must complete additional supervised study or research beyond the regular coursework to receive graduate credit. The additional study or research must be designed to meet graduate level learning outcomes – simply adding work is not sufficient to receive graduate credit. Please contact the Graduate School for further information on learning outcomes required to award graduate credit.

To register for individualized study, students should obtain an independent study permit from their department office and have a faculty sponsor or adviser sign on the form. Submit this form in person to the One Stop at the Nellie Craig Walker Hall, or email to onestop@miamioh.edu. Registration for independent study at the graduate level should be completed before Change of Schedule ends. Independent study courses may not be added after the deadline for withdrawing from a course with a grade of W (after completion of 60% of the term). Graduate students are limited to five (5) hours of independent study a semester and ten (10) hours for an academic year.

Audit Courses

Lecture and recitation courses may be audited without credit with the consent of the instructor, and will not be counted under any rules establishing maximum registration or enrollment status.

The requirements for auditing a course are established by the instructor and may include active participation by the student. An instructor may drop an auditing student at any time during the semester if the student is not fulfilling the audit requirements of a course. Full fees are assessed for auditing a course. A course can be changed from credit to audit or audit to credit during the first sixty (60) percent of the course (see the academic calendar).

Transfer Credit

If a student earned credit for graduate-level courses at another accredited graduate school, he or she may be able to apply that credit toward the graduate degree and/or graduate certificate. To apply credits to the degree, a student must have achieved the following:

- Received a “B” or better grade for the credits to be transferred.
- Taken the courses within five (5) years of the projected graduation date for the master’s and Specialist in Education (Ed.S.) degrees, and within ten (10) years of the projected graduation date for the doctorate degree. Note that these time limits do not refer to the age of the credit at the time of transfer.

Students who received “pass” or “credit” evaluations for coursework can make a request to the Petitions Committee of their academic division that those courses be applied to their degree. No extension or correspondence work can be applied toward a graduate degree.

Master’s degree candidates may transfer a maximum of one-third of the number of credit hours required for the degree. For example, if a program requires thirty (30) credit hours for the degree, students can transfer a maximum of ten (10) hours. Ed.S. candidates may transfer a maximum of ten (10) credits earned after receiving a master’s degree and before being admitted to an Ed.S. program. Doctoral students may transfer a maximum of twelve (12) credit hours. Students may transfer a maximum of three (3) credit hours towards a graduate certificate.

In order for the credits to be applied to a student’s Miami record, the student must submit a Graduate Credit Transfer Form (available on the Graduate School's webpage), which involves uploading an official transcript from the outside institution. The Form is routed to the student's academic department, who then indicate whether they are accepting the credit/credits and would like them to be applied to the student’s record. The Form is then routed to the Graduate School. Upon approval, the Graduate School will notify the Office of the Registrar and the credits will be added to the student’s official record.

Undergraduate Classes

Students needing to take undergraduate courses as prerequisites for a graduate degree program, to receive state teacher licensure, or for other reasons, who have already been admitted to Miami’s Graduate School, need to register for the class(es) in the normal manner. Students that have not yet been admitted should contact the Graduate School for admission information. Undergraduate courses do not count toward the minimum required credits for graduate registration for a graduate award holder unless the student has the approval of the Graduate School.

Graduate Students Dual Enrollment in Undergraduate Degree Programs

Current students who have previously earned a bachelor's degree, shall not, without the permission of the department chair(s), academic divisional dean(s), graduate school dean, and provost, be allowed to enrolled in another degree program at the undergraduate level. Per the Combined Bachelor's/Master's Degree policy, combined students are considered undergraduate students and are not addressed in this policy.

Registration Problems

When students go on leave, have changes in personal information, or do not fulfill certain requirements for registration (such as paying fees on time), special procedures should be followed. These are described below.

Student Status Reactivation

Occasionally students may sit out a semester. To reactive their student status, they should fill out and submit the Application for Re-Enrollment found on the [Re-Enrollment webpage](#).

Students will be notified via e-mail when they have been reactivated.

Students who have not registered for two consecutive academic years will need to re-apply for admission to the Graduate School. Continuing Graduate Status students must reapply after a 5-year absence or no registration in that 5-year period.

Graduate degree programs that have been eliminated for ten or more years may not be pursued, and degrees in programs eliminated for ten or more years may not be conferred.

Registration Holds

Students may be prevented from registering for classes if they have not completed requirements such as medical and academic records or if they have not settled their Bursar's account. For procedures on removing a specific registration hold, contact the office associated with the hold preventing registration. Students may view holds in Banner Self Service to determine why the hold has been placed and then contact the appropriate office. Typically, it will be either the Graduate School at (513) 529-3734 or the OneStop.

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. Students must complete the Graduate School application for the desired program. Standard application and admission procedures shall be used. Both full- and part-time students may participate in the combined degree program at a department's discretion. Regular time-limits for completing the master's degree apply to students in a combined degree program.

- Double Counting Graduate Hours: Departments or programs with a combined degree option may allow students to double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements.
- A minimum of 145 credit hours is required for the combined degree program; 115 semester hour minimum for a bachelor's degree and 30 credit hour minimum for a master's degree.
- Students who are admitted to a combined graduate program for Spring 2026 and after may earn a limited number of credit hours prior to earning an undergraduate degree. Students in master's programs requiring 40 credit hours or fewer are permitted to enroll in a maximum of 15 credit hours. Students in master programs requiring more than 40 credit hours are permitted to enroll in a maximum of 18 credit hours. Any graduate credit hours beyond these limits completed prior to receiving the undergraduate degree will not count toward the graduate degree. Individual graduate programs may also establish limits below those stated above. Limitations described above regarding double counting graduate hours also apply.
- Student Classification: Students in a combined degree program will remain undergraduates until either (a) they complete all undergraduate degree requirements and receive their undergraduate degree, or (b) they request the Graduate School change their status from undergraduate to graduate (the student must have completed a minimum of 124 or 128 total graduate and undergraduate credit hours, depending on their catalog year, to make this request). Once the student meets one of these two criteria, they will be classified as a graduate student. A student must be classified as a graduate student in at least their final semester before the graduate degree is awarded and cannot take all of their graduate credit hours with undergraduate status.
- Graduation: Students must have graduate student status by the first day of the semester in which they receive their graduate degree (e.g., they must have graduate student status by the first day of spring semester if they will be receiving their graduate degree in May). They may not receive both the undergraduate and graduate degrees on the same date (degrees are conferred four times per year (i.e., January, May, August, December).
- Withdrawal: Students may withdraw from the combined degree program by completing a withdrawal form at the Graduate School. The student must note on the withdrawal form

that the student is withdrawing only from the master's program and wishes to retain their status in the undergraduate program. The student must also notify the department of their decision to withdraw from the master's program.

Permission for Undergraduate Students to Enroll in Graduate Courses

Undergraduate students who have earned 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. Students must obtain permission from the instructor, the department chair, and the Dean of the Graduate School. Students may double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements. Graduate courses taken in this manner will be treated as graduate level CGS (non-degree) courses. A maximum of 9 hours of graduate level continuing graduate status courses may count toward a graduate degree program at Miami (see Miami Bulletin).

Permission for Undergraduate Students to Enroll in Free-Standing Graduate Certificates

Undergraduate students who have earned Junior or Senior standing and have a GPA of 3.00 or greater and having matriculated undergraduate status, may request permission to enroll in a free-standing graduate certificate (i.e., a certificate approved to be offered independent from a graduate degree program). Students must obtain permission from the graduate certificate director and the Dean of the Graduate School. Students may double-count up to 9 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements.

Related Form(s)

[Reenrollment Application](#)

Additional Resources and Procedures

- [BannerWeb](#)
- [One Stop](#)
- [Your Records](#)
- Refunds
- [Miami Bulletin](#)

FAQ

Not Applicable.

Policy Administration

Next Review Date
7/1/2027

Responsible Officer

Senior Associate Registrar
General Counsel
Legal Authority
Not Applicable.

Compliance Policy

Yes

Revision History

Amended July 2018; Amended October 2019; Amended July 2020; Edited November 2021;
Amended July 2022; Amended July 2023; Amended August 2024

Reference ID

Graduate Handbook 1.2

Reviewing Bodies

University Senate
Administrative

SR 25-22

Artificial Intelligence, Bachelor of Science in Artificial Intelligence

May 05, 2025

BE IT HEREBY RESOLVED that University Senate endorses the proposed program, Artificial Intelligence, Bachelor of Science in Artificial Intelligence.

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

SR 25-23
Appointment to Standing and Advisory Committee of University Senate
May 05, 2025

BE IT HEREBY RESOLVED that University Senate confirm the 2025-2026 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 2025-2026 appointments to the standing and advisory committees of University Senate

SR 25-24

Sense of the Senate Resolution:
Support for AAC&U Constructive Engagement Statement

May 05, 2025

WHEREAS we are currently in the midst of unprecedented change to the governance and administration of higher education institutions, led in part by the federal government, including the revocation of federal grants and visas for students and faculty, and

WHEREAS in response to these changes the American Association of Colleges and Universities (AAC&U) has issued a statement (available at <https://www.aacu.org/newsroom/a-call-for-constructive-engagement>) calling for "constructive engagement that improves our institutions and serves our republic," and

WHEREAS Miami University is an institutional member of the American Association of Colleges and Universities, and

WHEREAS the presidents of over 300 institutions have already signed the statement including peer institutions such as Binghamton University; University of California, Santa Cruz; University of Rhode Island and University at Buffalo, SUNY; and

WHEREAS the University Senate is aware of the revocation of federal research grants awarded to Miami University faculty, and

WHEREAS the recently enacted Ohio Senate Bill 1 allows for university statements "on matters that directly impact the institution's funding or mission of discovery, improvement, and dissemination of knowledge."

RESOLVED: The Miami University Senate affirms its support for the "Call for Constructive Engagement" issued by the AAC&U. The University Senate encourages President Gregory P. Crawford, in his position of leadership of this AAC&U member institution, to join his colleagues in signing the statement.

SR 25-25

**Resolution to Establish a Mutual Defense Compact for the Universities of the
Mid-American Conference , Council of Presidents in Defense of Academic Freedom,
Institutional Integrity, and the Research Enterprise
May 05, 2025**

Whereas, recent and escalating politically motivated actions by governmental bodies pose a significant threat to the foundational principles of American higher education, including the autonomy of university governance, the integrity of scientific research, and the protection of free speech;

Whereas, the Trump administration and aligned political actors have signaled a willingness to target individual institutions with legal, financial, and political incursion designed to undermine their public mission, silence dissenting voices, and/or exert improper control over academic inquiry;

Whereas, the Mid-American Conference represents not only athletic competition but also a longstanding tradition of academic collaboration, research excellence, and commitment to democratic values and shared governance;

Whereas, the MAC includes 12 universities with over a thousand instructors serving over 300,000 students;

Whereas, in accordance with the May 31, 2020 Statement from the Mid-American Conference^[i] signed by all members of the Council of Presidents affirmed that “Among the core values of the Mid-American Conference is a commitment to diversity, inclusion and equity”;

Whereas, the preservation of one institution’s integrity is the concern of all, and an infringement against one member university of the MAC shall be considered an infringement against all;

Be it resolved that, the Miami University Senate urges the President of Miami University to formally propose and help establish a Mutual Academic Defense Compact (MADC) among all members of the Mid-American Conference, Council of Presidents;

Be it further resolved that, under these compacts, participating institutions shall commit meaningful support-financial, legal, organizational, and/or strategic-to a shared or distributed defense infrastructure designed to respond immediately and collectively to attacks by the governmental actors on any member institution;

Be it further resolved that, these compacts shall facilitate the mobilization of institutional resources-including legal counsel, governance experts, public affairs professionals, faculty governance leaders, research capacity, and media relations-to coordinate a unified and robust response, include but not limited to:

- Legal representation and, where appropriate, countersuit actions;
- Public communication strategies to counter misinformation and defend academic principles;
- Filing of amicus briefs, publication of expert testimony, and other legal interventions;
- Legislative advocacy and coordinated policy engagement at the state and federal levels;
- The development of collaborative strategies and frameworks to diversify funding streams beyond the federal government; and

- Rapid-response research and public-education initiatives;

Be it finally resolved that, this resolution be transmitted to the leadership of all Mid-American Conference universities and their respective governing boards and shared governance bodies, and that the President of Miami University take a leading role in convening a summit of MAC academic and legal leadership to initiate the implementation of this Compact.

May 16, 2025
Academic and Student Affairs

RESOLUTION R2025-xx

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached Low Enrollment and Duplicate Program Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

LOW ENROLLED & DUPLICATE PROGRAM REPORT

Miami University

Drafted December 2024

INTRODUCTION

Section 3345.35 of the Ohio Revised Code requires that each state institution of higher education evaluate all courses and programs based on enrollment and duplication with other state institutions of higher education every three years. Since 2017, Miami has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, and to prepare Miami students for professional and lifelong success.

Internal Curricular Initiatives

Below are several initiatives designed to advance the goal of delivering an exceptional curricular portfolio:

- 1) **Academic Program Evaluation, Improvement & Prioritization (APEIP) Project** was a response to a recommendation in MiamiRISE (Miami's previous strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs. Led by a committee of faculty representing each college, and in coordination with the Office of the Provost and each college and department leadership teams, the APEIP goals were to:
 - Create a high quality and sustainable portfolio of academic programs, including liberal education;
 - Develop and support curricula that advance student success outcomes;
 - Leverage the talents and expertise of faculty via equitable and purposeful workload assignments;
 - Ensure good stewardship of financial resources

In fall 2020, each department and division were provided detailed internal and external data on their programs and courses, including: student demand, employer demand, competitive intensity, application and information request trends, enrollment (head count & completions), student credit hours (by major, by faculty, and by lower vs. upper division), instructional cost per hour, section capacity and fill rates in departmental courses, DFW rates in courses, time to degree, degrees awarded, employment rates, and faculty data (course loads, research productivity, etc.).

Using the data provided, departmental faculty, department chairs, and deans collaboratively identified initial ratings for each program. Forty-three of 260 programs (16.5%) were given the rating "continuous improvement with potential additional resources," and 120 (55%) were given the "continuous improvement with minor difficulties" rating. Forty-nine programs (18.8%) were asked to engage in program restructuring due to significant difficulties in the program, and 34 programs (13.1%) were voluntarily eliminated by the faculty of the program's home department in consultation with the dean. An additional 14 programs, which had not been admitting students in recent years, were removed from the books through standard processes. Programs nominated for elimination were judged by departmental faculty as either outdated, had histories of low enrollments or were misaligned with the University's mission and faculty expertise.

Deans worked with their departments to develop 3-5-year curricular action plans to improve the programs that were not eliminated. These plans were developed by August 2021. During Fall 2021, feedback was offered by the dean and Office of Provost to provide additional guidance. From 2021 until 2024, departments were required to submit annual updates on their curricular action plans. These update reports were reviewed annually by the Office of the Provost, and feedback was provided on each report.

Each program identified a target enrollment, and those programs that did not achieve those targets have been or are in the process of being deactivated. Since the inception of this project in 2020, a total of 76 programs have been or are in the process of elimination. Of the 76 programs, 54 were degree programs or majors with 37 of these being at the bachelor's level and 19 at the graduate level. Fifteen were certificates, and four were co-majors. See Appendix A for list of all eliminated programs since 2020.

- 2) Launched in August 2021, the **Miami Academic Program Incubator (MAPI)** is an ongoing resource and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of successful undergraduate and graduate programs that:
- Advance the University mission;
 - Are aligned with faculty talents and expertise;
 - Meet student and market needs; and
 - Ensure that Miami offers a high-quality and cost-effective portfolio of academic programs.

Departments and divisions that are considering a new academic degree program or a significant revision to an academic program are required to participate in MAPI. MAPI is led by a steering team of University leaders who provide data and research on program ideas (data are gathered internally and externally from third-party vendors such as EAB and Gray Associates), curriculum coaching (including recommendations for collaborations with other departments, divisions and institutions), concrete narrative feedback on the program idea (as articulated in a brief concept paper prepared by the department) and the opportunity to apply for seed funding to jumpstart the program (if appropriate). The MAPI team also engages in research on future trends in higher education and provides recommendations to deans and chairs on potential new directions for existing programs as well as possible ideas for new programs.

- 3) **Department Planning & Improvement (DPI) Process** is a new model for academic program review that was approved in April 2022 and launched in 2024 (as the APEIP project phased out). It focuses on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates) and features:
- Collaboratively developed strategic goals for each review (created in conversation with the department, dean and Office of Provost);
 - Holistic emphasis (encompassing all aspects of the department, including its academic programs and curricula, reports on assessment of student learning outcomes);
 - Six-year cycle (with updates on progress every two years in between the comprehensive review);
 - Review team members (from within and/or outside the University) who provide consultation on strategic goals in addition to an evaluation of the department;
 - Process customized for departments with professional accreditation reviews; and
 - Robust support for the process (e.g., consultation, departmental orientation, data, team chair training).

Six departments (Anthropology, Architecture + Interior Design, Education & Society, Family Science & Social Work, Microbiology, and Political Science) completed the DPI process in fall 2024. This first cohort was conducted as a pilot. Participants in the first cohort have provided input and revisions were made to ensure that the process moving forward is effective. Approximately ten departments will be completing the process each year beginning fall 2025.

- 4) **Curricular Ecologies Learning Lab (CELL)** is a new curricular consultation service offered by the Office of Liberal Education (Miami's general education office) which provides direct support to faculty and departments to revisit, revise, and refresh programmatic offerings with a "total curriculum" approach. Departments are invited to participate in CELL where they will work with the Liberal Education leaders to review their overall curricular

offerings, identify courses that are appropriate for different components of the Miami Plan (our general education program), and pinpoint opportunities for further curricular streamlining. The goals of CELL are to:

- Support departments with repositioning MP offerings and/or integrating MP outcomes and/or courses into curricula;
- Support departments with broader curricular realignment, including streamlining offerings and integrating MP Pillars and outcomes into program outcomes;
- Facilitate transdisciplinarity among units and divisions to create novel initiatives, leverage expertise, and mitigate redundancy; and
- Implement new curricular directions reflecting student needs and institutional initiatives.

External Curricular Initiatives

- 1) Miami University has engaged with other Ohio higher education institutions and the Ohio Department of Higher Education on all of the **ODHE Transfer & Articulation initiatives** including Ohio Transfer 36, Transfer Assurance Guides, Ohio Transfer to Degree Guaranteed Pathways, Career Technical Assurance Guides, Military Transfer Assurance Guides, and more. Carolyn Haynes, Senior Associate Provost, co-chaired the statewide committee to revise the Ohio Transfer Module, has served on the Ohio Articulation & Transfer Network Advisory Board for over a decade, and chaired a task force to realign course matches with International Baccalaureate Examinations.
- 2) Miami University, along with Cincinnati State Technical & Community College, Gateway Community & Technical College, and Northern Kentucky University, joined the **Moonshot for Equity Initiative** in fall 2021 to promote seamless transfer pathways among these institutions along with diverse student success. Since its inception, Miami has developed over 120 transfer-friendly curricular pathways and wrap-around support for transfer students as they transition between institutions. Additionally, we have revised the alignment of the Miami Plan with OT36 to decrease students' time to degree, revised practices and policies that were barriers to transfer student success, and led four Transfer Summits for all institutions in the Southwest Ohio/Northern Kentucky region.

Data for this Report

To prepare this report, Miami University leveraged the data analyses and findings related to the APEIP project along data compiled by the Office of Provost and Office of Institutional Research and Effectiveness. Programs were evaluated in terms of the following indicators:

- 1) External demand (market, employer, student inquiries, Google searches)
- 2) Internal demand (enrollment trends, mission fit)
- 3) Program outcomes (completion rates, employment and placement rates)
- 4) Availability of resources (revenue & expenses, staffing)

Using the data analyses for the APEIP project as well as more recent enrollment data, Miami identified all academic programs whose enrollments over the past five years averaged below 20% above Miami's institutionally defined criteria for students in a program. In collaboration with deans and departments, each of these programs were provided one of the following labels:

- 1) No action (new program or program with strong success rates and enrollments)
- 2) Program elimination
- 3) Program restructuring (significant revisions planned)
- 4) Possible collaboration with University of Cincinnati

Miami's Office of Institutional Research and Effectiveness identified low-enrollment courses that over the past five years averaged below 20% above Miami's defined threshold for low-enrolled course sections. Courses in this list were assigned one of the following labels:

- No action (due to it being tied to new program, accreditation requirements, etc.)
- Course elimination
- Reduction in number of sections
- Change in course scheduling (day/time, frequency in scheduling)
- Change in delivery modality
- Possible course sharing (with another department or program).

LOW-ENROLLMENT THRESHOLDS

Courses

Miami University has had a longstanding practice of enforcing the following course enrollment thresholds:

Level	Institutional Threshold	20% Above Threshold
Undergraduate	12	14.4
Graduate	7	8.4

Exceptions to this practice include the following types of courses:

- ACE (courses for ESL international students with low TOEFL scores who are conditionally admitted to Miami University)
- Clinical Experiences
- Developmental/remedial courses
- Graduate Assistant Training Seminar or Training Seminars for Undergraduate Consultants/Tutors
- Independent Work/Study
- Internships
- Field Work
- Study Abroad
- Foreign Language courses (in less common languages)
- Courses offered on our Luxembourg campus
- Music Performance Lessons
- Practica
- ROTC courses
- Student Teaching
- Recreational/fitness courses

Programs

Miami University has historically not had a threshold for under-enrolled academic programs. However, for the purposes of this report as well as to advance the goals of APEIP, we have identified the following guiding thresholds which are based upon an average of five years:

Degree Program	Institutional Threshold	20% above Threshold
Undergraduate	35 (headcount)	49 (headcount)

Master & Doctoral	10 (headcount)	14 (headcount)
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LOW-ENROLLMENT COURSE ANALYSIS

Process of Course Deletion

Departments and divisions have the opportunity to delete a course at any point through our Course Information Management System. Once a course is deleted, it is no longer offered.

Additionally, Miami University has "Course Deletion" policy which reads:

"During the fall semester of each academic year, the Office of the University Registrar will electronically notify the appropriate chair or program director and academic dean of courses, (with cross-listing notations) that have not been offered or have had no enrollments for the prior four academic years. No action will be taken on these courses at this point in time. If the courses on this list are not offered the start of the fifth academic year, they will be removed from the General Bulletin. In this fifth academic year, the chair or program director with the approval of the appropriate academic dean may notify the Office of the University Registrar of a decision to retain the course on the list of active University courses for one (1) additional year. The course will remain for an additional sixth year and be deleted during the following year, if not offered or has no enrollment. Failure to supply such notification by stated deadline of the fifth year of a course not being offered will result in the deletion of the course from the General Bulletin list of active University courses. A department or program wishing to offer a course that has been deleted must follow the policy for approval of a new course before the course may be offered again."

This procedure has substantially reduced the number of under-enrolled courses and sections. For example, from Fall 2020 until Spring 2024, a total of 1,477 courses were eliminated. See Appendix B for a comprehensive listing of the eliminated courses. During the same period, 391 new courses were approved leading to a total net loss of 1,086 courses during this four-year period.

Current Low-Enrolled Courses

The following courses in 2023-2024 had an enrollment in some sections that were below 20% above Miami's defined threshold for low-enrolled course sections: 14.4 students for undergraduate courses and 8.4 students for graduate courses.

The Office of the Provost has worked with the Offices of the Academic Deans to evaluate the courses and make recommendations for improvement: (1) no action (due to it being tied to new program, accreditation requirements, etc.); (2) course elimination; (3) reduction in number of sections; (4) change in course scheduling (day/time, frequency in scheduling); (5) change in delivery modality; (6) possible course sharing (with other department or program); or (7) other.

Undergraduate Courses

Course #	Course Name	Division	Enrollment	Recommendation	Rationale
ACC445	Advanced Tax	FSB	5	No longer offered. That said, it was cross-listed with ACC 545 with a total enrollment of 16.	Low student interest. That said, it was cross-listed with ACC 545 with a total enrollment of 16 in fall 2023.

ACC490B	Strategy-Based Consulting	FSB	8	J-term, study-away trip (capped out 20 due to visit site capacity constraints).	ACC 490B (8 students) crosslisted with ACC 590B (2 students) and with MGT 490B (10 students) = 20 students
AMS183	Images of America	CLAAS	12	No action	Xlisted with ART 183; always has a waitlist
AMS205	Intro to American Studies	CAS	9	Offer fewer sections This section was reserved for ACE students (all other sections had 37 or more)	
AMS241	Religions of American Peoples	CAS	12		XL w/ REL 241 (30 enrolled)
AMS401	Senior Capstone in American Studies	CAS	10	Course elimination	Program has been eliminated
APC201	Intro Health Communication	CLAAS	11	Reduction in number of sections	Program has been eliminated
APC339	Organizational Communication	CLAAS	12	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
APC363	Advanced Methods in Applied Communication	CLAAS	8	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
APC401	Applied Communication Capstone	CLAAS	9	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
ARC105	Intro to Architecture	CCA	12		Studio course
ARC309	Furniture Design & Construction	CCA	13	No action - tied to accreditation and cohort-based.	We are now backfilling with Arc and Minor students
ARC405C	Seminar on Typology & Regionalism	CCA	5		Cross-numbered (9 total enrollment)
ARC405E	Trends in Computational Design	CCA	10		Cross-numbered (13 total enrollment)
ART102	Color Theory & Practice	CLAAS	10	No action	Studio; capped at 15
ART105	Technical Drawing	CLAAS	12	No action	Studio; capped at 15
ART111	Design & Composition	CCA	14	(3) Will reduce sections.	Studio
		CLAAS	10	Reduce frequency of offering to every other semester	
ART122	Drawing Projects	CCA	13	(3) Will reduce sections.	Studio
ART125	Beginning Printmaking	CCA	13	ART CENTER - please delete per email exchange	Studio
ART130	Lasercutting & Digital Design	CCA	12	ART CENTER - please delete per email exchange	Lab

ART131	3D Printing	CCA	13	ART CENTER - please delete per email exchange	Lab
ART147	Beginning Art Photography	CLAAS	9	No action	Lab; capped at 12
ART149	Beginning Digital Photography	CCA CLAAS	14 8	ART CENTER - please delete per email exchange	Lab
ART155	Beginning Drawing	CCA	12	ART CENTER - please delete per email exchange	Lab
ART160	Beginning Ceramics	CCA	14	ART CENTER - please delete per email exchange	Lab
ART165	Beginning Metals	CCA	13	ART CENTER - please delete per email exchange	Lab
ART170	Basic Woodworking	CCA	14	ART CENTER - please delete per email exchange	Lab
ART171	Narrative & Sequence	CCA	13	(3) Will reduce sections.	Studio
ART181	Concepts in Art	CLAAS	13	No action	This course is no longer being offered at the regionals
ART183	Images of America	CLAAS	12	No action	Xlisted with AMS 183; always has a waitlist
ART218	3D Shading and Texturing	CCA	10	XL w/ IMS218 - 22 total enrolled in Sp24	DELETE FROM LIST
ART221	Intermediate Drawing 1	CCA CLAAS	10 11	?? - see email from G. Radler	Studio
ART222	Intermediate Drawing 2	CCA CLAAS	3 2	?? - see email from G. Radler	Studio
ART231	Painting I	CCA CLAAS	13 6	Increasing enrollment limit; will stack as needed Stacked with 331/332	Studio
ART241	Printmaking I	CCA CLAAS	10 7	Stacked w/ 341/342/441 - 16 students enrolled	DELETE FROM LIST
ART255	Intro: Digital Photography	CCA CLAAS	14 8	Increasing enrollment limit - should have no problem reaching 15 Reduce frequency of offering	Studio; capped at 12 in CLAAS
ART256	Design, Perception & Audience	CLAAS	11	No action	This course has been revised to become CMA 256 and now counts for PA and SI. Current enrollments are strong.

ART257	Photography I	CCA CLAAS	13 7	Increasing enrollment limit; will stack as needed Reduce frequency of offering	Studio; capped at 12 in CLAAS.
ART261	Ceramics I	CCA	10	?? - see email from G. Radler; historically this class has always filled.	Lab
ART264	Jewelry Design & Metals I	CCA	13	(3) Will reduce sections.	Lab
ART271	Sculpture I	CCA CLAAS	12 14	(3) Will reduce sections. No action	Studio; capped at 15 in CLAAS.
ART320B	Advanced Drawing	CCA CLAAS	8 2	(3) Will reduce sections. Stacked with 221 and 222; total enrollment at 15 in Fall 2023	Studio
ART331	Painting II	CCA CLAAS	8 2	Stacked w/ ART332/630 - 19 enrolled in Sp24	DELETE FROM LIST
ART332	Painting III	CCA CLAAS	5 1	Stacked w/ ART331 - 14 enrolled in one stack and 17 enrolled in other stack in Fa23	Studio
ART341	Printmaking II	CCA CLAAS	4 3	Fa23 B: stacked w/ 241/342 - 18 students enrolled Sp24 A: stacked w/ 241/342/441/442 - 19 students enrolled	DELETE FROM LIST
ART342	Printmaking III	CCA CLAAS	2 3	Fa23 A: stacked w/ 241/341/441 - 16 students enrolled Fa23 C: stacked w/ 241/342/645 - 13 students enrolled Sp24 B: stacked w/ 241/341/441 - 15 students enrolled Sp24 C: stacked w/ 241/341 - 17 students enrolled	Studio
ART357	Photography II	CCA	12	(3) Will reduce sections or stack as needed.	Lab
ART361	Ceramics II	CCA	13	Typically fills, but can stack as needed.	Lab
ART362	Ceramics III	CCA	6	Sp24 A - stacked w/ 461/462/562/660 - 18 students enrolled	DELETE FROM LIST
ART364	Jewelry Design & Metals II	CCA	6	Fa23 A - stacked w/ 264/365/465/ - 20 students enrolled	DELETE FROM LIST
ART365	Jewelry Design & Metals III	CCA	4	Sp24 A - stacked w/ 264/364/464 - 18 students enrolled	DELETE FROM LIST
ART371	Sculpture II	CCA	4	Sp24 A - stacked w/ 271/372/472 - 15 students enrolled	DELETE FROM LIST

ART372	Sculpture III	CCA	1	Fa23 A - stacked w/ 271/371/471 - 18 students enrolled	DELETE FROM LIST
ART431	Painting IV	CCA	7	Stacked w/ 432/630 - 16 enrolled Fa23	DELETE FROM LIST
ART432	Painting V	CCA	6	Stacked w/ 431/630 - 15 enrolled Sp24	DELETE FROM LIST
ART441	Printmaking IV	CCA CLAAS	3 1	Sp24 A - stacked w/ 241/341/342/442 - 19 students enrolled	DELETE FROM LIST
ART442	Printmaking V	CCA CLAAS	2 2	Sp24 A - stacked w/ 241/341/342/441 - 19 students enrolled	DELETE FROM LIST
ART457	Photography IV	CCA	9	Stacked w/ 458/657 - 15 enrolled Fa23	DELETE FROM LIST
ART458	Photography V	CCA	9	Stacked w/ 457 - 11 enrolled Sp24	Lab
ART461	Ceramics IV	CCA	5	Fa23 A - stacked w/ 362/462/660 - 16 students enrolled	DELETE FROM LIST
ART462	Ceramics V	CCA	6	Fa23 A - stacked w/ 362/461/660 - 16 students enrolled	DELETE FROM LIST
ART464	Jewelry Design & Metals IV	CCA	2	Sp24 A - stacked w/ 264/364/365 - 18 students enrolled	DELETE FROM LIST
ART465	Jewelry Design & Metals V	CCA	1	Fa23 A - stacked w/ 264/364/365 - 20 students enrolled	DELETE FROM LIST
ART471	Sculpture IV	CCA	1	Fa23 A - stacked w/ 271/371/372 - 18 students enrolled	DELETE FROM LIST
ART472	Sculpture V	CCA	2	Sp24 A - stacked w/ 271/371/372 - 15 students enrolled	DELETE FROM LIST
ART492	Portfolio & Exhibition Experience	CCA	6	Reducing offerings to 1 section/yr	Studio
ART493	Professional Dispositions	CCA	12	No action - Field experience for pre-service teachers	Lab
ATH175	Global Cultural Diversity	CLAAS	10	Change in modality and day/time	
ATH231	Foundations of Cultural Anthropology	CLAAS	8	Reduce offerings	Course is not being eliminated that we know of, but CLAAS will not offer it anymore
ATH301	Intercultural Relations	CAS	10		XL w ITS 301 (enrolled 26)
ATH491	Career Paths with Anthropology	CAS	2	Exclude	Practicum
BIO104	Success in the Sciences	CAS	12	No action	sprint course for students who need assistance with 116
BIO116	Biological Concepts: Structure	CAS	11	Reduce number of sections	

		CLAAS	14	No action	Required for our life science and Applied Bio majors
BIO121	Environmental Biology	CAS	11	Reduce number of sections	
		CLAAS	14	Reduce number of sections	
BIO159	Seminar in Neuroscience	CAS	11	No action	Cross-listed with PSY 159, with 23 total students enrolled
BIO161	Principles of Human Physiology	CLAAS	9	No action	Only low section was the evening lab
BIO171	Human Anatomy & Physiology	CLAAS	12	No action	Required for NSG students
BIO172	Ecology of North America	CLAAS	10	No action	Required for NSG students; also BIO 172 is Human Anatomy and Physiology, not Ecology of North America
BIO201	Human Anatomy	CAS	12	Reduce number of sections	
		CLAAS	13	Reduce number of sections; change scheduling	
BIO203	Intro to Cell Biology	CLAAS	11	No action	Required for Life Science and Applied Bio majors
BIO232	Human Heredity	CLAAS	13	Reduce number of sections; pursue MPF status	
BIO256	Programming in Life Sciences	CAS	14		Lab
BIO314	Plant Diversity	CLAAS	14	No action	Required for Applied Biology majors
BIO400W	Capstone: Contemporary Issues	CLAAS	6	No action	Capstone
BIO408	Ornithology	CAS	9	no action	BIO 408/508 has a total of 18 students registered. This is a one lecture and two lab sections of 12 each because it requires vans to travel and the vans are limited to 12
BIO422W	Evol & Population Genetics	CAS	13	no action	Cross numbered (total of 17 students enrolled in F2024)
BIO431	Global Plant Diversity	CAS	11		Cross numbered (total of 13 students enrolled)
BIO433W	Field Ecology	CAS	13	Reduce number of sections	
BIO463W	Limnology	CAS	11	Reduce number of sections	
BIO466	Bioinformatics Computing Skill	CAS	13	no action	Lab; cross numbered (14 total students enrolled, 18

					total students enrolled in Fall 2024)
BIO481	Theory of Electron Microscopy	CAS	3	No action	Cross-numbered (12 students enrolled) - taught by director of CAMI
BIS201	Intro to Integrative Studies	CLAAS	10	Course elimination after the program is sunsetted	The program will be sunsetted
BIS301	Integrative Studies Seminar II	CLAAS	11	Course elimination after the program is sunsetted	The program will be sunsetted
BIS305	Integrative Writing in Global	CLAAS	6	Course elimination after the program is sunsetted	The program will be sunsetted
BIS401	Senior Integrative Seminar	CLAAS	5	Course elimination after the program is sunsetted	The program will be sunsetted
BSC292	Applied Biology Seminar I	CLAAS	13	Change in scheduling	
BUS241	Business in the Global Market	FSB	4		Special program with limited enrollment
CAS116	American Academic Culture Communication	CAS	4		Program for special population of students
CAS133	Advanced Communication Strategies II	CAS	9		Program for special population of students
CCA190A	Arts, Activism & Advocacy	CCA	10	This was a special offering for Prodesse Scholars	Program for special population of students
CCA201	Intro to Arts Management	CCA	13	Reduction in number of sections	
CCA302	Arts Marketing & Engagement	CCA	6	Offer every other semester	
CCA320	Arts Management & Esp Studio 2	CCA	6	No action - Stacked w/ CCA420 in Fa23 - 13 students enrolled. 26 enrolled in Fa24	New course in new major. Fall 24 enrollment - 26
CCA331	Acting for the Musical Stage	CCA	12	Monitor enrollment and possibly offer in alternating years.	Enrollment has increased in the musical theatre minor, which requires this class and will likely result in it meeting the minimum each year, though we can consider alternating years if necessary. This cap must be capped at 16 per NAST accreditation.
CCA420	Arts Mgmt & Esp Studio 3	CCA	7	No action - Stacked w/ CCA320 in Fa23- 13 students enrolled Fa23; 16 enrolled in Fa24	New course in new major. Fall 24 enrollment - 16
CEC101	Computing, Engineering & Society	CLAAS	11	Course elimination	Not offered by CEC
CEC102	Problem Solving & Design	CLAAS	14	Course elimination	Not offered by CEC

CEC140	Grand Challenge Experience	CEC	1	No change	Project course for NAE certificate; taught off-load like independent study
CHI252	Mod Chi Lit in English Translation	CAS	8	Curriculum is under revision.	
CHI253	Three Kingdoms	CAS	4	Curriculum is under revision.	
CHM109	Chemistry Fundamentals	CLAAS	12	Reduced number of section	
CHM111	Chemistry in Modern Society	CLAAS	13	Reduced number of sections. Change in course scheduling	
CHM111L	Chemistry in Modern Society Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM131	Chemistry of Life Processes	CLAAS	12	reduced number of sections. Change in course scheduling	
CHM131L	Chemistry of Life Processes Lab	CLAAS	13	Reduced number of sections. Change in course scheduling	Lab
CHM141R	College Chemistry	CLAAS	14	Reduced number of sections. Change in course scheduling	
CHM142	College Chemistry	CLAAS	14	Reduced number of sections. Change in course scheduling	
CHM142M	College Chemistry for Chemistry Majors	CAS	10	No action	Cross-listed with CHM 142H; 70- students in Sp2025
CHM144	College Chemistry Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM145	College Chemistry Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM231	Fundamentals of Organic Chemistry	CLAAS	7	Reduced number of sections. Change in course scheduling	
CHM231L	Fundamentals of Organic Chemistry Lab	CLAAS	7	Reduced number of sections. Change in course scheduling	Lab
CHM241	Organic Chemistry	CAS	9	Reduce number of sections	
		CLAAS	8	Reduced number of sections. Change in course scheduling	
CHM242	Organic Chemistry	CLAAS	8	Reduced number of sections. Change in course scheduling	
CHM244	Organic Chemistry Lab	CLAAS	10	Reduced number of sections. Change in course scheduling	Lab
CHM245	Organic Chemistry Lab	CLAAS	8	Reduced number of sections. Change in course scheduling	Lab
CHM425	Advanced Organic Chemistry	CAS	5	change in frequency of scheduling	Cross-numbered (10 total students enrolled)

CHM430I	Antibiotics & Microbes	CAS	8	change in frequency of scheduling	not taught in 2024-2025
CHM438	Biochemistry Lab	CAS	11		Lab
CHM450D	Intro Medicinal Chemistry	CAS	13	No action	25 students enrolled in Spring 2025
CHM454	Instrumental Analysis	CAS	7		Cross numbered (total of 12 students enrolled)
CIT167	IT People & Places	CLAAS	10	Reduced number of sections	
CIT201	Advanced Spreadsheet & Analytics	CLAAS	8	Course will be offered once a year instead of every semester	
CIT348	Info Management and Retrieval	CLAAS	13	Enrolls at above 15 level	Should not be on this list
CIT358	IT Assurance & Security	CLAAS	13	Expect better enrollment since it is now required course for the major	This course is now required for the Cybersecurity majors
CIT376	IT for Organizations	CLAAS	11	Will be offered once a year instead of every semester	
CIT386	Designing/Deploying Secure Net	CLAAS	9	New course. Was offered for the first time on AY 23-24.	This course is required for the Cybersecurity major (new major)
CIT480	Advanced Topics in Cyber	CLAAS	12	Will be offered every other year. Next time will be offered in Spring 26	
CJS101	Intro to the CJ System	CLAAS	12	Reduction in number of sections and change in modality	
CJS125	Law and the Courts	CLAAS	9	Now CJS 225. Reduction in number of sections and change in modality	
CJS231	Criminal Procedure	CLAAS	11	Now CJS 333. Reduction in number of sections and change in modality	
CJS235	Forensic Science Survey	CLAAS	7	Reduction in number of sections	
CJS270M	Crime Analysis	CLAAS	14	Eliminate course	
CJS270O	Suing Cops and Other Officials	CLAAS	10	Eliminate course	
CJS401	Race & Criminal Justice	CLAAS	9	Reduce frequency of offering	Cross listed (total of 10 students)
CJS411	Evidence Law & Expert Testimony	CLAAS	14	Reduce frequency of offering	
CJS451	Comparative Justice Systems	CLAAS	10	Reduce frequency of offering	
CJS485	Capstone in Criminal Justice	CLAAS	14	Reduce frequency of offering	
CLA190	Community Leadership Dialogues	CLAAS	7	Change in course scheduling	This course is part of the CLAAS Divisional Honors Program
CLS425	Senior Seminar	CAS	2		Cross listed (13 total students)

CMA401	Capstone in Community Arts	CLAAS	1	No action	Program has been given until fall 2026 to improve enrollments or it will be sunset. Currently has 12 enrolled for spring 2025.
CMR106	Intro to Business & the Economy	CLAAS	13	Change in modality	
CMR151	Intro to Hospitality Management	CLAAS	12	No action	Program is new and enrollments are improving
CMR207	Management Planning & Control	CLAAS	11	Reduction in number of sections	
CMR242	Management – Small Business Operations	CLAAS	9	Reduction in number of sections	
CMR302	Financial Info for Managers	CLAAS	8	Change in day/time and frequency of offering	
CMR351	Control Food/Bev Labor Costs	CLAAS	6	Reduce frequency of offering	Program is new and enrollments are improving
CMR352	Food Service Management	CLAAS	7	Reduce frequency of offering	Program is new and enrollments are improving
CMR401	Leadership Decision Skills	CLAAS	7	Reduction in number of sections	
CMR442	Current Issues & Innovations	CLAAS	8	Reduction in number of sections	
CMR451	Special Events Planning & Management	CLAAS	4		
CMR461	Sales Management	CLAAS	13	Change in modality	
CPB301	Pulp & Paper Chemistry	CEC	13	Change in course scheduling	Reduce frequency
CPB314	Engineering Thermodynamics	CEC	6	Course sharing with MME 314	
CPB328	Bioinstrumentation	CEC	7	No change	Newly req'd for BME
CPB451	Unit Operations Laboratory	CEC	11	No change	Lab; req'd, normally meets enrollment threshold
CPB452	Intro to FDA Reg, Med Dev Laws	CEC	12	No change	27 enrolled for 202520
CPB453	Med Device Development and Reg	CEC	5	No change	Crosslisted with 553; normally meets threshold
CPB471	Engineering Design I	CEC	11	No change	Required capstone
CPB472	Engineering Design II	CEC	12	No change	Required capstone
CRE362	Family Poverty	CLAAS	6	Stopped offering crosslist	The course won't be offered again
CSE174	Fundamentals Programming & Problem Solving	CLAAS	12	Reduce number of sections	Required course
CSE202	Software Requirements	CEC	10	Reduce number of sections	Required course
CSE212	Software Engineering for UI/UX	CEC	13	Reduce number of sections	Required course

CSE274	Data Abstractions & Structures	CEC	14	Reduce number of sections	Required course
CSE301	Software Architecture & Design	CEC	14	Reduce number of sections	Required course
CSE302	Software Construction	CEC	13	Reduce number of sections	Required course
CYB234	Sys Admin and Scripting	CEC	11	No change	Part of new major
CYB332	Human, Org, Soc Security	CEC	4	No change	Part of new major
CYB334	Network Security	CEC	7	No change	Part of new major
CYB335	Defensive Security	CEC	4	No change	Part of new major
DST312	American Deaf Cultures	CLAAS	12	Reduced number of sections. Change in delivery modality	
ECE205	Electric Circuit Analysis – I	CEC	14	No change	Lab; required for multiple majors, normally meets enrollment threshold
ECE287	Digital Systems Design	CEC	6	No change	Lab, req'd; normally meets enrollment threshold
ECE414	Robotics: Design & Modeling	CEC	8	No change	Req'd for new major, expect increase; crosslisted with 514
ECE430	EM in Sensing & Communications	CEC	7	Change in course scheduling	Crosslisted (10 total students); reduce frequency
ECE436	Control of Dynamic Systems	CEC	6	Change in course scheduling	Crosslisted; reduce frequency
ECE448	Senior Design Project	CEC	5	No change	Lab; required capstone
ECE449	Senior Design Project	CEC	4	No change	Lab; required capstone
ECE484	Embedded Systems Design	CEC	13	No change	Lab, req'd; normally meets enrollment threshold
ECE493	Power Electronics	CEC	5	Change in course scheduling	reduce frequency
ECO201	Principles of Microeconomics	CLAAS	12		
ECO301	Money & Banking	FSB	9	J-term-instructor agreed to reduced compensation	required for FIN, normally has 60+
ECO315	Intermed Microeconomic Theory	FSB	12	reduced number of sections	Enrollment normally 25+
ECO322	Introduction to Economic Research	FSB	4	reduced frequency	was a 1-credit course over J-term for which the instructor was not compensated out of tuition
ECO414	Mathematical Economics	FSB	5	Stacked course with over 15 enrolled	DELETE
ECO415	Topics in Microeconomics	FSB	1	Stacked course with over 15 enrolled	DELETE
ECO417	Topics in Macroeconomics	FSB	3	Stacked course with over 15 enrolled	DELETE
ECO420U	Financial Crises & Recessions	FSB	11		

EDL204	Sociocultural Studies in Education	EHS CLAAS	11 9	Reduce number of sections Reduce number of sections	Reduced sections from 11 to 8
EDL290E	Emerging Leaders	EHS	8	No action	Part of the emerging leaders living learning community.
EDL318A	Teacher Leadership: Adolescent Education	EHS	11	No action	Spring 24 enrollment 15
EDL318M	Teacher Leadership: Middle Childhood	EHS	11	Delete course	Gradeband change will combine primary and middle grades. This course will be deleted.
EDL383	Service in Urban Communities	EHS	1	Change course scheduling	Reduce frequency and investigate sharing with other departments
EDL464	Community-Based Leadership	EHS	12	No action	This is the capstone course for CBL minor.
EDP419F	Sup Tchg: Mild/Mod & Mod/Int	EHS	9	No action	Student Teaching
EDP432`	Assess & Edu Plan/Child PK-Grade 5	CLAAS	14	New recruitment strategy	This section was restricted to RPEC students. We now have recruited larger cohorts which will increase the enrollments of these particular sections.
EDP437	Blended & Online Learning Design	EHS	4	No action	Dual listed with EDP 537
EDP460	Research Sem/Exc Ed Devel Diff	EHS	9	No action	Action research/problem base seminar
EDP468	Methods II: Moderate/Intensive	EHS	12	No action	Dual listed with EDP 568
EDP479	Autism: Intro/Research	EHS	14	No action	Dual listed with EDP 579
EDP487	Student-Centered Practices	EHS	10	No action	Dual listed with EDP 587
EDP491	Methods II: Mild/Moderate Methods	EHS	10	No action	Dual listed with EDP 591
EDP496	Behav Interventin: Theory/Princ/Tech	EHS	8	No action	Dual listed with EDP 596
EGM411	Leading & Managing Projects	CEC	11		
EGS319	Medical Writing	CLAAS	11	This course should not be included here. In Fall 2023 it had 23 students and in Spring 2024 it had 22 – not low enrolled.	
EGS320A	Woolf and British Modernism	CLAAS	10	This course won't be offered again	Faculty who taught this course has retired
EGS390J	Literary Naturalism	CLAAS	10	This course won't be offered again	Faculty who taught this course has retired
EGS495	Capstone in English Studies	CLAAS	8	Reduce number of sections	

ENG104	Writing Studio	CLAAS	8	Reduced number of students. Raised the course cap from 8 to 10	Supplemental support course
ENG112	Composition & Literature	CLAAS	12	Reduced number of sections	
ENG122	Popular Literature	CLAAS	13	Change in course scheduling	
ENG125	Intro to Drama	CAS	11		Cross-listed with ENG 125H (actual enrollment is 24)
ENG134	Intro to Shakespeare	CLAAS	11	Changed the modality of delivery	
ENG151	Intro to Critical Reading	CLAAS	13		TLC course
ENG224	Prof Com & Digital Rhetoric	CAS	11		
ENG236	Experimental Film	CAS	10		cross-listed with FST 236 (actual enrollment is 34)
ENG248	Asian American Literature	CLAAS	7	If this course is under-enrolled in the future, we won't offer it	
ENG249	Asian and Asian American Cinema	CLAAS	7	Cross listed with AAA and FST. Had enrollment of 22.	
ENG273	English Lit: 1660-1900	CLAAS	10	Change in course scheduling	We will develop this course as ONLA
ENG356	Women & Gender in Film	CLAAS	8	Cross-listed with FST and WGS. Total enrollment: 20	
ENG413	Grant and Proposal Writing	CLAAS	10	Change in course scheduling	Available in ONLA format, but there is demand for F2F modality.
ENG420	Adv Creative Writing: Fiction Workshop	CAS	10	No action	considering offerings as part of program review
ENG423	Adv Creative NonFiction	CAS	13	No action	considering offerings as part of program review
ENG430	Adv Creative Writing: Poetry Workshop	CAS	10	No action	considering offerings as part of program review
ENG460	Capstone: Issues in Creative Writing	CAS	11	No action	considering offerings as part of program review
ENG481	Writing Center Theory & Practice	CAS	12	No action	considering offerings as part of program review
ENT137	Intro to Engineering Technology	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT193	Circuit Analysis II	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign

ENT196	Electronics	CLAAS	8	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT235	Computer-Aided Design	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT252	Computer-Aided Manufacturing II	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENG278	Mech III: Machine Component	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT293	Digital Systems	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT294	Local Area Networks	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT303	Digital Signal Processing Tech	CLAAS	4	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT312	Thermodynamics and Heat Power	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT355	Intro Finite Element Analysis	CLAAS	11	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT403	Wireless Communication	CLAAS	5	Change in course scheduling	Lab. The programs in ENT are undergoing a curriculum redesign
ENT404	Experimentation Techniques	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT413	Industrial Robotics Lab	CLAAS	8	Change in course scheduling	Lab. The programs in ENT are undergoing a curriculum redesign
ENT418	Electro-Mechanical Control Sys	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT478	Product Development	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT497	Senior Design Project	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign

ENT498	Senior Design Project	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ESP401	Entrepreneurship: New Ventures	FSB	10	all sections for spring '25 show enrollment > 25	
ESP432	Entrepreneurship & Faith	FSB	11	spring '25 enrollment at 23	
ESP444	Venture Capital Immersion	FSB	6		
ESP481	Technology, Products & Ventures	FSB	12	course not offered spring '25	
ESP490	Special Topics – Entrepreneurship	FSB	7		
FAS211	Fashion Draping	CCA	7	Stacked w/ FAS341/441 - 12 enrolled Fa23. Working on building fas design cohort.	Studio
FAS212	Flat Pattern Drafting	CCA	6	Stacked w/ FAS341/441/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS281	Contemporary Fashion History	CCA	8	This was a summer course	
FAS341	Junior Fashion Studio	CCA	4	Stacked w/ FAS212/441/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS360	Fashion & Digital Tools	CCA	14	Working on building fas design cohort.	
FAS441	Senior Fashion Studio	CCA	2	Stacked w/ FAS212/341/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS442	Fashion Portfolio	CCA	2	Stacked w/ FAS212/341/441 - 14 enrolled Sp24. Working on building fas design cohort and opening up to MUF&D designers.	
FIN404	Forward, Futures & Derivatives	FSB	7	Revising the number of sections taught. Currently 3 sections in the spring with the other two sections above 30 in each. TR 4:25 not a popular time slot	
FIN482	Student Managed Fund II	FSB	8	New capstone class in FIN that has prerequisites. Demand for Spring 2025 is 15	Captstone in FIN
FIN485	Integrative Concepts in Finance	FSB	8	Looking at the number of sections offered, but students are choosing to try and take capstone in the spring instead of fall.	
FRE102	Elementary French	CAS	12	Reduction in number of sections	Divisional requirement
FRE201	Intermediate French	CAS	14	Reduction in number of sections	Divisional requirement

FRE202	Critical Analysis/French Culture	CAS	14	Reduction in number of sections	
FRE303	Mod and Contemp Lit & Life	CAS	14	Revision of offerings in progress	
FRE310	Texts in Context	CAS	8	Revision of offerings in progress	
FRE425	Senior Seminar	CAS	7	Course elimination	Program being eliminated
FST330B	Film Auteurs: Alfred Hitchcock	CLAAS	12	This was a special topic course. It won't be offered again under this topic.	faculty who taught this topic has retired
FST360B	Film Noir	CAS	12	Special topic will not be taught again.	
FST360S	Star Wars: Force, Culture & SciFi	CAS	11	Special topic will not be taught again.	
FSW201	Intro to Social Work	EHS	12	No action	Required course offered in multiple modalities to accommodate all students.
FSW225	Family Schools & Communities	EHS	9	Reduction in section numbers	Required course for multiple majors
		CLAAS	13	Reduction in section numbers	
FSW295	Research Methods	EHS	13	No action	Required course offered in multiple modalities to accommodate all students.
FSW304	Professionalism & Ethics	EHS	12	Reduce number of sections	Required course
		CLAAS	12	Reduction in section numbers	
FSW312	Human Behavior/Soc Environment	CLAAS	13	Reduction in section numbers	
FSW362	Family Poverty	CLAAS	5	Cross-listed with SOC 362 and CRE 362. Was well-enrolled	
FSW412	Senior Seminar Social Work I	EHS	13	No action	Practica
FSW413	Senior Seminar Social Work II	EHS	5	No action	Practica
GEO101	Global Forces, Local Diversity	CLAAS	7	Reduce number of sections	
GEO122	Geographic Environments	CAS	8	No action	Error - all sections had close to 60
GEO442	Advanced Geographic Info Systems	CAS	11		
		CLAAS	7	Change in delivery modality	
GER101	Beginning German	CAS	12	Offer fewer sections	CAS requirement
GER312	Coming of Age in German Life & Thought	CAS	14	Curriculum is under revision.	
GER410G	German Culture Between the Wars	CAS	10	Course elimination	
GER471	Linguistic Persp Contemporary German	CAS	8	Course elimination	
GHS301	Seminar in Global Health	CAS	13	Course elimination planned	
GHS491	Global Health Leadership	CAS	6	Course elimination planned	

GLG141	Geology of US National Parks	CLAAS	12	Reduction in number of sections	
GLG204	Survival on Evolving Planet	CAS	11	no action	15 students in Fall 2024
GLG211	Chemistry of Earth Systems	CAS	12	Reduce number of sections	
GLG322/322L	Structural Geology & Structural Geology Lab	CAS	14	Change in frequency of scheduling	going from every year to every other year
GLG354	Geomorphology	CAS	4	no action	19 students in Fall 2024
GLG357	Igneous/Metamorphic Petrology	CAS	14	no action	15 students in Spring 2025
GLG428	Hydrogeological Modeling	CAS	7	change in frequency of scheduling	not offered in 2024-2025
HST111	American History to 1877	CLAAS	13	Reduce number of f2f sections	Online sections do better
HST197	World History to 1877	CLAAS	12	Reduce number of sections	
HST270D	Mongols and their World	CAS	14		
HST290K	Ohio History	CLAAS	13	No action	Special topics course; won't be offered again.
HST354	Modern Chinese History	CAS	14	No action	31 students enrolled in Sp2025
HST360J	Gender & Sexuality Latin America	CAS	2		Cross list (total enrollment of 13 students)
HST400	Senior Capstone in History	CAS	9		
HST436	Havighurst Colloquium	CAS	6		Cross list (total of 10 students enrolled)
IES429	Environmental Communication	CAS	4	no action	Cross listed (20 total students in Spring 2025)
IES441	Env and Public Health	CAS	5		
IMS221	Music Technologies	CCA	1	Reduction in sections offered	Cross listed (11 total students)
IMS228	Co-Lab	CCA	11	Reduction in sections offered	Lab
IMS314	Game Usability & Human Factors	CCA	13	Reduction in sections offered	
IMS322	Intermed Interaction Dev	CCA	13	Reduction in sections offered	
IMS354	Intermed Interaction Design	CCA	11	Reduction in sections offered	
IMS355	Prin & Pract- Managing Int Proj	CCA	14	Reduction in section offering	355 or 421 picklist
IMS381	Music for Games	CCA	7	No action	Cross list (total of 10 students). Only offered once per year for games program.
IMS396	Inside Startups	CCA	10	Reduction in section offerings	Course for specific population of students - DI Program

IMS398	Startup Networking	CCA	3		Course for specific population of students - DI Program
IMS421	Digital Product Management	CCA	12	Reduction in section offerings	
IMS422	Advanced Interaction Design & Dev	CCA	12	Reduction in section offerings from picklist.	
IMS431	Creative Direction in Ent Des	CCA	11	no action	pipeline in prerequisite courses has increased above threshold
IMS452	Senior Degree Project	CCA	12	Reduction in section offerings	
IMS473	Business of Esports	CCA	1	Course elimination	Cross numbered (enrollment of 8 students); program eliminated
IMS474	Special Topics in Esports	CCA	3	Change in course delivery	Moving from 2ch to 3ch standard to boost demand
IMS475	Esports Brand Management	CCA	3	Course elimination	
JRN201	Reporting & News Writing I	CAS	10	Reduction in section offerings	
KNH221	Social Marketing in Public Health	EHS	10	Course elimination	Course deactivated
KNH244L	Functional Anatomy Lab	EHS	14	No action	Lab
KNH245	Health Issues for Children	EHS	12	Reduction in section offerings	Course needed for licensure requirement
		CLAAS	9	New recruitment strategies	
KNH381L	Biodynamics of Hum Perf Lab	EHS	14	No action	Lab
KNH382L	PA and Fitness Assessment Lab	EHS	11	No action	Lab
KNH395	Public Health Research Methods	EHS	14	Change scheduling frequency: Offer ever other year	An elective course for Health Behavior minor
KNH402	KNH Capstone	EHS	10	No action	Capstone course offered in multiple modalities to accommodate all students
KNH453M	Public Health Campaigns	EHS	9	KNH public health major is in teach-out	KNH public health major is in teach-out
LAS410G	Capitalism & Commodities in LA	CAS	8	Course elimination	Program eliminated
LIN210F	Language Technology	CAS	9	program under revision	
LIN210K	Language and Syntax	CAS	11	program under revision	
LIN460	Capstone in Linguistics	CAS	14	program under revision	
MAC309	Advertising n Consumer Culture	CAS	13	Reduction in number of sections	
MAC311	Fiction Film Production	CAS	9	reconsideration of curriculum and facilities capacity	experiential learning

MAC450U	Topics in Film	CAS	11	reconsideration of curriculum and facilities capacity	experiential learning and required for capstone
MBI111	Microorganisms & Human Disease	CLAAS	7	CLAAS offering	
MBI131	Community Health Perspectives	CLAAS	12	CLAAS offering	
MBI143	Parasitology and Mycology	CAS	11	change in frequency of scheduling	Lab
MBI224	Bacteriophage Genomics	CAS	14	no action	Lab; experiential learning; 15 students enrolled Sp2025
MBI465	Genetics Lab	CAS	10	will reconsider offerings	Lab; experiential learning. grant-funded
MBI490	Undergraduate Seminar	CAS	7	Reduce number of sections	
MME202	Numerical Methods	CEC	13	No action	Normally has full enrollment
MME305	Measurements and Instrumentation	CEC	11	No action	Normally has full enrollment
MME437	Manufacturing Automation	CEC	8	Course elimination	
MME448	Senior Design Project	CEC	8	No action	Lab: required capstone off - cycle
MME470D	Advanced Computational Methods	CEC	12	No action	cross listed with MME 570D.
MTH115	Math for Teachers Grades P-6	CLAAS	11	Reduction in number of sections	
MTH119	Quantitative Reasoning	CLAAS	7	Stopped offering this course. Might offer again in the future	
MTH122	College Algebra	CAS	13	No action	It was a new course in AY 23-24. Now it is well enrolled
MTH124	Trigonometry	CLAAS	10	No action	It was a new course in AY 23-24. It is well enrolled now
MTH141	Business Calculus	CLAAS	11	Stopped offering this course. No demand on the Regionals	
MTH217	Mathematics for Middle School	CAS	10	No action	15 students Spring 2025
MTH218	Geometry/Middle Childhood Teacher	CAS	11	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)
MTH231	Elements of Discrete Math	CLAAS	7	Reduced number of sections	
MTH253	Introduction to Technical Comp	CAS	10	change in frequency of scheduling	not taught in 2024-2025
MTH309	OAE Math Problems Seminar	CAS	11	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)
MTH407	Mathematical Structures – Inquiry	CAS	12	No action	18 students Spring 2025
MTH408	Problem Solving with Technology	CAS	10	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)

MTH411	Foundations of Geometry	CAS	9	Reduce number of sections	
MTH483	Intro to Mathematical Logic	CAS	6	change in frequency of scheduling	Cross-listed (9 total students enrolled)
MTH491	Intro to Topology	CAS	3	No action	MTH 491/591 had 22 students in Fall 2024
MTH495	Applied Nonlinear Dynamics	CAS	3	No action	Cross listed: 16 total students in Spring 2025
MUS100Z	Laptop Ensemble	CCA	13	In AY 24-25, increased enrollment capacity to 17. We are unable to increase capacity beyond 17 based on limitations of classroom space, equipment, concert locations such as the XR Stage and Souers Recital Hall stage.	
MUS102	Theory of Music II	CCA	13	Reduced number of sections for AY 24-25, which eliminated low enrollment for 102	
MUS110	Vocal Accompanying	CCA	6	Similar to applied music - 1:1 instruction (bullet point "Music Performance Lessons")	
MUS115	Beginning Piano for Non-Majors	CCA	12	Lab space only accommodates 12 students at piano stations.	Enrollment limited due to lack of space and additional pianos. Feasibility and cost of moving the piano lab is being analyzed.
MUS120	Instrumental Accompanying	CCA	3	Similar to applied music - 1:1 instruction (bullet point "Music Performance Lessons")	
MUS151	Theory of Music: Aural Skills I	CCA	9	Reduction in section offerings	Lab
MUS161	Functional Piano	CCA	10	Lab space only accommodates 12 students at piano stations.	Enrollment limited due to lack of space and additional pianos. Feasibility and cost of moving the piano lab is being analyzed.
MUS171	Composition Seminar	CCA	11	This course is being discussed for elimination from curriculum	Consistently under enrolled
MUS175	Intro to Music Education	CCA	13	Considering reduction in sections from 2 to 1	Note: FY 24-25 enrollment was 39
MUS185	Multicultural Perspectives in Music	CLAAS	12	Reduce number of sections	
MUS201	Theory of Music III	CCA	12	Reduced number of sections for AY 24-25, which eliminated low enrollment for 201	
MUS202	Theory of Music IV	CCA	14	Reduced number of sections for AY 24-25, which eliminated low	

				enrollment for 202	
MUS215	Class Voice for Music Theatre	CCA	12	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every spring). Also considering opening up to non-minors (currently restricted to Music Theatre minors).	
MUS216	Applied Voice for Music Theatre	CCA	13	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS218	Beginning Guitar	CCA	11	Reduction in sections	
MUS218A	Intermediate Guitar	CCA	10	Considering course elimination	
MUS235	Lyric Diction I	CCA	10	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every fall), along with possible curricular revision	
MUS236	Lyric Diction II	CCA	13	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every other spring), along with possible curricular revision	
MUS239	Alexander Technique	CCA	2	XL w/ THE239. Was taught as unpaid overload.	Cross list (total of 5 enrolled students)
MUS244Z	Applied Music – Composition	CCA	3	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS251	Theory of Music: Aural Skills III	CCA	12	Reduced number of sections for AY 24-25, which eliminated low enrollment for 251	
MUS252	Theory of Music; Aural Skills IV	CCA	11	Reduced number of sections for AY 24-25, which eliminated low enrollment for 252	
MUS260	Functional Piano	CCA	12	Lab space only accommodates 12 students at piano stations.	Lab; limited enrollment due to space size and available pianos Feasibility and cost of moving the piano lab is being analyzed.
MUS262	Jazz Improvisation I	CCA	12	Will not run if low enrolled	Lab
MUS344Z	Applied Music – Composition	CCA	4	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS345	Elem Gen Music for Instrumental	CCA	6	Stacked w/ MUS355 - 18 enrolled in Sp24	DELETE FROM LIST
MUS352	Conducting I	CCA	12	Reviewing for possible change in course scheduling - day/time	

MUS355	General Music Teaching Techniques – Elementary	CCA	12	Stacked w/ MUS345 - 18 enrolled in Sp24	DELETE FROM LIST
MUS358	Marching Band Techniques	CCA	7	Reviewing for possible change in frequency of offering	Note: Fa24 enrollment of 29
MUS359	Secondary Instrumental Methods	CCA	8	Reviewing for possible change in frequency of offering	
MUS386	History of Hip Hop	CCA	11	Low enrollment due to unnecessary course prerequisites and MP revisions; this has been solved for future offerings and we do not anticipate any challenges with low enrollment moving forward.	
MUS404	Wind Band/Ensemble Literature	CCA	6	Considering course elimination; not required in any degree plan	
MUS430	Piano Pedagogy	CCA	1	Stacked w/ MUS530; 6 enrolled in Sp24; requirement for GRAD program	
MUS444Z	Applied Music – Composition	CCA	2	Applied instruction (bullet point “Music Performance Lessons”)	DELETE FROM LIST
MUS490	Special Topics in Music	CCA	1	Stacked w/ MUS590 - 7 enrolled in Sp24 (590 is requirement for MM program)	
PHL245	Writing Philosophy	CAS	14	no action	21 students in fall 2024 CAS & major requirement, typically enrolls 20-21 students (avg over last few years is 17)
PHL373	Symbolic Logic	CAS	11	no action	stacked with 373H (honors contract), actual total is 16
PHL420E	Foucault	CAS	4	Course elimination	
PHL450D	Philosophy of Action	CAS	6	Course elimination	
PHY121	Energy & Environment	CLAAS	14	Reduction in course sections	
PHY161	Physics for Life Sci and Lab I	CLAAS	10	Reduction in course sections	Lab
PHY292	Electronic Instrumentation	CAS	13	no action	19 students in Fall 2024
PHY293	Contemporary Physics Lab	CAS	8	no action	Lab; 19 students in 2 sections in F2024 - not safe to combine into one room
PHY294	Lab – Electronic Instrumentation	CAS	11	no action	Lab; 25 students in 2 sections in Sp2025 - not safe to combine into one room

PHY400	Physics Seminar	CAS	1	no action	cross listed with PHY 500, which had 17 students in Fall 2024 and will have 16 students in Spring 2025
PHY401	Physics Assessment Examination	CAS	3	no action	not an actual class that is part of anyone's workload; just a 0-credit class which is a way to require students to take an exam for internal assessment
PHY421	Molecular & Cell Biophysics	CAS	8	change in frequency of scheduling	not taught in 2024-2025
PHY461	Electromagnetic Theory	CAS	5	change in frequency of scheduling	
PHY483	Mathematical Methods in Physics	CAS	7	change in frequency of scheduling	
PHY491	Intro to Quantum Mechanics I	CAS	7	change in frequency of scheduling	
PMD101	Explorations in Healthcare	CAS	4	Reduction in number of sections offered	
POL271	World Politics	CLAAS	8	Reduction in number of sections	
POL345K	Constitutional Conversation	CAS	9	no action	taught by adjunct funded with gift money
POL374W	Foreign Policy Analysis	CAS	12	Other: Moving to new writing plan	
PSS401F	Cognitive Psychological Science	CLAAS	11	No action	New course
PSY458	Capstone in Neuroscience	CAS	11	Other: Merging with another cours	Won't be offered like this again
PSY470	Seminar in Cognition	CAS	8	Other: Merging with another cours	Won't be offered like this again
REL373	Religion after Communism	CAS	11	no action	reconsidering offerings after program elimination
SLM402	Critical Reflection on Practices	EHS	11	No action	Multiple sections required to accommodate student demand
SOC201	Social Problems	CLAAS	11	Reduce frequency; change day/time	
SOC435	Death Studies	CAS	3	No action	Cross listed with FSW
SPA413	Senior Seminar: Communication Disorders	CAS	8	Change in course scheduling	Will be offered in the Fall only - fall semester has filled higher than Spring
SPN204	Second Year Spanish Lab	CAS	2	no action	Lab
SPN311	Grammar Review and Intro Composition	CAS	12	no action	stacked with honors, actual enrollment is 16
SPN312	Intro to Spanish Language and Linguistics	CAS	12	offer fewer sections	3 sections, 2 enrolled past 15
SPN 322	Hispanics and Health Care	CAS	13	offer once instead of twice a year	

SPN331	Spanish for Community Work	CAS	11	No action	17 enrolled in Fall 2024
SPN370X	Soccer in Europe	CAS	7	Reduce number of sections offered	
SPN382	Language and Culture II	CAS	14		20 enrolled in Fall 2024@B
SPN450I	Conq & Image in Span Colo Amer	CAS	13	i	Cross-listed with SPN 550I with a total of 16 students
SPN461	Spanish Am Film Vis Dig	CAS	13	Monitor enrollment and reduce upper-level offerings	
SPN463	Spanish Amer Interdisc Studies	CAS	14	Monitor enrollment and reduce upper-level offerings	
SPN490	Issues in Hispanic Literature, Linguistics, Culture	CAS	11	reduction in number of offerings	required for Spanish major - the only capstone
STC135	Principles of Public Speaking	CLAAS	10	Reduction in number of sections	
STC236	Intercultural Communication	CLAAS	10	Reduction in number of sections	
STC262	Research Methods	CLAAS	3	Change modality of delivery	
STC359	Advanced Strat Comm Writing	CAS	12	Reduce number of sections offered	
STC459	Strat Comm Campaigns	CAS	10	Reduce number of sections offered	
TCE202	Global Childhood Education	EHS	11	No action	
TCE225	Family, Schools & Communities	CLAAS	14	Croll-listed with FSW 225. Was well-enrolled	
TCE242P	Phonics & Literacy Instruction	EHS	5	Deleted	Replaced by Science of Reading course TCE 347
TCE246P	Reading, Language & Literacy	EHS	12	Deleted	Replaced by Science of Reading course TCE 247
TCE252M	Early School Experience: Middle	EHS	11	No action	Early Field Experience
TCE272P	Intro of Childhood Dev & Ed	CLAAS	9	Change in scheduling	The section of TCE 272P was taught for our non- RPEC, Oxford relocation education students. We are now combining our RPEC and relocation students into the same section of this course to increase enrollment.
TCE274	Prekindergarten Curriculum II	CLAAS	11	New strategies to increase enrollment	TCE 274 is part of the Pre K curriculum and we have been developing and beginning to implement several new recruitment strategies to increase enrollment.
TCE280	Beyond Sudoku	EHS	11	No action	2nd year honors core course

TCE310	Applications of Peer Education	EHS	11	No action	Fall 2024 sections (121 and 23 students)
TCE315P	Children's Literature for PK-5	EHS	12	No action	Part of the literacy curriculum that is being revised.
TCE420C	Urban Teacher Cohort Sem II	EHS	10	No action	Selective program with limited enrollment
TCE420F	Teach FL: Elementary School	EHS	12	No action	Practicum
TCE427	Adolescent Language Arts I	EHS	12	No action	Dual listed with TCE 527 (14 total students enrolled)
TCE428	Adolescent Language Arts II	EHS	11	No action	Dual listed with TCE 528 (13 total students enrolled)
TCE431	Adolescent Science Methods I	EHS	9	No action	Dual listed with TCE 531
TCE432	Adolescent Science Methods II	EHS	8	No action	Dual listed with TCE 532
TCE433	Adol Social Studies Methods I	EHS	12	No action	Dual listed with TCE 533 (14 total students enrolled)
TCE434	Adol Social Studies Methods II	EHS	12	No action	Dual listed with TCE 534 (14 total students enrolled)
TCE444	Language Teaching & Learning I	EHS	7	No action	Dual listed with TCE 544 (11 students enrolled)
TCE445	Language Teaching & Learning II	EHS	6	No action	Dual listed with TCE 545 (10 total students enrolled)
TCE446A	Integ Literacy Across Content	EHS	8	No action	Dual listed with TCE 546A (10 total students enrolled)
TCE446L	Reading Secondary School: Foreign Language	EHS	6	No action	Dual listed with TCE 546L (11 total students enrolled)
TCE448M	Reading Practice: Middle Grades	EHS	2	No action	Practicum
TCE454	TESOL PK12: Theory and Practice	EHS	10	No action	Dual listed with TCE 554 – total enrollment 13
TCE473P	PK-5 Synthesis	CLAAS	14	New recruitment strategies	This section was restricted to RPEC students. We now have recruited larger cohorts which will increase the enrollments of these particular sections.
TCE474P	Classroom Cultures, Community	EHS	14	No action	Fall 2024 enrollment-- 26,26,19
THE123	Acting for Non-Majors	CLAAS	13		
THE131	Principles of Acting	CCA	9	Increase accessibility to theatre minors by pre-seating majors and removing restrictions.	Studio must be capped at 16 per NAST accreditation. Low enrollment was an anomaly

					and is not expected to repeat.
THE151	Stage Makeup	CCA	14	Increasing class size	Purchased add'l equipment so can increase class size
THE226	Acting Studio: Foundations	CCA	14	Increase accessibility to minors & reduce number of upper-level acting courses in same semester.	Studio must be capped at 16 per NAST accreditation.
THE239	Alexander Technique	CCA	3	XL w/ MUS239. Possibly deactivate - need convo w/ Music.	Cross list (total of 5 enrolled students)
THE251	Visual Communication for Theatre	CCA	14	Deactivate - course discontinued w/ curriculum revision	Studio
THE301	Professional Practice in Theatre	CCA	12	Consider opening to theatre/dance/MT minors.	Higher enrollments in THE major should ensure this class meets the minimum moving forward.
THE351	Dance as Culture	CCA	12	Added to MP	Added to Miami Plan as perspectives course - no longer under enrolled.
THE361	Choreography	CCA	14	Decreased frequency back to alternating years.	Studio. Strong student interest - should be OK now that it is back on a regular schedule.
THE421	Fundamentals of Directing	CCA	13	Increase course cap, decrease frequency to alternating years.	Studio capped at 16 per NAST accreditation.
THE422	Theatre: Politics & Ethics	CCA	8	Possible conversion to capstone.	Increased enrollment in the major should prevent future under-enrollment of this course.
THE439A	Acting for the Camera	CCA	13	Increase accessibility to minors & reduce number of upper-level acting courses in same semester.	
UNV171	First-Year Research I	CAS	5		Special program with limited enrollment
UNV172	First-Year Research II	CAS	12		Special program with limited enrollment
WST201	Self and Place	CAS	14	Reduction in number of sections	WST is reviewing schedule of offerings
WST231	Interdisciplinary Inquiry	CAS	7	Reduction in number of sections	

Graduate Courses

Course #	Course Name	Division	Enrlmt	Recommendation	Rationale
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ARC601	Architecture Studio	CCA	8	No action - has historically met min enrollment of 7	
ARC602	Architecture Studio	CCA	8	No action - has historically met min enrollment of 7	
ARC634	Architecture Theory	CCA	8	No action - has historically met min enrollment of 7	
ARC636	Design & Research Methods	CCA	8	No action - has historically met min enrollment of 7	
ARC701	Pre-Thesis Design Studio	CCA	5	Low numbers are reflective of accepted students not being able to get visas. We are recruiting more actively in the US but historically our applications are heavily from international students. That year we had over 37 confirmed and ended up with 8 because of visas	
ARC702	Thesis Design Studio	CCA	5	Low numbers are reflective of accepted students not being able to get visas. We are recruiting more actively in the US but historically our applications are heavily from international students. That year we had over 37 confirmed and ended up with 8 because of visas.	
ART561	Ceramics IV	CCA	1	Reduce sections/adjust stacks as necessary	Cross numbered (total of 6 students enrolled)
ART562	Ceramics V	CCA	1	Reduce sections/adjust stacks as necessary	Cross numbered (total of 6 students enrolled)
ART601	Graduate Assistant Seminar	CCA	3	No action - stacked w/ ART601 and has historically met min enrollment of 7	Stacked - 11 students enrolled
ART602	Graduate Seminar in Studio	CCA	8	No action - stacked w/ ART601 and has historically met min enrollment of 7	Studio
ART627	Design and Research Methods	CCA	8	Program in teach-out	Studio
ART630	Graduate Study in Painting	CCA	5	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART645	Graduate Study in Printmaking	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with	Studio

				accreditors for removing silos between media	
ART650	Experience Design Studio	CCA	3	Program in teach-out	
ART652	Experience Design Project	CCA	5	Program in teach-out	
ART657	Graduate Study in Photography	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART660	Graduate Study in Ceramics	CCA	3	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART664	Graduate Study in Metals	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studeo
ART680	Graduate Seminar in Art History	CCA	7	No action - has historically met min enrollment of 7	
BIO582	Scanning Electr Microscopy Lab	CAS	8		Lab (cross-listed, 7 total students in Sp 2025) - taught by director of CAMI
BIO638	Climate Change	CAS	8	Reduce number of sections	
BIO639	Master's Capstone: MAT	CAS	4	No action	28 students in Fall 2024
BIO656	Env Stwdshp in My Comm	CAS	8	Reduce number of sections	
BIO657	Regional Ecology	CAS	7	No action	22 students in Spring 2025
BIO663	Project Design & Assessment	CAS	8	Reduce number of sections	
BIO675	Inquiry & Action	CAS	7	Reduce number of sections	
BIO696	Primate Behavior & Conservtn	CAS	5	change frequency of offering	not taught in 2024-2025
BIO710	Advanced Seminar	CAS	7	No action	sections of 16 and 18 in Spring 2025
BUS645	Business Analytics	FSB	7		
CHM740D	Medicinal Chemistry	CAS	5	change frequency of offering	
CHM740I	Adv Antibiotics & Microbes	CAS	7	change frequency of offering	not taught in 2024-2025
CHM740S	Adv Prot Transport & Disease	CAS	7	change frequency of offering	not taught in 2024-2025
CHM740T	NMR, X-rays & CryoEM	CAS	5	change frequency of offering	not taught in 2024-2025

CHM750	First Year Graduate Seminar	CAS	8	No action	15 students in Fall 2024
CHM760M	Adv Electrochemistry	CAS	3	change frequency of offering	not taught in 2024-2025
CPB545	Hospital Instrumentation	CEC	6	Change in course scheduling	Reduce frequency
CPB553	Med Device Development and Reg	CEC	4	No change	Crosslisted with 453; normally meets threshold
CPB590A	Biomolecular Engr Teacher	CEC	2	Course elimination	
CPB622	Engineering of Clinical Device	CEC	5	Change in course scheduling	Reduce frequency
ECE514	Robotics: Design & Modeling	CEC	2	No change	Req'd for new major, expect increase; crosslisted with 414
ECE661	Adv Optical Networks	CEC	6	Change in course scheduling	Reduce frequency
ECO506	Environmental Economics	FSB	3	Stacked course with over 15 enrolled	Cross numbered (15 total students enrolled) DELETE
ECO685	Economic Research Methods	FSB	5		
EDL601	Educational Leadership Theory	EHS	7	No action	Principal licensure program; new recruitment efforts; should see impact in near future
EDL607	School Law	EHS	7	No action	Fall 2024 enrollment 13
EDL609	Politics in Education	EHS	6	No action	Principal licensure program; new recruitment efforts; should see impact in near future
EDL614	Family-Community-School Partnerships	EHS	6	No action	EdD program (MDT)
EDL721	Pupil Personnel Services	EHS	7	No action	Principal licensure program; new recruitment efforts; should see impact in near future
EDL772	Quantitative Research Design	EHS	6	No action	Spring 2024 enrollment 14 (f2f) and 13 (hybrid). Both modalities needed to accommodate all students.
EDP601	Advanced Educational Psy	EHS	7	No action	A requirement for the relatively new Learning Sciences and Human Development program
EGM511	Leading and Managing Projects	CEC	6	No action	Cross-listed with EGM 411; req'd for IES masters.
EHS710	Interdisciplinary Doctoral Lab	EHS	8	No action	Lab for specialized program with limited enrollment
ENG735	Empirical Research Composition	CAS	7	No action	considering offerings as part of program review

ENG750	Histories and Methodologies	CAS	8	No action	considering offerings as part of program review
ENG760	Special Topics in Rhetoric	CAS	8	No action	considering offerings as part of program review
ENG770	Professional Writing	CAS	8	No action	considering offerings as part of program review
FRE614	The Meaning of Meaning	CAS	5	Course elimination	Program elimination
FRE614	Intro to French Lit Theory	CAS	6	Course elimination	Program elimination
GEO503	Space, Place & Environment	CAS	5	Course elimination	Was a temporary course for transition from Master's to BAMA
GEO601	Seminar in Research Techniques	CAS	5	Course elimination	
GLG517	Forensic Isotope Geochemistry	CAS	4	change frequency of offering	Cross-numbered (total of 11 students enrolled)
GLG519	Geology of Streams	CAS	1	change frequency of offering	Cross numbered (total of 11 students)
GLG670	Geochemical Modeling	CAS	6	change frequency of offering	not taught in 2024-2025
GTY602	Perspectives in Gerontology	CAS	7	Other: GTY faculty is examining all course offerings	May reduce course offering are looking at other MU grad programs for students to complete some coursework
GTY608	Logic of Inquiry	CAS	7	see comment for 602	
GTY611	Program Evaluation	CAS	5	see comment for 602	
GTY667	Policy & Politics of Aging	CAS	8	see comment for 602	
GTY702	Knowledge Construction/Advanced Theory	CAS	8	see comment for 602	
GTY708	Quantitative Methods & Statistics	CAS	8	see comment for 602	
GTY745	Sociology of Aging	CAS	4	see comment for 602	
GTY751	Applied Categorical Regression	CAS	8	see comment for 602	
HST604	Research Seminar II	CAS	4	Course elimination	Program elimination
KNH534	Public Health Communication	EHS	3	No action	Dual listed with KNH 434 (total of 13 enrolled students)
KNH553	Seminar in Kinesiology & Health	EHS	1	No action	Dual listed with KNH 453
KNH553M	Public Health Campaigns	EHS	1	No action	Dual listed with KNH 453M (total of 10 students enrolled)
KNH607	Foundational Skills in AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH609	Emergency Care in AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree

KNH625	Clinical Anatomy and Kinesiology	EHS	8	No action	1st cohort of new Athletic Training Master's degree
KNH626	Exam & Diagnosis – LE	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH627	Exam & Diagnosis – UE	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH636	Clinical Pathology	EHS	5	No action	1st cohort of new Athletic Training Master's degree
KNH691	Evidence-based AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree
MBI750	Advanced Topics – Microbiology	CAS	6	No action	This is a journal course, taught outside of workload
MME615	Advanced Vibration	CEC	5	Change in scheduling	Reduce frequency
MMS690	Gen Medical Science Capstone	EHS	5		
MTH583	Intro to Mathematical Logic	CAS	3	change frequency of offering	Cross-numbered (9 total students enrolled)
MTH595	Applied Nonlinear Dynamics	CAS	3	no action	Cross-listed (16 total students in F2024s)
MTH621	Abstract Algebra I	CAS	6	no action	16 students in Fall 2024
MUS530	Piano Pedagogy	CCA	5	Stacked w/ MUS430; 6 enrolled in Sp24; requirement for GRAD program; reviewing options for curricular revision	Cross-numbered (6 total students)
MUS590	Special Topics in Music	CCA	6	Stacked w/ MUS490 - 7 enrolled in Sp24; requirement for GRAD program, reviewing options for curricular revision	Cross numbered (Total of 7 students)
MUS620	Graduate Accompanying	CCA	2	Applied Instruction - delete from list	Studio
MUS621	Inquiries in Music Research	CCA	2	change in frequency of offering, every other year, alternating with MUS 661	enrollment was 6 in Fa23
MUS661	Graduate Music Analysis	CCA	8	change in frequency of offering, every other year, alternating with MUS 621	
NSG614	Primary Care of Adults I	CLAAS	6	No action	New program
NSG616	Primary Care of Adults II	CLAAS	6	No action	New program
NSG620	Primary Care Skills II	CLAAS	6		Lab
NSG630	FNP Synthesis	CLAAS	6	No action	New program
NSG670	HC Budgeting & Econ	CLAAS	5	No action	New program
NSG672	Data & Analytics in Healthcare	CLAAS	4	No action	New program

NSG674	Healthcare Delivery Systems	CLAAS	7	No action	New program
NSG678	HR Management in Healthcare	CLAAS	4	No action	New program
NSG682	Professional Partnership in HC	CLAAS	5	No action	New program
NSG688	Nurse Leadership Synthesis	CLAAS	1	No action	New program
PHL520E	Foucault	CAS	6	course elimination	Cross-numbered (10 students enrolled total)
PHL550D	Philosophy of Action	CAS	2	course elimination	Cross-numbered (total of 8 students enrolled)
PHL610	Research Seminar	CAS	8	course elimination	
PHY521	Molecular and Cell Biophysics	CAS	2	change frequency of scheduling	Cross numbered (total of 10 students)
PHY583	Mathematical Methods in Physics	CAS	2	change frequency of scheduling	Cross numbered (total of 9 students)
PHY591	Intro to Quantum Mechanics I	CAS	1	change frequency of scheduling	Cross-numbered (total of 8 students)
POL601	Foundations of Pol Analysis	CAS	6	Course elimination	
POL603	Quantitative Methods	CAS	4	Course elimination	
POL604	Public Policy Research	CAS	4	Course elimination	
PSY601	Stats & Methods I	CAS	6	Other: Required course and size determined by incoming cohort	Program is working on ways to increase 1st year cohort size
PSY603	Proseminar in Psychology I	CAS	8	Other: Required course and size determined by incoming cohort	Program is working on ways to increase 1st year cohort size
PSY645A	Consultation with Communities	CAS	6	Practicum	
PSY646	Psychological Assessment I	CAS	5	Other: Clinical course	Offered once per year for the clinical cohort which is 6 (some come with coursework from MA programs)
PSY647	Psychological Assessment II	CAS	5	Other: Clinical course	See note above
PSY648	Lifespan Psychopathology	CAS	6	Other: Clinical course	See note above
PSY649	Ethics in Clinical Psychology	CAS	7	Other: Clinical course	See note above
PSY750	Advanced Clinical Techniques	CAS	6	Practicum	
SLM637	Sport Business Analytics	EHS	4	In teach out	Master of Sport Analytics program is being sunsetted
SLM638	Sport Performance Analytics	EHS	3	In teach out	Master of Sport Analytics program is being sunsetted
STA583	Analysis of Forecasting Systems	CAS	3	change frequency of scheduling	Cross-numbered (total of 12 students)

TCE515	Inquiring Life Science	EHS	1	No action	Dual listed with TCE 415 (total of 13 students)
TCE603	Lang, Literacy & Culture	EHS	6	Redesigned	To comply with state mandated Science of Reading requirement
TCE606	Curriculum Innovation	EHS	6	No action	Cross listed with EDL 606. In Fall, total enrollment 11
TCE643	Language and Discourse	EHS	8	Change course scheduling	Will offer the course less frequently
TCE646	Reading & Writing in Content Areas	EHS	5	Redesigned	To comply with state mandated Science of Reading requirement
TCE691	Grad Capstone Experience in Ed	EHS	6	No action	Cross-listed with EDL 691. Summer 23-24 total enrollment 12
WGS522	Theatre: Politics & Ethics	CAS	1		Cross-numbered (total of 8 students)

LOW-ENROLLMENT PROGRAM ANALYSIS

Process of Program Elimination

When programs (e.g., majors, minors, certificates) are proposed for elimination, the proposal for elimination is first approved internally. At this point, the University must submit a proposal to ODHE for approval which includes a list of students currently in the program and their anticipated graduation date, an explanation for how students currently in the program can complete the program in the anticipated time frame as well as a description of how the University has informed the students of this timeframe and the need for timely completion of the degree program being eliminated. Once the proposed elimination is approved by ODHE, the University must cease admitting students into the program as well as any marketing of that program, and ensure that students who were admitted prior to this date are advised appropriately of their degree path and timeline.

The rationale for this process is that the University must operate in good faith. When students are admitted into a program, students necessarily operate under the assumption that they will be able to complete the program within their anticipated graduation date. As these students progress through the program, the core major courses are eliminated as soon as students have completed them. Thus, courses tied to a deactivated program are eliminated steadily each year. It is important to note that many programs offer one or more core courses that also serve as Miami Plan courses. If those courses are well-enrolled with students completing Miami Plan requirements, the University may continue offering those courses for students from a wide variety of majors.

Current Low-Enrolled Programs

The programs which are listed in the tables below have headcount enrollments below 20% above Miami's defined threshold for low-enrolled programs.

Associate & Bachelor Degree Programs

Program	Dept/Div	CIP	Headcount	Recommendation	Rationale
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American Studies, BA	GIC/CAS	050102	7	Program elimination	Continued low enrollment; some courses retained for Miami Plan general education program
Applied Social Research, BA	SBS/CLAAS	450101	2	Program elimination	
Art & Architecture History, BA	ART/CCA	500703	40	Program Elimination	Continued low enrollment; will be revised into a concentration in the BA Art
Biological Physics, BS	PHY/CAS	260203	7	Program elimination	Continued low enrollment
Chinese Education, BS	TCE/EHS	131306	2	Program elimination	Continued low enrollment; will be incorporated into broader world language education major
Classical Studies, BA	FICS/CAS	161200	12	Program elimination	Continued low enrollment
Communication Studies, BA	ICS/CLAAS	090100	40	Program revision	Streamlining requirements and number of courses offered
Community Arts & Culture, BA	HCA/CLAAS	501002	21	Program elimination	Low enrollment
Critical Race & Ethnic Studies, BA	GIC/CAS	050200	4	Program elimination	Some courses retained for Miami Plan
Diplomacy & Global Politics, BA	POL/CAS	450901	40	Under review	Program undergoing Department Planning & Improvement (program review)
Education Studies, BS	EDL/EHS	130101	17	Program elimination	Declining enrollment
Engineering Physics, BA	PHY/CAS	141201	5	Program elimination	Low enrollment
Forensic Investigation, BS	JCS/CLAAS	430106	3	Program elimination	Low enrollment
Family Science, BS	FSW/EHS	190101	2	Program elimination	Low enrollment
French, BA	FICS/CAS	160901	15	Program elimination	Continued low enrollment
French Education, BS	TCE/EHS	131325	3	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Geography & Sustainable Development, BA	GEO/CAS	304401	35	Under review	Dept is reviewing curricular options and will revise or eliminate program.
German, BA	GRAMELAC/CAS	160501	15	Program elimination	
German Education, BS	TCE/EHS	131326	1	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Gerontology, BA	SOC/CAS	301101	7	Program elimination	Low enrollment
Health Communication, BS	ICS/CLAAS	090905	9	Program elimination	Low enrollment
Health Information Technology, BS	CIT/CLAAS	110103	13	Program elimination	Low enrollment
Hospitality Management, BS	CMR/CLAAS	520901	23		

Inclusive Special Education, BS	EDP/EHS	131001	37	Program elimination	Declining enrollments
Integrated Math Education, BS	TCE/EHS	131311	41	Program revision	Streamlining requirements and number of courses offered
Integrated Science Education	TCE/EHS	131316	28	Program revision	Streamlining requirements and number of courses offered
Integrative Studies, B	ICS/CLAAS	240101	16		
Italian Studies, BA	FICS/CAS	050126	11	Program elimination	Continued low enrollment
Latin American Studies, BA	GIC/CAS	050107	3	Program elimination	Low enrollment
Latin Education, BS	TCE/EHS	131333	1	Program elimination	Low enrollment; program being revised into concentration in larger foreign language education major
Linguistics, BA	ENG/CAS	160102	31	Under review	Department undergoing Department Planning & Improvement; will be exploring new directions for this program
Mathematics & Statistics, BS	MTH/CAS	270503	37		
Media & Culture, BA	MJF/CAS	090102	7	Program elimination	Replaced by updated program, Media & Communication
Medical Laboratory Science, B.S.	MBI/CAS	511005	49	No action	Program enrollment aligns with the number of clinical placements.
Music, BA	MUS/CCA	500901	42	No action	New program
Music Composition, BM	MUS/CCA	500904	17	No action	New program created to meet professional accreditation standards
Nonprofit and Community Studies, BA	JCS/CLAAS	520206	2	Program elimination	
Physics, BS	PHY/CAS	400801	48	Under review	Undergoing program review by EAB
Public Administration, BA	POL/CAS	440401	41	Under review	Undergoing DPI review this year
Public Health, BS	KNH/EHS	512201	42	Program elimination	Program merged into existing BA Public Health
Quantitative Economics, BS	ECO/FSB	450603	35	Monitoring	STEM-certified undergraduate degree that attracts top students to Miami and prepares them for quantitative careers in economics and finance
Religion, BA	REL/CAS	380201	5	Program elimination	Low enrollment. Some courses retained for Miami Plan
Robotics Engineering, BS	ECE/CEC	144201	42	No action	New program
Smart Manufacturing, BS	MME/CEC	143601	18	Monitoring	Low enrollment but high employer demand; program recently revised to be more updated and focused on smart approaches
Social Justice, BA	SOC/CAS	451101	28	Program elimination	Low enrollment

Spanish Education, BS	TCE/EHS	131330	11	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Sport Coaching, BS	SLM/EHS	310501	30	No action	New program
Urban & Regional Planning	GEO/CAS	040301	43	Under review	Dept is reviewing curricular options and will revise or eliminate program.
Women, Gender & Sexuality Studies, BA	GIC/CAS	050207	11	Program elimination	Faculty exploring co-major to meet needs of students

Master's Degree Programs

Program	Dept/Div	CIP	Headcount (5-Yr Avg)	Recommendation	Rationale
Art, MFA	ART/CCA	500701	11.5	No action	steady enrollment; evaluate with DPiP
Athletic Training, M	KNH/EHS	510913	8.5	No action	New program that only started in 2023 (increase in enrollment in F24); accreditation visit will be in Spring 2025; will evaluate closely after review
Biomedical Science, MMS	CAS	260102	8.0	No action	New program; enrollment increased slightly in Fall 2024; most of the curriculum overlaps with MMS Physician Associate curriculum (minimal extra costs)
Botany, MS	BIO/CAS	260301	3.5	Continued monitoring	Overlaps heavily with MS Biology which has very strong total enrollment; will need to evaluate in future
Cell, Molecular & Structural Biology, MS	BIO/CAS	260499	11	No action	Leads to doctoral program that has a 5 year average enrollment of 16 students
Chemical & Biomedical Engineering, M.S.	CPB/CEC	140702	11	No action; continued monitoring	Recently merged chemical engineering and biomedical engineering master's programs into this joint master's program in 2021. Review in to ensure program yields increased external grant dollars
Chemical Engineering, MS	CPB/CEC	140701	8.3	Program elimination 2022	See description above
Chemistry Education, MS	TCE/EHS	131323	1.0	Continued monitoring	Steady low enrollment; courses overlap with bachelor's program in the field
Clinical Engineering, MS	CPB/CEC	140501	7.0	Continued monitoring	Program recently revised so that it will meet target enrollment goals
Criminal Justice, M	JCS/CLAAS	430103	0.2	Program elimination 2021	Low enrollment
Curriculum & Instruction, MS	EDL/EHS	130301	10.0	Review in one year	Will be carefully evaluated after this year by graduate school and EHS Dean; new marketing plan and revision of curriculum have been implemented; program was started in 2023, but is not meeting enrollment goals

Earth Science & Chemistry Education, MS	TCE/EHS	131316	0.5	Program elimination	No enrollment for 3 years; plan to redesign the science education program into one integrated science education degree
Economics, MA	ECO/FSB	450603	14.0	No action	Steady enrollment; large BA/MA enrollment
Electrical & Computer Engineering, MS	ECE/CEC	144701	10.6	No action	Although a drop in enrollment in Fall 2024, program has had steady enrollment; the introduction of a non-thesis MEng degree should help with enrollment
ESport Management, M	ETBD/CCA	310504	7.0	Program elimination	Program did not meet enrollment or revenue goals
Experience Design, MFA	ART/CCA	500402	9.7	Program elimination	Low enrollment
Foreign Language Education, MS	TCE/EHS	131306	1.5	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
French, MA	FICS/CAS	160901	6.7	Program elimination	Graduate assistantships being eliminated
Geography, M.A.	GEO/CAS	450701	10.7	Review	Program to be evaluated; 4 graduate assistantships eliminated in last 7 years; enrollment was steady, but there were only 7 students in Fall 2024
Geography & Sustainable Development, MS	GEO/CAS	450701	1.0	No action	New program started in 2023; will evaluate as part of DPI process
Gerontological Studies M	SOC/CAS	301101	12.8	No action	Steady enrollment (although a small drop in F24; has an accompanying doctoral program (Social Gerontology), which has 5-year enrollment average of 17.7 students. Students in this program often do grant work with program faculty and staff
History, MA	HST/CAS	540101	12.7	Monitoring	Steady enrollment despite cutting 8 graduate assistantships in 7 years); large BAMA enrollment. To be evaluated as part of DPI process
Instructional Design & Technology, M.S.	EDP/EHS	130501	11.3	Program Elimination	
Integrated English Language Arts Education, MS	TCE/EHS	131305	2.5	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Integrated Mathematics Education, MS	TCE/CAS	131311	1.8	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Integrated Social Studies Education, MS	TCE/EHS	131318	3.7	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Learning Sciences & Human Development, MS	EDP/EHS	130607	6.0	continue	New program started in 2022; enrollment increasing but slowly; need to evaluate as part of DPI process
Life Science & Chemistry Education, MS	TCE/EHS	131323	1.3	Program redesign continue	Steady low enrollment; courses overlap with those in the bachelor's degree
Life Science Education, MS	TCE/EHS	131322	0.3	Program elimination	No enrollment for 2 years

Management, MS	FSB	520201	7.0	not accepting students 2023; under review	Investigating whether to officially sunset program
Microbiology, MS	MBI/CAS	260502	10.7	No action	Enrollment numbers have increased the last two years. Many of the MS students in the microbiology department move into the doctoral program with total average graduate enrollment (master's + doctoral) for microbiology is 21.5 students.
Music Education, MM	MUS/CCA	131312	1.0	Program elimination	No enrollment for 3 years
Nurse Executive Leadership	NSG/CLAAS	513802	5.3	No action	new program started in 2022; enrollment slowly growing; accreditation in 2024
Philosophy, MA	PHL/CAS	380101	6.3	Monitoring	Two graduate assistantships eliminated in past 7 years; enrollment is steadily declining
School Psychology, MS	EDP/EHS	422805	10.0	No action	Steady enrollment with many students progressing to earn a doctoral degree; will be evaluated as part of DPI process
Spanish, MA	SPN/CAS	160905	5.8	Monitoring	Need to evaluate as almost all students are BAMA students
Sports Analytics, M	SLM/EHS	521299	7.0	Program will be sunsetted	Not meeting enrollment goals
Zoology, MS	BIO/CAS	260701	0.2	Program elimination 2021	

Doctoral Programs

Program	Dept/Div	CIP	Headcount (5-Yr Avg)	Recommendation	Rationale
Biology, PhD	BIO/CAS	260101	13	No action	The Biology department has doctoral students in 3 different programs: biology, CMSB, and EEEB. EEEB and CMSB have 5 year averages of 18.8 and 16.0 students, respectively. The actual enrollment of doctoral students in the biology department is over 35 students.
Educational Administration, Ed.D.	EDL/EHS	130411	0.2	Program elimination	Last student admitted was in AY19-20
Geology, PhD	GLG/CAS	400601	11.2	No action	Steady enrollment with many of the MS students in the geology department moving into the doctoral program. The total average graduate enrollment (master's + doctoral) for geology is 27.4 students. Program attracts considerable external funding, given the relatively low headcount of faculty.
Microbiology, PhD	MBI/CAS	260502	10.8	No action	Steady enrollment with many of the MS students in the microbiology department moving into the doctoral program. The total

					average graduate enrollment (master's + doctoral) for geology is 21.5 students.
Nursing Practice, D	NSG/CLAAS	513818	2.0	continue	New program with first cohort launched in Fall 2024; this program is not yet accredited (the practice of the nursing accreditation group is that a program must graduate their first cohort before accreditation will be considered.
Student Affairs in Higher Education, PhD	EDL/EHS	131102	8.5	Program elimination	Currently teaching out the remaining students

DUPLICATE PROGRAMS

In response to the request by the Ohio Department of Higher Education, Miami University has conducted a review of potential duplicate associate and baccalaureate programs with another university in the southwest Ohio region, specifically University of Cincinnati. Programs were identified by the Ohio Department of Higher Education and are listed below.

Although program-based collaboration is an exciting option for some programs, it is important to note that the main campuses of Miami University and University of Cincinnati are at least one hour driving distance from one another, and both campuses serve residentially-based students who are not inclined to commute that distance for courses. Online offerings at both institutions are limited.

The Office of the Provost compiled the program data and shared the information with the academic deans who offered feedback based upon their contextual understanding of the program's mission, purpose and effectiveness. Each academic dean consulted with the appropriate department to determine the recommendation action. Possible actions include:

1. **No action:** The program is well aligned with the University's liberal arts mission and/or experiencing strong enrollment and/or has strong track record of student success outcomes.
2. **Program elimination:** The program is outdated, experiencing declining enrollments or deficient success outcomes.
3. **Program restructuring:** The program will undergo significant revisions for improvement.
4. **Possible collaboration with University of Cincinnati.**

Undergraduate Programs

CIP	Program	Recommended Action
131209	PreKindergarten AA	No action due to increasing enrollments and program meeting local employer needs
240102	Associate of Arts	No action because this program is important for seamless transfer pathways
520302	Accounting Technology AAS	Program Eliminated due to low enrollments
040301	Nonprofit & Community Studies BA (Regionals)	Program Eliminated due to low enrollments
	Urban & Regional Planning (Oxford)	
050201	Critical Race & Ethnic Studies BA	Program eliminated
050207	Women's, Gender & Sexuality Studies, BA	Program eliminated
090401	Journalism, BA	No action due to stronger enrollments than at UC likely because this is a unique program with liberal arts emphasis

090702	Emerging Technology, Business & Design, BA	No action due to strong enrollments and highly unique program
090902	Strategic Communication, BA	No action due to stronger enrollments than at UC
110101	Computer and Information Science, BS	Program eliminated
110103	Health Information Technology, BS	Program eliminated
131001	Inclusive Special Education, BS	Program eliminated
131203	Middle Childhood Education, BS	No action due to steady enrollment and program meeting public workforce need
131210	Primary Education, BS	No action due to steady enrollment and meets public workforce need
131312	Music Education, BM	No action due to steady enrollment and meets public workforce need; program enrollments are stronger than UC
140501	Biomedical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140701	Chemical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140901	Computer Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141001	Electrical Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141901	Mechanical Engineering, BS	No action due to strong enrollment and program being in a STEM field and meeting workforce needs
151501	Engineering Management, BS	No action due to strong enrollment and STEM field
160501	German, BA	Program eliminated
160901	French, BA	Program eliminated
160905	Spanish, BA	No action as the program has steady enrollment
161200	Classical Studies, BA	Program eliminated
231305	Technical Writing, BA	Program eliminated
231302	English: Creative Writing, BA	Program streamlined; enrollments strong than at UC
240101	Integrative Studies, B	Program elimination
	Liberal Studies, BS and BA	No action as this program has steady enrollment and is a degree completion program
260101	Biology, BA and BS (Oxford)	Program restructuring; program is core to liberal arts mission; program recently revised to enhance program completion & curricular efficiencies
	Applied Biology, BS (Regionals)	No action because program is relatively new with increasing enrollments
260202	Biochemistry, BA and BS	Program revised to increase student success through career development, mentoring and experiential learning; enrollments stronger than at UC
270101	Mathematics, BA and BS	Core program for liberal arts mission; enrollments stronger than at UC

309999	Individualized Studies, BA	Program Restructuring to enhance enrollment, galvanizing alumni and community outreach and exploring new B.Phil program
310504	Sport Leadership & Management, BS	No action due to strong and steady enrollment; enrollments stronger than at UC
310505	Kinesiology, BS	No action due to strong and steady enrollment; enrollments stronger than at UC
380101	Philosophy, BA	Core to liberal arts mission; stable enrollments for past decade
400501	Chemistry, BA and BS	Program restructuring to improve success outcomes through peer mentoring and metacognitive approaches
400601	Geology, BA and BS	Geology BA Program Elimination; BS program has steady enrollments that are stronger than at UC
	Environmental Earth Science, BS	Program eliminated
400801	Physics, BA and BS	BA Program Elimination
420101	Psychology, BA	No action due to strong enrollments and job placements as well as program being core to liberal arts mission
440701	Social Work, BA	No action due to strong enrollments and program meeting local employer and community needs
450201	Anthropology, BA	No action as program is core to liberal arts mission
450601	Economics, BA	No action due to strong enrollment; enrollments outperform UC
450901	Diplomacy and Global Politics, BA	Program undergoing review (fall 2024)
	International Studies, BA	Program being restructured and streamlined; will undergo review (fall 2026)
451001	Political Science, BA	No action as program has good enrollment and is core to liberal arts mission; enrollments stronger than at UC
451101	Sociology, BA	No action as program is core to liberal arts mission; program reduced under-enrolled sections through less frequent course offerings; enrollments are stronger than at UC
500402	Graphic Design, BA	Program eliminated
500501	Theatre, BA	Program restructured so that program includes more liberal education courses and pathways for students pursuing double majors
500703	Art & Architectural History, BA	Program in process of elimination
500901	Music, BA & BM	Program restructuring to reduce credit hour requirements and provide new BA program that advances a liberal arts approach; enrollments stronger than at UC
500903	Music Performance, BM	Program restructured to reduce credit hour requirements and enhance enrollment in upper class courses
510204	Speech Pathology & Audiology, BS	No action as program has steady and strong enrollment that outperforms UC
510913	Athletic Training, BS	Program eliminated
511005	Medical Laboratory Science, BS	Program size is purposefully small to align with number of clinical placement sites
512201	Public Health, BA and BS	BS program eliminated; BA program redesigned to prepare for accreditation standards.
513101	Nutrition, BS	No action due to steady and strong enrollments and strong job placement

513801	Nursing, BS	No action due to increasing and strong enrollment, STEM field, and critical workforce needs
520201	Interdisciplinary Business Management, BS	Program eliminated
520205	Human Capital Management & Leadership, BS	No action due to strong enrollment
520801	Finance, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs; enrollment outperforms UC
521003	Organizational Leadership, BA	No action due to this being relatively new program with growing enrollments
521301	Information & Cybersecurity Management, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs
521401	Marketing, BS	No action due to strong enrollment and program meeting workforce needs
540101	History, BA	Program restructuring as program is core to a liberal arts mission and was recently revised including eliminating low enrolled or infrequently offered courses and infusing more career development opportunities. Enrollments outperform UC.

Graduate Programs

CIP	Program	Recommended Action
110101	Computer Science, M.S.	Program restructuring; meets workforce needs
130401	School Leadership, M.Ed.	Enrollments outperform UC; program meets workforce needs
	Transformative Education, M.Ed.	Program eliminated
130501	Educational Technology, M.Ed.	Program eliminated
	Instructional Design & Technology, M.A.	Program streamlined
131001	Special Education, M.Ed.	Program revised to offer fully online version; enrollments outperform UC.
131312	Music Education, M.M.	Program eliminated
131351	Integrated Language Arts Education, M.A.T.	Enrollments outperform UC.
140701	Chemical Engineering, M.S.	Program eliminated
141901	Mechanical Engineering, M.S.	Program restructuring
160901	French, M.A.	Program eliminated
160905	Spanish, M.A.	Stand-alone program eliminated; now offered only as a combined B.A./M.A. program
231302	Creative Writing, M.F.A.	Low residency program eliminated; in-person program has steady enrollment which is stronger than UC
260101	Biology, M.S.	Steady enrollment
270101	Mathematics, M.S.	
27050	Statistics, M.S.	
310504	Sports Leadership & Management, M.S.	

380101	Philosophy, M.A.	Graduate assistantships eliminated
400501	Chemistry, M.S.	Enrollments outperform UC
400601	Geology, M.S.	Enrollments outperform UC.
400801	Physics, M.S.	Enrollments outperform UC
420101	Psychology, M.A.	
42285	Learning Science & Human Development, M.S.	Enrollments outperform UC
440701	Social Work, M.	
450603	Economics, M.A.	
451001	Political Science, M.A.	
500903	Music Performance, M.M.	
510203	Speech Pathology & Audiology, M.A.	
520301	Accountancy, M.	
540101	History, M.A.	Program eliminated
040902	Architecture, M.	
260101	Biology, Ph.D.	
400501	Chemistry, Ph.D.	
400601	Geology, Ph.D.	
420101	Psychology, Ph.D.	

APPENDIX A: PROGRAMS ELIMINATED SINCE FALL 2020

Program	Dept & Division	Date
1. Adult TESOL Graduate Certificate	English; CAS	Spring 2022
2. Advanced Studio Art Graduate Certificate	Art; CCA	Spring 2022
3. American Studies, B.A.	Global & Intercultural; CAS	Fall 2024
4. Analytics Co-Major	Statistics/ISA; FSB and CAS	Spring 2024
5. Analytics for Professionals Post-Baccalaureate Certificate	ISA; FSB	Spring 2023
6. Applied Social Research, B.S.	Social & Behavioral Sciences; CLAAS	Spring 2021
7. Applied Statistics Graduate Certificate	Statistics: CAS	Fall 2022
8. Art & Architectural History, B.A.	Art; CCA	Spring 2025
9. Art Education, M.A.	Art; CCA	Spring 2021
10. Assessment & Evaluation Graduate Certificate	Educational Psychology; EHS	Spring 2021
11. Athletic Training, B.S.	Kinesiology; EHS	Fall 2024
12. Autism Spectrum Disorder Undergraduate Certificate	Educational Psychology; EHS	Spring 2023
13. Biological Physics, B.S.	Physics; CAS	Fall 2023
14. Botany, Ph.D.	Biology; CAS	Fall 2022
15. Chinese Business Undergraduate Certificate	FSB	Fall 2023
16. Chinese Education, B.S. Education	TCE; EHS	Fall 2023
17. Classical Languages, B.A.	French, Italian & Class Studies; CAS	Spring 2020
18. Comparative Media Studies Co-Major	Media, Journalism & Film Studies; CAS	Spring 2021
19. Creative Writing, MFA (Low Residency Version)	English; CAS	Fall 2021
20. Criminal Justice, M.S.	Justice & Community Studies; CLAAS	Spring 2021
21. Criminal Justice Administration Certificate	Justice & Community Studies; CLAAS	Spring 2021

22. Critical & Classical Languages & Cultures Co-Major	GRAMELAC; CAS	Spring 2020
23. Critical Race & Ethnic Studies, B.A.	Global & Intercultural Studies; CAS	Fall 2024
24. Curriculum & Teacher Leadership, M.Ed.	Educational Leadership; EHS	Spring 2020
25. Customer Service Certificate	Commerce; CLAAS	Spring 2021
26. Education Studies, B.S.	Educational Leadership; EHS	Fall 2023
27. Elementary Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2022
28. Elementary Education, M.Ed.	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2022
29. Engineering Physics, B.S.	Physics; CAS	Spring 2023
30. Environmental Earth Science, B.A.	Geology; CAS	Spring 2023
31. Esport Management, M	Emerging Technology, Business & Design; CCA	Fall 2024
32. Experience Design, M.F.A.	Art; CCA	Spring 2023
33. Family Science, B.S.	Family Science & Social Work; EHS	Spring 2020
34. Forensic Investigation, B.S.	Justice & Community Studies; CLAAS	Spring 2021
35. Forensic Science, B.S.	Justice & Community Studies; CLAAS	Spring 2021
36. French, B.A.	French, Italian & Classical Studies; CAS	Fall 2024
37. French Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
38. General Engineering, B.S.	CEC	Fall 2020
39. Geography & Sustainable Development, B.A.	Geography; CAS	Spring 2025
40. Geology, B.A.	Geology; CAS	Fall 2021
41. German, B.A.	GRAMELAC; CAS	Fall 2024
42. German Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Spring 2023
43. Gerontology, B.A.	Sociology & Gerontology; CAS	Fall 2021

44. Global & Intercultural Studies Co-Major	Global & Intercultural Studies; CAS	Spring 2024
45. Health Communication, B.S. Applied Communication	Communication Studies: CLAAS	Spring 2024
46. Health Information Technology, B.S. Information Technology	Computer Information Technology; CLAAS	Spring 2024
47. History, M.A.	History; CAS	Fall 2024
48. History, Ph.D.	History; CAS	Fall 2020
49. Human Brain & Learning Certificate	Educational Psychology; EHS	Fall 2022
50. Inclusive Special Education, B.S. Education	Educational Psychology; EHS	Fall 2023
51. Instructional Design & Technology, M.A.	Educational Psychology; EHS	Spring 2024
52. Interactive Media Studies Certificate	Emerging Technology, Business & Design; CCA	Spring 2020
53. Interdisciplinary Business Management, B.S. Business	FSB	Spring 2021
54. Italian Studies, B.A.	French, Italian & Classical Studies: CAS	Fall 2024
55. Latin American Studies, B.A.	Global & Intercultural Studies; CAS	Fall 2024
56. Latin Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
57. Management, M.S.	FSB	Fall 2024
58. Mathematics, M.A.	Mathematics: CAS	Fall 2021
59. Music Education, M.M.	Music; CCA	Spring 2021
60. Nonprofit & Community Studies, B.S.	Justice & Community Studies: CLAAS	Spring 2021
61. Nursing, RN-BSN Completion	Nursing: CLAAS	Spring 2021
62. Physics, B.A.	Physics: CAS	Fall 2021
63. Political Science, M.A.T.	Political Science; CAS	Spring 2020
64. Political Science, Ph.D.	Political Science: CAS	Spring 2020

65. Public Health, B.S. Kinesiology, Nutrition & Health	Kinesiology, Nutrition & Health; EHS	Spring 2024
66. Quantitative Data Analysis in Education & Social Sciences Certificate	Educational Psychology; EHS	Spring 2021
67. Religion, B.A.	Comparative Religion; CAS	Spring 2024
68. Russian, Eastern European & Eurasian Certificate	GRAMELAC; CAS	Spring 2021
69. Russian, B.A.	GRAMELAC; CAS	Fall 2024
70. Social Entrepreneurship & Aging Certificate	Entrepreneurship; FSB	Spring 2023
71. Social Justice, B.A.	Sociology; CAS	Fall 2024
72. Spanish Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
73. Student Affairs in Higher Education, Ph.D.	Educational Leadership; EHS	Spring 2021
74. Teaching English Language Learners Certificate	English: CAS	Fall 2022
75. Theatre & Practice, M.A.	Theatre; CCA	Spring 2021
76. Transformative Education, M.Ed.	Teaching, Curriculum & Educational Inquiry; EHS	Spring 2024

APPENDIX B: ELIMINATED COURSES, FALL 2020 – SPRING 2024

From Fall 2020 until Spring 2024, a total of 1,477 courses were eliminated. During the same period, 391 new courses were approved leading to a total net loss of 1,086 courses during this four-year period.

2020-2021 (TOTAL OF 470 Courses)

470 courses were eliminated, and 189 new courses were approved. Net loss of 281 courses.

AAA	299A	Asian American Stud	Indian Culture
ACC	458	Accountancy	Advanced Auditing Topics
ACC	299A	Accountancy	Perf Measurement and Control
ACC	399G	Accountancy	FSB Ecuador
ACE	310C	American Culture & English Prg	American Academic Culture
ACE	310E	American Culture & English Prg	American Film
ACE	310F	American Culture & English Prg	World Englishes UK and Spain
ACE	310P	American Culture & English Prg	American Academic Culture
ACE	399A	American Culture & English Prg	Dialects&Stories of the South
AMS	341	American Studies	Protestantism & Dev/Amer Cultr
AMS	346	American Studies	Issues Stdy Native Amer Relgns
AMS	280A	American Studies	Baseball and American Culture
AMS	299C	American Studies	San Francisco Connected
AMS	310E	American Studies	Cultural Studies & Pop Music
AMS	310M	American Studies	Digital Empires
AMS	450B	American Studies	Sound, Media and Everyday Life
ARB	401	Arabic	Adv Arb Conv and Comp
ARB	399O	Arabic	Miami in Oman
ARC	4057	Architecture & Interior Design	18th, 19th, 20th Century Arch
ARC	5057	Architecture & Interior Design	18th, 19th, 20th Century Arch
ARC	399A	Architecture & Interior Design	Sustainable Construction
ARC	399N	Architecture & Interior Design	Energy Efficiency in Design
ARC	404Q	Architecture & Interior Design	Advertising in Architecture
ARC	404V	Architecture & Interior Design	Film MixMedia Culture/ID/Place
ARC	405G	Architecture & Interior Design	Gothic Architecture
ARC	405I	Architecture & Interior Design	Renaissance Architecture
ARC	405R	Architecture & Interior Design	Architecture in Context
ARC	405Y	Architecture & Interior Design	Frank Lloyd Wright&Modernism
ARC	406Q	Architecture & Interior Design	Advanced Energy Modeling
ARC	406R	Architecture & Interior Design	Case Studies in Arch Practice
ARC	499C	Architecture & Interior Design	Design/Build Summer Residency
ARC	499N	Architecture & Interior Design	Energy Efficiency in Design
ARC	504Q	Architecture & Interior Design	Advertising in Architecture
ARC	504V	Architecture & Interior Design	Film MixMedia Culture/ID/Place

ARC	505D	Architecture & Interior Design	Greek & Roman Architecture
ARC	505G	Architecture & Interior Design	Gothic Architecture
ARC	505R	Architecture & Interior Design	Architecture in Context
ARC	505Y	Architecture & Interior Design	Frank Lloyd Wright&Modernism
ARC	506Q	Architecture & Interior Design	Advanced Energy Modeling
ARC	506R	Architecture & Interior Design	Case Studies in Arch Practice
ARC	599C	Architecture & Interior Design	Design/Build Summer Residency
ARC	599N	Architecture & Interior Design	Energy Efficiency in Design
ARC	599Y	Architecture & Interior Design	Passive House Malta
ART	421	Art	Drawing VII
ART	299A	Art	Visual Art Study Tour India
ART	480F	Art	East Asia in the Museum
ART	499B	Art	Six Element Bracelet
ART	499G	Art	Steel Band WKSH for Beginners
ART	499I	Art	Flame-Glass Beading Basics
ART	499J	Art	Natural Dye, Ink & Pigment
ART	499K	Art	Lost Wax Bronze Casting
ART	499M	Art	One of a Kind Jewelry Pieces
ART	499N	Art	Breaking the Circle
ART	499Q	Art	Felting Tech Workshop
ART	499R	Art	Photo, Consv & Cult. Bahama
ART	499S	Art	Culture on a String
ART	499T	Art	Move/Groove Mind, Body, Spirit
ART	499U	Art	The Business of Art
ART	499V	Art	Wet-Collodion Portraits
ART	499W	Art	Paper and Fabric Marbling 101
ART	499X	Art	Scarves to Dye for II
ART	499Y	Art	Uke, Flow, and Rock n Roll
ART	499Z	Art	3D Printing - You can too
ART	580F	Art	East Asia in the Museum
ART	599A	Art	The Fun of Stained Glass
ART	599B	Art	Six Element Bracelet
ART	599G	Art	Steel Band WKSH for Beginners
ART	599I	Art	Flame-Glass Beading Basics
ART	599J	Art	Natural Dye, Ink & Pigment
ART	599K	Art	Lost Wax Bronze Casting
ART	599M	Art	One of a Kind Jewelry Pieces
ART	599N	Art	Breaking the Circle
ART	599Q	Art	Felting Tech Workshop
ART	599S	Art	Culture on a String

ART	599T	Art	Move/Groove Mind, Body, Spirit
ART	599U	Art	The Business of Art
ART	599V	Art	Wet-Collodion Portraits
ART	599W	Art	Paper and Fabric Marbling 101
ART	599X	Art	Scarves to Dye for II
ART	599Y	Art	Uke, Flow, and Rock n Roll
ART	599Z	Art	3D Printing - You can too
ART	699A	Art	Visual Art Study Tour India
ATH	329	Anthropology	Religions of Africa
ATH	384	Anthropology	Anthro of Capitalism: Russia
ATH	426	Anthropology	Field Research
ATH	428	Anthropology	Anthropology of Women's Health
ATH	503	Anthropology	Anthropology of Religion
ATH	505	Anthropology	Food, Taste, and Desire
ATH	521	Anthropology	Senior Seminar In Anthropology
ATH	531	Anthropology	Archaeology of Power
ATH	532	Anthropology	Secrecy and Statecraft
ATH	536	Anthropology	Havighurst Colloquium
ATH	565	Anthropology	Ethnography of Communication
ATH	571	Anthropology	Ecological Anthropology
ATH	670	Anthropology	Independent Studies
ATH	499B	Anthropology	Field Methods in Archaeology
ATH	599B	Anthropology	Field Methods in Archaeology
BIO	105	Biology	Dog and Cat Behavior
BIO	361	Biology	Patterns in Development
BIO	401	Biology	Plant Ecology
BIO	403	Biology	Plant Development
BIO	409	Biology	Herpetology
BIO	410	Biology	Mammalogy
BIO	422	Biology	Evol & Population Genetics
BIO	424	Biology	Exp Techniques in S/F Genomics
BIO	425	Biology	Environmental Plant Physiology
BIO	435	Biology	Winter Biology
BIO	444	Biology	Molecular Biology
BIO	449	Biology	Biology Of Cancer
BIO	451	Biology	Conserv. Educ. & Comm. Engag.
BIO	455	Biology	Comp Exercise Physiology
BIO	457	Biology	Neuroanatomy
BIO	463	Biology	Limnology
BIO	465	Biology	Animal Behavior

BIO	469	Biology	Neurophysiology
BIO	471	Biology	Molecular Physiology
BIO	482	Biology	Scanning Electr Microscopy Lab
BIO	490	Biology	Botany Capstone Seminar
BIO	496	Biology	Biodiversity of Kenya
BIO	501	Biology	Plant Ecology
BIO	503	Biology	Plant Development
BIO	509	Biology	Herpetology
BIO	524	Biology	Exp Techniques in S/F Genomics
BIO	535	Biology	Winter Biology
BIO	790	Biology	Research In Biology
BIO	161H	Biology	Principles of Human Physiology
BIO	699B	Biology	Global Biomes
BIO	710A	Biology	Popular Texts in Conservation
BIO	710B	Biology	R Interface & Data Exploration
BIO	710C	Biology	Book Club: Your Inner Fish
BIO	750G	Biology	Evolution of the Plant Body
BIO	750K	Biology	Topics in Plant Physiology
BIS	210A	Integrative Studies	Social Relationships
BUS	151	Business Analysis	Exploring International Bus.
BUS	4202	Business Analysis	Australia Internship
BUS	4203	Business Analysis	Lux Plus Program
BUS	4204	Business Analysis	FSB Europe Program
BUS	4205	Business Analysis	1st Year Expl. Program
BUS	4206	Business Analysis	Costa Rica Program
BUS	373L	Business Analysis	International Business inFocus
BUS	399A	Business Analysis	Sustainable Business in Asia
BUS	399G	Business Analysis	Doing Business in Australia
BUS	399M	Business Analysis	Europe and the Euro
BUS	399O	Business Analysis	Sust. Dev/Conserv.Costa Rica
BUS	420B	Business Analysis	FSB Int'l Studies:Argentina
BUS	420J	Business Analysis	FSB Israel - Jordan
BUS	420L	Business Analysis	FSB Int'l Studies: Luxembourg
BUS	420W	Business Analysis	FSB: Western Europe & Beyond
BUS	420X	Business Analysis	Asian Economic Powers
BUS	420Y	Business Analysis	Hong Kong Internship
BWS	307	Black World Studies	Middle East/Anthro Perspects
BWS	342	Black World Studies	Africa Since 1945
BWS	365	Black World Studies	Civil War & Reconstruction Era
BWS	370C	Black World Studies	Contemporary African Politics

BWS	370F	Black World Studies	Black Thought in the 20th C
CCA	321	College of Creative Arts	App. Integrated Arts & Culture
CCA	111L	College of Creative Arts	Innov, Creat., & Des Thinking
CCA	410A	College of Creative Arts	Business Planning for the Arts
CCA	499B	College of Creative Arts	International Fashion Design
CCA	599B	College of Creative Arts	International Fashion Design
CHI	272	Chinese	Traditional Chinese Culture
CHI	273	Chinese	Traditional Chinese Culture 2
CHM	410	Chemistry & Biochemistry	Topics in Chem Education
CHM	421	Chemistry & Biochemistry	Forensic Trace Analysis
CHM	627	Chemistry & Biochemistry	Applying Chemistry Across Curr
CHM	710	Chemistry & Biochemistry	Topics in Chemistry Education
CHM	421L	Chemistry & Biochemistry	Forensic Trace Analysis Lab
CHM	430S	Chemistry & Biochemistry	Signal Cascades
CHM	627D	Chemistry & Biochemistry	Chemistry Ed Enrichment I
CHM	627F	Chemistry & Biochemistry	Chem & Science of Organic Food
CHM	740Y	Chemistry & Biochemistry	Protein Chemistry
CHM	760M	Chemistry & Biochemistry	Electrochemistry
CHM	760U	Chemistry & Biochemistry	Data Handling/Chemical Analys
CIT	270A	Comp & Information Technology	Mobile Healthcare
CJS	313	Criminal Justice Studies	Alternatives to Corrections
CJS	511	Criminal Justice Studies	Evidence Law & Expert Testimon
CJS	551	Criminal Justice Studies	Comparative Justice Systems
CLS	213	Classics	Greek and Roman Comedy
CLS	317	Classics	Greek/Rom Philosophical Writer
CLS	331	Classics	Topcs In Classics:Epic-Romance
CLS	333	Classics	Greeks in Central Asia
CLS	334	Classics	Egypt: Greco-Roman Literature
CLS	436	Classics	Havighurst Colloquium
CLS	180B	Classics	Ancient Greco-Roman Medicine
CLS	299L	Classics	Ancient Rome & Modern Europe
CLS	310A	Classics	Daily Life in Antiquity
CMS	225	Comparative Media Studies	Linking Film and New Media
CMS	201H	Comparative Media Studies	Intro to Comparative Media
CPB	610	Chem, Paper & Biomed Engineer	Process Analysis
CPB	620	Chem, Paper & Biomed Engineer	Papermaking
CSE	260	Comp Sci &Software Engineering	Topics in the Profession
CSE	253O	Comp Sci &Software Engineering	Intro to Objective-C
CSE	270D	Comp Sci &Software Engineering	Programming for Non-Majors
CSE	470B	Comp Sci &Software Engineering	Computational Genomics
CSE	610L	Comp Sci &Software Engineering	Immersive Virtual Reality

CSE	610Y	Comp Sci &Software Engineering	Exploring Virtual Computing
ECE	414	Electrical & Computer Engineer	Introduction to VLSI Design
ECE	514	Electrical & Computer Engineer	Introduction to VLSI Design
ECO	685	Economics	Economic Research Methods
ECO	320L	Economics	European Economic Integration
ECO	399B	Economics	SE Asia Economic Development
ECO	420G	Economics	Consulting Economics
EDL	141	Educational Psychology	Mentoring Diverse Students
EDL	6995	Educational Psychology	iDis Fac Ohio NLS Mth/Sci 1
EDL	199C	Educational Psychology	Ghana: Engaging in Dialogue
EDL	699A	Educational Psychology	iDis Fac OH NLS Mth/Sci STEM
EDL	699D	Educational Psychology	iDis Fac OH NLS MTH/SCI Prac 1
EDL	780D	Educational Psychology	Special Topics
EDP	357	Educational Psychology	Student Mental Health
EDP	554	Educational Psychology	Math Curriculum Mild/Moderate
EDP	201H	Educational Psychology	Human Devel & Learnng/Ed Envir
EDT	599B	Teacher Education	CSIP 2017
EDT	699F	Teacher Education	iDis Imp OH NLS MTH/SCI STEM 1
EDT	699L	Teacher Education	iDis Imp OH NLS MTH Prac 1
EDT	699N	Teacher Education	iDis Imp OH NLS SCI Prac 1
EDT	699U	Teacher Education	iDis Imp Ohio NLS Math 1
EDT	699V	Teacher Education	iDis Imp Ohio NLS Math 2
EHS	195	Education, Health and Society	Leadership/Healthy Communities
ENG	230	English	Themes & Genres
ENG	347	English	Postwar/Postclny Brit:1945-Pre
ENG	390	English	Studies In Amer Regionalism
ENG	418	English	Playwriting
ENG	470	English	Studies In Literary Theory
ENG	495	English	Capstone In Literature
ENG	600	English	Special Topics In Literature
ENG	660	English	Stds In Twentieth Century Lit
ENG	180O	English	Literature and the Environment
ENG	201D	English	Language in American Society
ENG	225L	English	Advanced Composition - LUX
ENG	233H	English	British Women Writers
ENG	256H	English	Russian Lit/Tolstoy-Nabokov
ENG	310G	English	Writing for Communtiy Engagemnt
ENG	399C	English	Literary Lndn Creative Writing
ENG	410B	English	Sociophonetics
ENG	440C	English	Major Writers: Milton
ENG	440E	English	Major Writers:Austen/English

ENG	440N	English	Major Writers: Dickens
ENG	440U	English	Major Writers: Trollope
ENG	490A	English	World War through Lit and Film
ENG	699I	English	Multigenre Writing
ENG	760A	English	Comparative Rhetoric
ESP	130	Entrepreneurship	Special Topics & Projects I
ESP	230	Entrepreneurship	Special Topics & Projects II
ESP	399G	Entrepreneurship	FSB Ecuador
FIN	299A	Finance	Capital Market Development
FRE	180I	French	The Global Graphic Novel
FRE	341D	French	French Conversation & Current Event
FRE	411D	French	Tutorial in French Civilization
FRE	430B	French	Sensory Knowledge
FRE	600B	French	Screen Environments
FRE	699A	French	Ecocriticism: French Renaissance
FRE	700W	French	Research For Masters Thesis
FST	272	Film Studies	Cin Cultures Cntrl E Europe
FST	380H	Film Studies	Honors
FST	400C	Film Studies	Science Fiction & Am Cinema
FSW	491C	Family Science and Social Work	Reporting & Lethality Assessment
FSW	591C	Family Science and Social Work	Reporting & Lethality Assessment
GEO	513	Geography	Tropical Marine Ecology: Bahama
GEO	528	Geography	Soil Geography
GEO	690	Geography	Internship In Geography
GEO	311L	Geography	Geography of Western Europe
GEO	399A	Geography	Tropical Marine Ecology
GEO	399B	Geography	Geography Field Workshop
GEO	410A	Geography	Reg: Ethnic Regionalism
GEO	460I	Geography	Cultural
GEO	599X	Geography	Sustainability in Costa Rica
GER	260	German	Topics In Modern Ger Lit Trans
GER	350	German	Topics Contemp Writing German
GER	231L	German	European Fairy Tale Tradition
GER	410E	German	Berlin in Literature and Film
GLG	512	Geology	Tropical Ecosystems: Costa Rica
GLG	513	Geology	Tropical Marine Ecology: Bahama
GLG	180B	Geology	Economic Geology
GLG	299L	Geology	Climate Change Science/Policy
GLG	499H	Geology	Field Methods in Hydrogeology
GLG	499X	Geology	Argentina Historical Geology

GLG	699H	Geology	Field Methods in Hydrogeology
GTY	460	Gerontology	Selected Topics In Gerontology
GTY	560	Gerontology	Selected Topics In Gerontology
HON	390	Honors	Advanced Honors Experience
HON	190G	Honors	Engaging in Outdoor Leadership
HON	190J	Honors	Facilitating 'Let's Talk' Dial
HON	190N	Honors	Opening Minds Art Vol Exper
HON	190Q	Honors	Intro to Leadership Theory
HON	282E	Honors	Outdoor Leadership
HON	290K	Honors	Opening Minds Art Leader Exper
HST	301	History	Age Of Revolutns:Eur 1750-1850
HST	326	History	The Hellenistic Age
HST	334	History	Eur Intellectl Hst/Sci Revolut
HST	342	History	Africa Since 1945
HST	290A	History	Civil War and American Memory
HST	290G	History	Atlantic Worlds 1492-1804
HST	296H	History	World History Since 1945
HST	330G	History	The Great War at 100
HST	360C	History	Modern Central Asia
HST	360D	History	The Graphic Novel and the Past
HST	436H	History	Havighurst Colloquium
HST	450A	History	Burke and Revolution
HST	510A	History	Age of Bismarck
HST	670M	History	Images and History
HST	670N	History	Modern US History
IES	399A	Environmental Sciences	Europe:Urbanism Climate Change
IES	399B	Environmental Sciences	UrbanismClimateChange Research
ISA	385	Information Systems& Analytics	App of Electrnc Comm Tech
ISA	635	Information Systems& Analytics	Intro to Predictive Analytics
ISA	385L	Information Systems& Analytics	App of Electrnc Comm Tech
ITS	254	International Studies	Intro Russian & Eurasian Stds
ITS	299E	International Studies	Renaissance through Art
ITS	402R	International Studies	Black Markets&Shadow Economies
JRN	240	Journalism	Student Media Practicum
JRN	524	Journalism	Ethics and Digital Media
JRN	529	Journalism	Environmental Communication
JRN	340N	Journalism	Intshp: The Washington Center
JRN	350D	Journalism	Internet Radio Write & Report
JRN	350E	Journalism	Foreign Correspondence
JRN	477N	Journalism	Independent Study - Washington
KNH	455	Kinesiology,Nutrition & Health	Comp Exercise Physiology

KNH	4532	Kinesiology,Nutrition & Health	Physical Fitness Assessment
KNH	4539	Kinesiology,Nutrition & Health	NutritionCounsel/ProfSkills&Pr
KNH	170B	Kinesiology,Nutrition & Health	Intermediate Swimming
KNH	199F	Kinesiology,Nutrition & Health	Global Perspective on Health
KNH	399A	Kinesiology,Nutrition & Health	Health Communication & Rapport
KNH	419A	Kinesiology,Nutrition & Health	Health Edu Student Teaching
KNH	453F	Kinesiology,Nutrition & Health	Counseling Theories & Practice
KNH	453I	Kinesiology,Nutrition & Health	Exploring Scandinavian Culture
KNH	453Z	Kinesiology,Nutrition & Health	Ethics in Sport & Exercise Psy
KNH	499O	Kinesiology,Nutrition & Health	Sport Management in Europe
KNH	499P	Kinesiology,Nutrition & Health	Perspectives of Asian Culture
KNH	599O	Kinesiology,Nutrition & Health	Sport Management in Europe
LAS	207	Latin American Studies	Latin America before 1910
LAS	512	Latin American Studies	Tropical Ecosystems:Costa Rica
LAS	524	Latin American Studies	Latin Amer Modern Architecture
LAS	299C	Latin American Studies	San Francisco Connected
LAS	299O	Latin American Studies	L.A.React. Neolib/Global
LAS	300A	Latin American Studies	Global Latin America
LAT	121	Latin Language & Literature	Review Latin
LAT	310T	Latin Language & Literature	Roman Comedy
MAC	167	Media and Communication	Practum/Elctrnc Media Productn
MAC	267	Media and Communication	Pract:Electrnc Media Productn
MAC	367	Media and Communication	Prac/Electronic Media Productn
MAC	427	Media and Communication	Inside Washington Sem. Program
MAC	454	Media and Communication	The Washington Community
MAC	462	Media and Communication	Red Atlantic
MAC	450B	Media and Communication	Sound, Media and Everyday Life
MAC	450C	Media and Communication	Science Fiction & Am Cinema
MAC	499P	Media and Communication	Feature Film Production
MBI	150	Microbiology	Topics in Microbiology
MBI	250	Microbiology	Topics in Microbiology
MBI	671	Microbiology	Population & Community Ecology
MGT	681	Management	Special Studies In Management
MGT	299B	Management	FSB Int'l Studies:Argentina
MGT	330 W	Management	Professional Practice Workshop
MGT	399A	Management	Global Supply Chain Integratio
MGT	477 W	Management	Independent Studies
MKT	315	Marketing	Creating Customer Value
MKT	345	Marketing	Decision Making in Marketing

MKT	330 W	Marketing	Professional Practice Workshop
MSC	320	Military Science	Tactical Problems Seminar
MTH	620	Mathematics	Topics In Algebra
MTH	630	Mathematics	Topics In Operations Research
MUS	344	Music	Applied Music
MUS	401	Music	Advcd Studies In Music Theory
MUS	405	Music	Choral Literature
MUS	461	Music	American Music
MUS	561	Music	American Music
MUS	636	Music	Advanced Choral Conducting
MUS	100P	Music	Chamber Orchestra
MUS	100S	Music	Choral Union
MUS	186H	Music	Global Music for the I-Pod
MUS	630Z	Music	Internship: Brass Quintet
PHL	106	Philosophy	Thought and Culture Of India
PHL	360	Philosophy	Interdisciplinary Spec Topics
PHL	493	Philosophy	Phenomenological Method
PHL	593	Philosophy	Phenomenological Method
PHL	180A	Philosophy	Existential Themes in PHL/Lit
PHL	180B	Philosophy	Science and Ethics
PHL	310D	Philosophy	Philosophy Cultural Conflict
PHL	410C	Philosophy	Contemporary Democratic Theory
PHL	410G	Philosophy	17th Century
PHL	510C	Philosophy	Contemporary Democratic Theory
PHL	510G	Philosophy	17th Century
PHL	510T	Philosophy	Truth and Objectivity
PHL	620B	Philosophy	Philosophy of Hannah Arendt
PHL	620D	Philosophy	History of Skepticism
PLW	399A	Prelaw	Inside Cincinnati Law
PMD	210	Premed	Premedical Scholars Seminar
POL	302	Political Science	Classical Political Philosophy
POL	333	Political Science	Politics Of Western Europe
POL	378	Political Science	Latin America:Region&The World
POL	410	Political Science	Political Philosophy Topics
POL	650	Political Science	Sem:American Political System
POL	660	Political Science	Sem:Public Admn/Policy Analys
POL	670	Political Science	Seminar:International Relations
POL	336H	Political Science	Politics of the Middle East
POL	340N	Political Science	Intshp: The Washington Center
POL	353H	Political Science	Constitutionl Rights&Liberties

POL	440H	Political Science	Havighurst Colloquium
POL	459V	Political Science	Money and Politics
POL	471A	Political Science	The End of the Cold War
POL	471B	Political Science	Human Rights: Past and Future
POL	477N	Political Science	Independent Study - Washington
POL	559H	Political Science	Citizen Politics In The US
POL	559V	Political Science	Money and Politics
POL	571A	Political Science	The End of the Cold War
POL	571B	Political Science	Human Rights: Past and Future
POR	399A	Portuguese	The Way of St. James
PSY	350	Psychology	Topics in Advanced Personality
PSY	585	Psychology	History & Systems Psychology
PSY	410G	Psychology	Capstone:Intr to Psychotherapy
PSY	410R	Psychology	From Risk to Resilency
PSY	440A	Psychology	Culture and Psychopathology
PSY	645L	Psychology	School Consultation
REL	312	Religion, Comparative	Hebrew Bible/Old Testament
REL	346	Religion, Comparative	Issues Stdy Native Amer Relgns
REL	399O	Religion, Comparative	Miami in Oman
RUS	272	Russian	Cin Cultures Cntrl E Europe
RUS	536	Russian	Havighurst Colloquium
SJS	499F	Social Justice Studies	Social Justice in Fiji
SJS	599F	Social Justice Studies	Social Justice in Fiji
SOC	160	Sociology	Selectd Topcs Sociologicl Anly
SOC	463	Sociology	Gender & Aging
SOC	510	Sociology	Topics in Criminology
SOC	590	Sociology	Current Issues in Sociology
SOC	487H	Sociology	Globalization & Social Justice
SOC	499B	Sociology	Hlth Phys Cult US and Asia
SOC	499F	Sociology	Social Justice in Fiji
SOC	599F	Sociology	Social Justice in Fiji
SPA	233	Speech Pathology & Audiology	Perspective of Human Face
SPA	662	Speech Pathology & Audiology	Research In Speech Pathology
SPN	377 W	Spanish	Independent Studies
SPN	420E	Spanish	Sensory Knowledge
SPN	450K	Spanish	El teatro de Usigli
SPN	450M	Spanish	Saints and Sinners 1500-1700
SPN	450N	Spanish	E! cine de Antonio Banderas
SPN	550K	Spanish	El teatro de Usigli
SPN	550M	Spanish	Saints and Sinners 1500-1700

SPN	550N	Spanish	E! cine de Antonio Banderas
SPN	600D	Spanish	Contemporary Spanish Novel
SPN	600F	Spanish	Seminar in Early Modern Lit
STA	350	Statistics	Topics in Statistics
STA	368	Statistics	Introduction To Statistics
STA	450	Statistics	Advanced Topics in Statistics
STA	615	Statistics	Criminal Justice Statistics
STA	638	Statistics	Pred. Analytics & Data Mining
STC	201B	Strategic Communication	Minority Languages
STC	201D	Strategic Communication	Language in American Society
STC	212L	Strategic Communication	Media Representation
STC	450H	Strategic Communication	Health Communication
THE	423	Theatre	Topics in Theatre Studies
THE	450	Theatre	Special Topics in Design/Tech
THE	455	Theatre	Adv Problms/Theatrical Design
THE	523	Theatre	Topics in Theatre Studies
THE	550	Theatre	Special Topics in Design/Tech
THE	210E	Theatre	Puppetry and Theatre Crafts
THE	210F	Theatre	Live Action Storytelling
THE	210J	Theatre	Advanced Make-up Techniques
THE	210K	Theatre	Tap Dance
THE	539A	Theatre	Acting for the Camera
WGS	463	Women,Gender&Sexuality Studies	Gender & Aging
WGS	575	Women,Gender&Sexuality Studies	Women Gender & Sport
WGS	650	Women,Gender&Sexuality Studies	Topics In Womens History
WGS	180Y	Women,Gender&Sexuality Studies	Identity and Food in Oxford OH
WGS	370E	Women,Gender&Sexuality Studies	Malory and Arthurian Legend
WGS	370F	Women,Gender&Sexuality Studies	Women's Narrative Expression
WGS	370K	Women,Gender&Sexuality Studies	Hispanic Women Writers
WGS	410D	Women,Gender&Sexuality Studies	Renaissance Sexualities
WST	397	Western Program	American Environmental History
WST	110P	Western Program	Pathways to Oxford
WST	201H	Western Program	Self and Place - Honors
WST	280A	Western Program	Baseball and American Culture

2021-2022 Eliminated Courses (Total of 292)

292 courses were eliminated, while 59 new course were approved for a net loss of 233 courses.

ACC	330W	Accountancy	Professional Practice Workshop
AMS	342	American Studies	Religious Pluralism Mod America
AMS	379	American Studies	US Consumerism 1890-Present

AMS	299B	American Studies	Engaging Native American Youth
AMS	310I	American Studies	Race & Pop. Culture in the US
AMS	399A	American Studies	Americans Abroad
AMS	405A	American Studies	Medicine and the Humanities
AMS	450A	American Studies	Dev: Advanced Pol Geography
ARC	180A	Architecture & Interior Design	Art & Craft Hand Papermaking
ARC	301L	Architecture & Interior Design	Architecture Studio - LUX
ARC	404S	Architecture & Interior Design	Advanced Digital Rendering
ARC	405D	Architecture & Interior Design	Greek & Roman Architecture
ARC	504S	Architecture & Interior Design	Advanced Digital Rendering
ARC	599T	Architecture & Interior Design	Design/Build Ghana
ART	321	Art	Drawing V
ART	322	Art	Drawing VI
ART	350	Art	Illustration
ART	486	Art	Art Of The Late 19th Century
ART	586	Art	Art Of The Late 19th Century
ART	480P	Art	Architecture & Photography
ART	580P	Art	Architecture & Photography
ATH	306	Anthropology	Russia-Eurasia/Anthro Perspect
ATH	525	Anthropology	Ethnographic Field Methods
ATH	212H	Anthropology	Archaeological Theory/Methods
ATH	415H	Anthropology	Field Methods in Archaeology
BIO	255	Biology	Introduction To Biotechnology
BIO	411	Biology	General Entomology
BIO	452	Biology	Neuromodulation
BIO	511	Biology	General Entomology
BIO	537	Biology	Paleontology in Conservation
BIO	552	Biology	Neuromodulation
BIO	598	Biology	Evolution Of Human Behavior
BIO	699C	Biology	Human Dimensions of Conserv
BIO	699E	Biology	Envir & Informal Sci Education
BLS	399L	Business Legal Studies	FSB Legal London
BLS	465C	Business Legal Studies	Ethics, Law, & Business
BUS	299A	Business Analysis	FSB Southeast Asia
BUS	450C	Business Analysis	Seniors BUS Honors Colloquium
BWS	276	Black World Studies	Intro to Art Black Diaspora
BWS	243L	Black World Studies	Atlantic Slave Trade
BWS	299G	Black World Studies	Afro-Peruvian Culture
BWS	370I	Black World Studies	Race & Pop. Culture in the US
BWS	370N	Black World Studies	Europe in the Africn Imaginatn
BWS	399A	Black World Studies	Americans Abroad

BWS	599S	Black World Studies	Sustainable Development-Zambia
CCA	499C	College of Creative Arts	Inside New York - Arts
CHM	144H	Chemistry & Biochemistry	College Chemistry Laboratory
CHM	145H	Chemistry & Biochemistry	College Chemistry Laboratory
CHM	251H	Chemistry & Biochemistry	Organic Chemistry For Chm Maj
CHM	430E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	430T	Chemistry & Biochemistry	Traditional & Herbal Medicine
CHM	430Z	Chemistry & Biochemistry	Biochem of Antibiotics
CHM	440E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	460D	Chemistry & Biochemistry	Mass Spec Prin & Applications
CHM	740E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	760D	Chemistry & Biochemistry	Mass Spec Prin & Applications
CMR	112	Commerce	Intro: Human Resource Managmnt
CMR	221	Commerce	Professional Development
CMR	281	Commerce	Business Communication Sftware
CSE	471	Comp Sci &Software Engineering	Simulation
CSE	571	Comp Sci &Software Engineering	Simulation
CSE	631	Comp Sci &Software Engineering	Ontologies for Semantic Web
CSE	174H	Comp Sci &Software Engineering	Fundmntls-Progrming&Prob Solvg
CSE	253D	Comp Sci &Software Engineering	Accelerated Intro to C++
CSE	270F	Comp Sci &Software Engineering	Intro: Functional Programming
CSE	270G	Comp Sci &Software Engineering	Intro to Computer Vision
ECE	695	Electrical & Computer Engineer	Graduate Research Project
ECO	342	Economics	Comparative Economic Systems
ECO	361	Economics	Labor Economics
ECO	441	Economics	Intl Trade & Commercial Policy
ECO	541	Economics	Intl Trade & Commercial Policy
ECO	299A	Economics	Economics Evolution Argentina
ECO	399D	Economics	Business in SE Asia
ECO	420N	Economics	Topics in Public Economics
ECO	420S	Economics	Topics in Sustainability
ECO	420T	Economics	Time Series and Forecasting
EDL	390	Educational Leadership	Comparative Student Affairs II
EDL	666	Educational Leadership	Stu Culture-College Environmnt
EDL	681	Educational Leadership	Leadership Perspectives
EDL	690	Educational Leadership	Student Affairs Study Tour
EDL	783	Educational Leadership	Curriculum, Politics, Policy
EDL	204H	Educational Leadership	Sociocultural Studies in Educa
EDL	290G	Educational Leadership	Fraternity and Sorority Life
EDL	399B	Educational Leadership	Student Unions in Europe
EDL	699G	Educational Leadership	iDisc Facil Fdns 1

EDL	750E	Educational Leadership	Ind Reading in Educ Leadership
EDL	750R	Educational Leadership	Ind Reading in Educ Research
EDL	790T	Educational Leadership	College Teaching Seminar
EDP	332	Educational Psychology	ID: Theory and Models
EDP	333	Educational Psychology	Eval & Assessment for ID
EDP	454	Educational Psychology	Math Curriculum Mild/Moderate
EDP	299A	Educational Psychology	Intro Disability Studies IUP
EDP	450A	Educational Psychology	Transdisciplinary Special Educ
EDT	4998	Teacher Education	CSIP
EDT	430H	Teacher Education	Adolescent Mathematics II
EDT	450C	Teacher Education	Tech for WL Teachers
EDT	450D	Teacher Education	Speaking in the WL Classroom
EDT	550C	Teacher Education	Tech for WL Teachers
EDT	550D	Teacher Education	Speaking in the WL Classroom
EDT	699M	Teacher Education	iDis Imp OH NLS SCI Prac 2
EDT	699O	Teacher Education	iDisc: Fdn Mth K-2 1
EDT	699Q	Teacher Education	iDisc VPLC Math 1
EGS	320G	English Studies	Lit & Cultures: Genre
EGS	320M	English Studies	Lit & Cultures: Multicultural
EGS	460G	English Studies	Genre Issues
EGS	460M	English Studies	Multicultural Issues
ENG	494	English	Disability Glob/Local Contexts
ENG	651	English	Graduate Poetry Writing Wrkshp
ENG	6997	English	OWP:Role of Texts in Classroom
ENG	143H	English	American Lit 1945-Present
ENG	180I	English	Culture & Lit of the South
ENG	201A	English	Language and Gender
ENG	310E	English	Rhetoric & Digital Identity
ENG	399L	English	Luxembourg Summer Institute
ENG	410A	English	Research&Writing in Linguistic
ENG	450J	English	Studies in Genre: The Western
ENG	490J	English	Medicine and the Humanities
ENG	698S	English	Writing and Reading Conf
ENG	699S	English	Implementing Reading & Writing
ENG	700N	English	Low Res Creative Project
ENT	202A	Engineering Technology	Embedded Systems Technology
ESP	299A	Entrepreneurship	ESP in Developing Country
ESP	490B	Entrepreneurship	International Creativity
ESP	490L	Entrepreneurship	Entrepreneurial Leadership
ESP	490S	Entrepreneurship	Social Entrepreneur Corps
FIN	101	Finance	Personal Finance

FIN	462	Finance	Advanced Corporate Finance
FIN	645	Finance	Futures and Options
FRE	617	French	Inten Course For Grad Students
FRE	618	French	Inten Course For Grad Students
FRE	460B	French	Cinema and the Senses
FRE	477D	French	Independent Studies
FRE	477L	French	Independent Studies-LUX
FRE	600F	French	Early Modern Subjects
FRE	699B	French	Masterpieces: Belgian Culture
FRE	699E	French	Trans Studies and French Lit
FRE	700Z	French	Research For Masters Thesis
FST	205	Film Studies	American Film As Communication
FST	230A	Film Studies	Film Auteurs: Emmanuel Lubezki
FST	250M	Film Studies	Sci-Fi East & West
FST	330A	Film Studies	Film Auteurs: Emmanuel Lubezki
FST	350M	Film Studies	RealStories:UnforgettableFilm
FST	360A	Film Studies	Horror and American Cinema
FST	450J	Film Studies	Studies in Genre: The Western
FST	460B	Film Studies	Cinema and the Senses
FSW	612	Family Science and Social Work	Social Welfare Policy II
FSW	618	Family Science and Social Work	Human Behavior: Social Env. II
FSW	667	Family Science and Social Work	Policy & Politics of Aging
FSW	491J	Family Science and Social Work	Advanced Diverse Family System
GEO	241	Geography	Map Interpretation
GEO	413	Geography	Tropical Marine Ecology:Bahama
GEO	447	Geography	Aerial Photo Interpretation
GEO	547	Geography	Aerial Photo Interpretation
GEO	280B	Geography	Ecological Restoration
GEO	299A	Geography	Field Study Abroad: Peru
GEO	410L	Geography	The Hague
GEO	460C	Geography	Dev: Advanced Pol Geography
GEO	460E	Geography	Urban/Economic: WILKS
GEO	499B	Geography	Sustainability-Marine Ecology
GEO	499X	Geography	Sustainability in Costa Rica
GER	610	German	Self-Paced Grad Reading In Ger
GER	680	German	Independent Studies
GLG	413	Geology	Tropical Marine Ecology:Bahama
GLG	666	Geology	Theoretical Seismology
GLG	499S	Geology	Sustainable Development-Zambia
GLG	599S	Geology	Sustainable Development-Zambia
GTY	299A	Gerontology	Aging in Thailand

HON	290J	Honors	Hon Teaching Lead & School Org
HST	318	History	British Empire
HST	368	History	U.S. Progressive Era to Depressn
HST	379	History	US Consumerism 1890-Present
HST	243L	History	Atlantic Slave Trade
HST	290K	History	American Law & Constitution
HST	290N	History	The American South
HST	290P	History	America and Global Capitalism
HST	290Q	History	Election 2016: Making History
HST	290R	History	Introduction to Islam
HST	330K	History	Freedom in Early Modern Europe
HST	333L	History	Reconstruction: Europe Snc 1945
HST	350D	History	Investigations in MU History
HST	350F	History	Black Thought in the 20th C
HST	400A	History	German History
HST	410F	History	Cities in Modern America
HST	670E	History	Borderlands and Frontiers
HST	670P	History	Modern US History 2
IDS	199E	Interdisciplinary	Cultural Heritage of India
IES	175	Environmental Sciences	Environmental Science Seminar
IES	423	Environmental Sciences	Tropical Marine Ecology: Bahama
IES	523	Environmental Sciences	Tropical Marine Ecology: Bahama
IES	641	Environmental Sciences	Earth Expeditions: Adv Field
IES	440B	Environmental Sciences	American Studies Workshops
IES	540B	Environmental Sciences	American Studies Workshops
IMS	261	Emerging Tech: Business&Design	Info & Data Visualization
IMS	566	Emerging Tech: Business&Design	Critical Game Development
IMS	390E	Emerging Tech: Business&Design	Comprehensive Study of Esports
ISA	432	Information Systems& Analytics	Survey Sampling In Business
ISA	625	Information Systems& Analytics	Management of IT
ISA	636	Information Systems& Analytics	Managing Data for Bus. Anal.
ITS	365B	International Studies	Rogue States & Narco-States
ITS	365D	International Studies	Political Ecology
ITS	402K	International Studies	Geopolitics of Civil War
ITS	402O	International Studies	Issues in Post-Soviet Eurasia
JPN	260A	Japanese	Death in Japanese Literature
JPN	260B	Japanese	Modern Japanese Literature
JPN	260D	Japanese	Tales of the Supernatural
JRN	318H	Journalism	Advanced Storytelling in Journ
JRN	350G	Journalism	Stories from Cuba
KNH	206	Kinesiology, Nutrition & Health	AIDS: Etiology, Prev Inc & Prev.

KNH	208	Kinesiology,Nutrition & Health	Serving&Support Chldren Fam II
KNH	453G	Kinesiology,Nutrition & Health	Applied Health Behavior Change
KNH	453N	Kinesiology,Nutrition & Health	Motor Control Research
LAS	412	Latin American Studies	Tropical Ecosystems:Costa Rica
LAS	413	Latin American Studies	Tropical Marine Ecology:Bahama
LAS	243L	Latin American Studies	Atlantic Slave Trade
LAS	299G	Latin American Studies	Afro-Peruvian Culture
LAS	418H	Latin American Studies	Field Methods in Archaeology
LAT	310D	Latin Language & Literature	Latin Elegy
MAC	450E	Media and Communication	Unscripted Stories
MAC	450N	Media and Communication	Gender, IT, & Transnat Culture
MBI	424	Microbiology	Exp Techniques in S/F Genomics
MBI	524	Microbiology	Exp Techniques in S/F Genomics
MBI	850Z	Microbiology	Research Doctoral Dissertation
MGT	502	Management	Employment Law
MGT	504	Management	Compensation Management
MGT	531	Management	Logistics Management
MKT	442H	Marketing	Highwire Brand Studio
MME	436H	Mechan & Manufact Engineering	Control of Dynamic Systems
MTH	247	Mathematics	Financial Math for Actuaries
MTH	495H	Mathematics	Applied Nonlinear Dynamics
MUS	403	Music	Orchestra Literature
MUS	454	Music	Guitar Repertory and Pedagogy
MUS	460	Music	Methodologies: Ethnomusicology
MUS	463	Music	Orchestra Conducting
MUS	481	Music	Adv Study In Special Subjects
MUS	482	Music	Adv Study In Special Subjects
MUS	503	Music	Orchestra Literature
MUS	554	Music	Guitar Repertory and Pedagogy
MUS	560	Music	Methodologies: Ethnomusicology
MUS	563	Music	Orchestra Conducting
PHL	420B	Philosophy	Arendt
PHL	430M	Philosophy	Aristotle's Metaphysics
PHL	440D	Philosophy	Descartes and Spinoza
PHL	450F	Philosophy	Feminist Epistemology
PHL	450P	Philosophy	French Feminist Theory
PHL	520B	Philosophy	Arendt
PHL	530M	Philosophy	Aristotle's Metaphysics
PHL	540D	Philosophy	Descartes and Spinoza
PHL	550F	Philosophy	Feminist Epistemology
PHL	550P	Philosophy	French Feminist Theory

PHL	620F	Philosophy	Foucault
PHY	180A	Physics	Energy & the Environment
POL	160	Political Science	Challenge of Public Leadership
POL	695	Political Science	Resrch Tutorial/Masters Degree
POL	850	Political Science	Research Doctoral Dissertation
POL	332H	Political Science	Post-Soviet Russian Politics
POL	332W	Political Science	Post-Soviet Russian Politics
POL	337W	Political Science	Politics Of Latin America
POL	357W	Political Science	Politics Of Organized Intrests
POL	440E	Political Science	Public Ldrshp & Public Affairs
POL	460D	Political Science	US Energy Policy
POL	560D	Political Science	US Energy Policy
PSY	200F	Psychology	Basic Psychophysiology
REL	700	Religion, Comparative	Research For Masters Thesis
RUS	250K	Russian	Contemp RUS Culture/Politics
RUS	250M	Russian	Sci-Fi East & West
SJS	101	Social Justice Studies	Elements of Social Justice
SJS	519	Social Justice Studies	Environment, Society & Justice
SOC	554	Sociology	Formal Organization
SOC	151H	Sociology	Social Relations
SPA	650	Speech Pathology & Audiology	Normal Deglutition
SPA	660	Speech Pathology & Audiology	Ind Studies: Speech Path & Aud
SPN	299F	Spanish	Global through Local/Nicaragua
SPN	299G	Spanish	Afro-Peruvian Culture
SPN	370A	Spanish	Nicaraguan History and Culture
SPN	370K	Spanish	Hispanic Women Writers
SPN	399G	Spanish	Nicaragua: In Transition
SPN	490A	Spanish	The Sensuous Baroque
SPN	490N	Spanish	Nineteenth Century Chronicle
SPN	600G	Spanish	Narratives and Cultural Study
STA	571	Statistics	Actuarial Prep: Probability
STA	635	Statistics	Intro to Predictive Analytics
STA	671	Statistics	Environmental Statistics
STC	205	Strategic Communication	American Film As Communication
STC	201A	Strategic Communication	Language and Gender
STC	450C	Strategic Communication	Brand Cultures
THE	200M	Theatre	Prod & Perf: Vocal Coaching
THE	210M	Theatre	Laban Movement
THE	210N	Theatre	Storytelling and Geolocation
THE	210P	Theatre	Theatrical Collaboration
WGS	204	Women,Gender&Sexuality Studies	Gender, Science, & Technology

WGS	410L	Women,Gender&Sexuality Studies	The Hague
WST	280C	Western Program	Ecological Restoration

2022-2023 Eliminated Courses (Total of 288 Courses)

288 courses were eliminated, and 90 new courses approved for a net loss of 198 courses.

ACC	661	Accountancy	Accounting Theory and Research
ACE	111	American Culture & English Prg	Acad Culture International
ACE	310Q	American Culture & English Prg	Advanced Pronunciation
AMS	105	American Studies	American Studies Film Series
AMS	405	American Studies	American Studies Workshops
AMS	677	American Studies	Independent Studies
AMS	299D	American Studies	Native Youth Camp I
AMS	399D	American Studies	Native Youth Camp II
ARC	499Y	Architecture & Interior Design	Passive House Malta
ART	565	Art	Jewelry Design & Metals V
ART	572	Art	Sculpture V
ART	320C	Art	Experimental Media
ART	377W	Art	Independent Studies
ART	580A	Art	Screen Media in Art and Space
ATH	302	Anthropology	Africa: Anthro Perspectives
ATH	254H	Anthropology	Intro Russian & Eurasian Stds
BIO	102	Biology	Intro to Research in Biology
BIO	432	Biology	Ecoregions of North America
BIO	532	Biology	Ecoregions of North America
BIO	402W	Biology	Plant Anatomy
BUS	594	Business Analysis	Sustn Perspec/Resources & Bus
CCA	399M	College of Creative Arts	Music Busines - Nashville
CEC	206	Col of Engineering & Computing	Agile Launchpad II
CEC	488	Col of Engineering & Computing	Senior Design-Special Projects
CEC	460A	Col of Engineering & Computing	Engineering & Technology:India
CHM	424	Chemistry & Biochemistry	Exp Techniques in S/F Genomics
CHM	524	Chemistry & Biochemistry	Exp Techniques in S/F Genomics
CHM	662	Chemistry & Biochemistry	Molecular Spectroscopy
CHM	704	Chemistry & Biochemistry	Non-Thesis Project
CHM	252H	Chemistry & Biochemistry	Organic Chemistry For Chm Maj
CHM	430J	Chemistry & Biochemistry	Membrane Proteins
CHM	430P	Chemistry & Biochemistry	Protein Trafficking
CHM	430V	Chemistry & Biochemistry	EPR Methods & Instrumentation
CHM	470R	Chemistry & Biochemistry	Inorganic Spectroscopy
CHM	740D	Chemistry & Biochemistry	Medicinal Chemistry
CHM	740J	Chemistry & Biochemistry	Membrane Proteins

CHM	740P	Chemistry & Biochemistry	Protein Trafficking
CHM	760R	Chemistry & Biochemistry	Inorganic Spectroscopy
CHM	770V	Chemistry & Biochemistry	EPR Methods & Instrumentation
CIT	270B	Comp & Information Technology	Linux Operating Systems
CJS	611	Criminal Justice Studies	Criminal Justice Theory
CJS	270B	Criminal Justice Studies	Citizenship & Democracy
CJS	270C	Criminal Justice Studies	Police, Trust and Community
CJS	270D	Criminal Justice Studies	Hispanic Community Relations
CJS	270E	Criminal Justice Studies	Free Speech Workshop 1
CLS	215	Classics	Greek and Roman Historians
CLS	531	Classics	Archaeology of Power
CLS	210M	Classics	Greek and Roman Medicine
CLS	299A	Classics	Discovering Greece
CMR	125	Commerce	Medical Office Simulation
CMR	402	Commerce	Cross Cul Ldrshp
CMR	441	Commerce	Social Media & Career Dev
CMR	441H	Commerce	Social Media & Career Dev
CPB	320	Chem, Paper & Biomed Engineer	Professional Practice
CPB	450B	Chem, Paper & Biomed Engineer	Paper Eng Europe: exp, reflect
CSE	600	Comp Sci &Software Engineering	Independent Studies
CSE	615	Comp Sci &Software Engineering	Mathematical Modeling
CSE	630	Comp Sci &Software Engineering	Professional Practice
CSE	253B	Comp Sci &Software Engineering	Introduction to C++
CSE	470D	Comp Sci &Software Engineering	Semantic Web Languages
ECE	320	Electrical & Computer Engineer	Professional Practice
ECE	353	Electrical & Computer Engineer	Software Defined Radio
ECO	321	Economics	American Industries and Issues
ECO	385	Economics	Government And Business
ECO	419	Economics	Business Cycles
ECO	423	Economics	History Of Economic Analysis
ECO	523	Economics	History Of Economic Analysis
ECO	320C	Economics	The Economics of Education
EDL	434	Educational Leadership	Girlhoods and Globalization
EDL	534	Educational Leadership	Girlhoods and Globalization
EDL	671	Educational Leadership	Crisis Management Seminar
EDL	680	Educational Leadership	Theoretical Perspectives
EDL	781	Educational Leadership	Youth, Culture and Education
EDL	787	Educational Leadership	Leadership for the Public Good
EDL	290E	Educational Leadership	Emerging Leaders
EDL	399A	Educational Leadership	EDL: Leadership Dominican Rep
EDL	699H	Educational Leadership	iDisc Facil Fdns 2

EDP	472	Educational Psychology	Literacy Seminar:Practicum
EDP	572	Educational Psychology	Literacy Seminar:Practicum
EDP	199A	Educational Psychology	(Dis)Ability Allies
EDP	277W	Educational Psychology	Independent Studies
EDP	299B	Educational Psychology	EDP: College Intervention
EDP	419I	Educational Psychology	Teaching Internship-Internat
EDP	650C	Educational Psychology	Theory,Models,Trends/Interven
EDP	690C	Educational Psychology	Program Evaluation
EDP	695A	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EDP	695B	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EDP	695C	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EGS	390B	English Studies	Medieval Womens Spiritual Writ
EGS	410A	English Studies	Global Cultural Performance
ENG	317	English	Writing for Games
ENG	604	English	Writing Center Development
ENG	652	English	Issues in Creative Writing
ENG	6999	English	OWP Digital Tools and Texts
ENG	311L	English	Contemporary Fiction - Lux
ENG	350J	English	American Independent Cinema
ENG	360A	English	Creative Writing for Games
ENG	399A	English	London Writing You: Advanced
ENG	440K	English	Austen
ENG	440X	English	Major Writers: Baldwin
ENG	450M	English	Historical Fiction
ENG	490E	English	Question of the Posthuman
ENG	490G	English	18th-Century Literature and Ne
ENG	490N	English	Urban Futures
ENG	495B	English	Capstone:English Literature
ENG	698C	English	Fairy, Folk, Fantasy & Sci-Fi
ENG	698D	English	OWP Classroom Research I
ENG	698K	English	OWP Classroom Research IV
ENG	699Q	English	OWP Composing Arguments
ENG	699U	English	OWP Making Spaces for Literacy
ENG	730A	English	Writing Program Administration
ENT	202B	Engineering Technology	Introduction to 3D Printing
ESP	490K	Entrepreneurship	Social Entrepreneur Corps
ESP	490W	Entrepreneurship	Advancing Women in ESP
FAS	150A	Fashion	Deconstruction/Reconstruction
FAS	150D	Fashion	Beginning Knitting and Crochet
FAS	150E	Fashion	Technical Fashion Drawing
FIN	401H	Finance	Prin Of Investmnt&Securty Mkts

FRE	231	French	Comics and Culture in Belgium
FRE	331	French	The European Graphic Novel
FRE	423	French	Theatre, Performance, Spectacle
FRE	523	French	Theatre, Performance, Spectacle
FRE	299A	French	Quebec Cultures, Arts+History
FRE	399A	French	Francophone Graphic Novels
FRE	477W	French	Independent Studies
FRE	511W	French	Modern and Contemporary French
FRE	699D	French	Trans Studies and French Lit
FRE	699W	French	Trans Studies and French Lit
FST	350J	Film Studies	American Independent Cinema
FST	350R	Film Studies	Latin American Film
FST	360C	Film Studies	Film Comedy
FST	360D	Film Studies	Am Cinema Suspense/Thriller
FSW	142	Family Science and Social Work	Exploring Helping Professions
FSW	208	Family Science and Social Work	Serving&Support Children Fam II
FSW	491K	Family Science and Social Work	Clinical Intervention
FSW	491M	Family Science and Social Work	Families and Health
FSW	491N	Family Science and Social Work	Vicarious Trauma
FSW	591K	Family Science and Social Work	Clinical Intervention
FSW	591M	Family Science and Social Work	Families and Health
FSW	591N	Family Science and Social Work	Leadership Skill Development
GEO	457	Geography	Global Cities, World Economies
GEO	532	Geography	Ecoregions of North America
GEO	557	Geography	Global Cities, World Economies
GEO	299B	Geography	Kenyan Environments
GEO	450K	Geography	Tools
GEO	460K	Geography	Tools
GEO	560K	Geography	Tools
GEO	700Z	Geography	Research For Masters Thesis
GER	386	German	Art of the Weimar Republic
GER	461	German	Germany:Milestones in 20th Cen
GHS	201	Global Health Studies	Data & Decisions in GH
GIC	399C	Global & Intercultural Studies	Sustainable Local Food Systems
GLG	180A	Geology	Gems and Gem Formation
GRK	310K	Greek Language and Literature	Plato
GTU	686	Gerontology	Global Health and Health Care
HON	290I	Honors	Urban Leadership Internship
HON	299A	Honors	Outdoor Leadership in Maui
HST	305	History	Becoming Christianity
HST	312	History	The American West

HST	353	History	Hist Of Chinese Civilization
HST	365	History	Civil War & Reconstruction Era
HST	4002	History	20th Century American History
HST	290S	History	History through the Musicals
HST	290T	History	American Presidency, 1901-2017
HST	360A	History	The Mexican Revolution
HST	400V	History	Early Modern European History
HST	400W	History	20th Century European History
HST	450C	History	American Indians Great Lakes
HST	570B	History	Germany 1918-1945
HST	670Q	History	The 1960s
IES	649	Environmental Sciences	Kenya: Wildlife & Pple Integr
IES	399C	Environmental Sciences	Sustainable Local Food Systems
IES	440L	Environmental Sciences	European Env Perspectives-Lux
IES	499C	Environmental Sciences	Sustainable Practices in Austr
IES	699S	Environmental Sciences	Brazil: Golden Lion Tamarins
IMS	499B	Emerging Tech: Business&Design	Digital Innovation
IMS	599B	Emerging Tech: Business&Design	Digital Innovation
ISA	638	Information Systems& Analytics	Pred. Analytics & Data Mining
ISA	680	Information Systems& Analytics	Studies-Business Analytics
ISA	399C	Information Systems& Analytics	Data Mgt. and Visualization
ITL	680	Italian	Independent Studies
ITL	277W	Italian	Independent Studies
ITL	399A	Italian	Urbino and Renaissance Culture
ITS	299B	International Studies	Tourism in Kenya
ITS	299D	International Studies	Cuba in Transition
ITS	365C	International Studies	Politics of Power in Europe
ITS	365J	International Studies	Issues in Russia and Eurasia
ITS	402C	International Studies	Global Issues in the Americas
ITS	402S	International Studies	Contemporary Refugee Crisis
JRN	350F	Journalism	Foreign Correspondence
JRN	350P	Journalism	Photojournalism
JRN	399A	Journalism	The Miami Capital Experience
KNH	243	Kinesiology,Nutrition & Health	Womens Health:Prob & Practices
KNH	504	Kinesiology,Nutrition & Health	Advanced Food Science
KNH	299A	Kinesiology,Nutrition & Health	Mental Health First Aid
KNH	399B	Kinesiology,Nutrition & Health	National & Global Health Polic
KNH	402L	Kinesiology,Nutrition & Health	Critical Refl on Practices-LUX
KNH	453D	Kinesiology,Nutrition & Health	PH Measurement & Assessment
KNH	453P	Kinesiology,Nutrition & Health	Physiology of Training
KNH	553P	Kinesiology,Nutrition & Health	Physiology of Training

KNH	699N	Kinesiology,Nutrition & Health	Life at Alt/Outdoor Leadership
LAS	299D	Latin American Studies	Cuba in Transition
LAS	410N	Latin American Studies	Contemporary Latin America
LAT	310C	Latin Language & Literature	The Age of Nero
MAC	677	Media and Communication	Independent Studies
MBI	350A	Microbiology	SEA Miami I: Ocean Sciences
MBI	399A	Microbiology	SEA Miami II:Nautical Training
MBI	750A	Microbiology	Pathogenic Microbiology
MGT	102	Management	CBL Buck Leadership Lab I
MME	320	Mechan & Manufact Engineering	Professional Practice
MME	410	Mechan & Manufact Engineering	Undergraduate Research Sem
MME	315H	Mechan & Manufact Engineering	Mechanical Vibrations
MME	360C	Mechan & Manufact Engineering	Applied Manufacturing Process
MME	470A	Mechan & Manufact Engineering	Rotor Dynamics
MME	499K	Mechan & Manufact Engineering	Global Engineering & Culture
MME	570A	Mechan & Manufact Engineering	Rotor Dynamics
MTH	331H	Mathematics	Proof: Intro to Higher Math
MUS	222	Music	Music Education Technology
MUS	630T	Music	Chamber Music - Jazz Combo
MUS	642A	Music	Applied Music - Voice
MUS	642B	Music	Applied Music - Piano
MUS	642C	Music	Applied Guitar
MUS	642D	Music	Applied Music - Flute
MUS	642E	Music	Applied Music - Clarinet
MUS	642G	Music	Applied Music - Oboe
MUS	642H	Music	Applied Music - Bassoon
MUS	642I	Music	Applied Music - Trumpet
MUS	642J	Music	Applied Music - French Horn
MUS	642K	Music	Applied Music - Trombone
MUS	642L	Music	Applied Music - Baritone Horn
MUS	642M	Music	Applied Music - Tuba
MUS	642O	Music	Applied Music - Violin
MUS	642P	Music	Applied Music - Viola
MUS	642R	Music	Applied Music - Cello
MUS	642S	Music	Applied Music - String Bass
MUS	642T	Music	Applied Music - Harp
MUS	644C	Music	Applied Guitar
MUS	644L	Music	Applied Music - Baritone
MUS	644S	Music	Applied Music - String Bass
MUS	644T	Music	Applied Music - Harp
PHL	620G	Philosophy	Mind, Action, and Normativity

PHY	427	Physics	Nano Science Technology
PHY	527	Physics	Nano Science Technology
POL	602	Political Science	Research & Writing
POL	334W	Political Science	Politics of Eastern Europe
POL	338W	Political Science	Contemporary African Politics
POL	345O	Political Science	The First 100 Days
POL	353W	Political Science	Constitutionl Rights&Liberties
POL	359W	Political Science	U.S. Campaigns and Elections
POL	459B	Political Science	American Political Development
POL	559B	Political Science	American Political Development
POL	699A	Political Science	Transatlantic Seminar
PSY	720	Psychology	Adv Seminar In Experimntl Psy
PSY	111H	Psychology	Introduction to Psychology
PSY	221H	Psychology	Social Psychology
PSY	320B	Psychology	Advanced Psychophysiology
RUS	411	Russian	Adv Conversatn&Compositr&Read
RUS	250L	Russian	Envy, Fear, and Fascination
SOC	499P	Sociology	Life in the Himalayas
SOC	499Q	Sociology	Life at Altitude
SPN	211	Spanish	Intensive Intermediate Spanish
SPN	241	Spanish	Intermediate Conversatnal Spn
SPN	242	Spanish	Intermediate Conversatnal Spn
SPN	392	Spanish	Language & Latin Am. Diaspora
SPN	680	Spanish	Independent Studies
SPN	420N	Spanish	Urban Futures
SPN	430A	Spanish	El mito de Trujillo
SPN	440A	Spanish	Psycholinguistics-Bilingual
SPN	450B	Spanish	The Way in Hispanic Literature
SPN	490C	Spanish	La imagen del otro
SPN	490V	Spanish	Lang Myths-Span Speaking World
STA	471	Statistics	Actuarial Prep: Probability
STA	637	Statistics	Stat programming/visualization
STC	135H	Strategic Communication	Intro: Publ Express & Crit Inq
STC	450A	Strategic Communication	Public Relations Law & Ethics
THE	521	Theatre	Fundamental of Directing
THE	210B	Theatre	Trends in Fashion Makeup
THE	399A	Theatre	Dance Pedagogy
THE	399B	Theatre	Ballroom Dance Tour-Costa Rica
THE	439C	Theatre	Acting Comedy
THE	539C	Theatre	Acting Comedy
UNV	101C	University	I Am Miami

WGS	243	Women,Gender&Sexuality Studies	Womens Health:Prob & Practices
WGS	434	Women,Gender&Sexuality Studies	Girlhoods and Globalization
WGS	534	Women,Gender&Sexuality Studies	Girlhoods and Globalization
WGS	370P	Women,Gender&Sexuality Studies	HIV/AIDS and Media
WGS	370T	Women,Gender&Sexuality Studies	Woolf and British Modernism
WGS	410J	Women,Gender&Sexuality Studies	African Women Writers

2023-2024 Eliminated Courses (Total of 268)

268 courses were eliminated, and 53 new courses were approved for a net loss of 215 courses.

ACC	301	Accountancy	Executive Leadership Lab
ACC	399A	Accountancy	Mgt Accounting for Hospitality
ACC	490C	Accountancy	Advanced Auditing
ACC	490E	Accountancy	Data Analytics
AMS	435	American Studies	Public History Practicum
AMS	299A	American Studies	Americans in Berlin
AMS	299E	American Studies	Cultrual Toursim I
AMS	310B	American Studies	Human Rights in Native Am Lit
AMS	310U	American Studies	A View From Abroad
ARB	230	Arabic	Arabic Lit. in Translation
ARB	311	Arabic	Media Arabic
ARB	680	Arabic	Directed Study in Arabic
ART	122	Art	Drawing Projects
ART	259	Art	Art and Digital Tools I
ART	386	Art	Art of the Weimar Republic
ART	587	Art	Art Of The Early 20th Century
ART	600	Art	Advanced Research Problems
ART	620	Art	Graduate Study in Drawing
ART	480G	Art	Architecture and Photography
ART	480I	Art	Icon as Religious Experience
ART	480J	Art	Photography and Architecture
ART	480V	Art	Vision & the Visionary in Art
ART	499A	Art	The Fun of Stained Glass
ART	580G	Art	Architecture and Photography
ART	650A	Art	XD Core Studio: Storytelling
ATH	235L	Anthropology	The Anthropological Other
ATH	335L	Anthropology	Multiculturalism of Europe
ATH	390B	Anthropology	Films on Politics and Society
BIO	407	Biology	Ichthyology
BIO	437	Biology	Paleontology in Conservation
BIO	459	Biology	Advanced Neuroscience with Lab

BIO	507	Biology	201410
BIO	559	Biology	Advanced Neuroscience with Lab
BIO	342W	Biology	Genetics
BIO	750I	Biology	Techniques:Electron Microscopy
BIO	750M	Biology	Plant Taxonomy & Evolution
BIS	299A	Integrative Studies	Iceland Study Abroad
BIS	410C	Integrative Studies	Cultural Performance in Miami
BSC	475	Biological Sciences	Capstone Environmental Biology
BUS	203	Business Analysis	BUS Writing Consulting
BUS	299B	Business Analysis	Intro to Bus & Finance in Asia
BUS	420F	Business Analysis	FSB Int'l Studies: Far East
BUS	420N	Business Analysis	FSB Int'l Studies:South Africa
CEC	205	Col of Engineering & Computing	Agile Launchpad I
CEC	255	Col of Engineering & Computing	CEC Preparation - Study Abroad
CEC	258	Col of Engineering & Computing	Reflect CEC Study Abroad Pjcts
CEC	230B	Col of Engineering & Computing	Leadership for Sustainability
CEC	392H	Col of Engineering & Computing	People Leadership II
CEC	460B	Col of Engineering & Computing	Engineering & Technology:China
CEC	460C	Col of Engineering & Computing	Engineering & Tech. in China
CHI	312	Chinese	Business Chinese II
CHM	627A	Chemistry & Biochemistry	Chemistry Ed Enrichment I
CHM	627C	Chemistry & Biochemistry	Science Content & Argument
CIT	370A	Comp & Information Technology	Cloud Computing
CJS	545	Criminal Justice Studies	GIS for Criminal Justice
CJS	612	Criminal Justice Studies	CJ Systems: Practice
CJS	615	Criminal Justice Studies	Criminal Justice Statistics
CJS	631	Criminal Justice Studies	Law, Liberty, and Crim Justice
CMR	290A	Commerce	Women and Business
CMR	495H	Commerce	Strategic Mgt. for Commerce
CPB	583	Chem, Paper & Biomed Engineer	Chemical Process Safety
CSE	283	Comp Sci &Software Engineering	Data Communications & Network
CSE	609	Comp Sci &Software Engineering	Scientific Programming
CSE	618	Comp Sci &Software Engineering	Virtual Environment Graphics
CSE	270A	Comp Sci &Software Engineering	Digital Modeling and Rendering
CSE	270I	Comp Sci &Software Engineering	Artificial Intelligence inGames
DST	272H	Disability Studies	Intro to Disability Studies
ECO	325	Economics	Economic Analysis Of Law
ECO	663	Economics	Econometrics
ECO	420A	Economics	Empirical Edu. Policy Analysis
ECO	420F	Economics	The Economics of Networks
EDL	151	Educational Leadership	The American University

EDL	672	Educational Leadership	Intergroup Dialogue
EDL	696	Educational Leadership	Student Success in Higher Educ
EDL	312L	Educational Leadership	Education in Global Contexts
EDL	640T	Educational Leadership	Teacher Leader Internship
EDL	780G	Educational Leadership	Teacher Policy
EDP	351	Educational Psychology	Miami Connections Mentoring
EDP	695D	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EGS	320B	English Studies	Human Rights in Native Am Lit
EGS	390C	English Studies	Space & Memory in Fiction
EGS	410C	English Studies	Cultural Performance in Miami
EGS	420E	English Studies	Composing A Life
EGS	460C	English Studies	Disability Literature & Theory
ENG	284	English	Prof Comm for Business
ENG	6991	English	Notebooks: Writers & Readers
ENG	122L	English	Popular Literature
ENG	199A	English	Humanities Research Methods
ENG	350K	English	Realism in European Cinema
ENG	490B	English	Literature, Science, Race
ENG	490R	English	Truth and Lies
ENG	490T	English	Novel Knowledge
ENG	610B	English	Transnational Studies
ENG	699D	English	The Role of Talk in Classrooms
ENG	699W	English	Working with Sources
ENG	701Z	English	Internship
ENG	760D	English	Rhets & Peds of Social Change
ENT	298	Engineering Technology	Data Communications
FAS	150B	Fashion	Shibori Fabric Dyeing
FAS	150F	Fashion	Hand Sewing and Embellishment
FIN	490A	Finance	Entrepreneurial Finance
FRE	414	French	Art and Architecture in France
FRE	442	French	Literary Innovation, 16-18 C
FRE	514	French	Art and Architecture in France
FRE	542	French	Literary Innovation, 16-18 C
FRE	600K	French	Seminar in French Literature
FRE	680W	French	Independent Study
FST	350C	Film Studies	Video Essay Production
FST	350K	Film Studies	Realism in European Cinema
FST	350U	Film Studies	A View From Abroad
FST	360W	Film Studies	American Cinema: Western
FSW	345	Family Science and Social Work	Empowerment Skills/Fam Develop
FSW	346	Family Science and Social Work	Adv PracticeSkills/Family Dev

FSW	491G	Family Science and Social Work	Nonviolent Crisis Intervention
FSW	491P	Family Science and Social Work	LSW Licensure Prep
FSW	591G	Family Science and Social Work	Nonviolent Crisis Intervention
GEO	288	Geography	Geographic Field Study Abroad
GEO	428	Geography	Soil Geography
GEO	432	Geography	Ecoregions of North America
GER	299A	German	Americans in Berlin
GIC	360F	Global & Intercultural Studies	Global Indigeneity
GIC	360N	Global & Intercultural Studies	Global Migrations
GLG	592	Geology	Global Tectonics
GLG	760	Geology	Adv Carbonate Sedimentology
GLG	121H	Geology	Environmental Geology
GLG	199A	Geology	The Geology of Great Britain
GRK	410A	Greek Language and Literature	Greek Tragedy
GTY	601	Gerontology	New Frontiers in Aging
GTY	612	Gerontology	Innovations Aging Marketplace
HST	433	History	Oral Tradition:History & Pract
HST	533	History	Oral Tradition:History & Pract
HST	3602	History	Violence in Africa
HST	199A	History	Humanities Research Methods
HST	275L	History	20th Cent European Diplomacy
HST	290U	History	Development of Am Capitalism
HST	330R	History	The French Revolution
HST	350C	History	U.S. in the 1970s
HST	350J	History	The Big Ideas: 19th Century
HST	350K	History	The American Midwest
HST	400R	History	World & Comparative History
HST	400S	History	American Cultural History
HST	410A	History	Age of Bismarck
HST	410D	History	Intl. Organizations after WWII
HST	510D	History	Intl. Organizations after WWII
HST	670A	History	Capitalism
HST	670D	History	Class and Historical Study
HST	670S	History	Ritual & Ceremony in World His
IDS	299B	Interdisciplinary	Italian Cinematic Contrasts
IES	620	Environmental Sciences	Topic Seminar
IES	648	Environmental Sciences	Hawai'i: Saving Species
IES	440A	Environmental Sciences	ENV RES/Env Policy & Practice
IES	540A	Environmental Sciences	ENV RES/Env Policy & Practice
IES	610G	Environmental Sciences	Student Team Project
IES	699F	Environmental Sciences	Paraguay: Eco-Leadership

IMS	238	Emerging Tech: Business&Design	Narrative & Digital Technology
IMS	466	Emerging Tech: Business&Design	Critical Game Development
ISA	203	Information Systems& Analytics	Supplementary Bus Statistics
ISA	399A	Information Systems& Analytics	Info Tech in a Connected World
ISA	480B	Information Systems& Analytics	Business Statistics using R
ISA	481A	Information Systems& Analytics	Information Security
ITS	365F	International Studies	Law, Violence & Humanitarian
ITS	365G	International Studies	Gender, Power, Politics
ITS	365K	International Studies	African Governance&Development
ITS	365M	International Studies	East-West Relations
ITS	365N	International Studies	Global Migrations
ITS	365O	International Studies	The United Nations
ITS	390B	International Studies	The UN and Human Rights
ITS	390F	International Studies	Global Indigeneity
ITS	402W	International Studies	Water
ITS	499A	International Studies	Specialized Study in Kosovo
ITS	599A	International Studies	Specialized Study in Kosovo
JRN	280A	Journalism	Intro to Narrative Nonfiction
KNH	4538	Kinesiology,Nutrition & Health	Cultural PerspectivesofIceland
KNH	453B	Kinesiology,Nutrition & Health	Nutrition & Physical Activity
KNH	453T	Kinesiology,Nutrition & Health	Resistance Exercise Research
KNH	499E	Kinesiology,Nutrition & Health	Life in Iceland
KNH	499J	Kinesiology,Nutrition & Health	Japanese Sport and Culture
LAS	390D	Latin American Studies	Circum-Caribbean Cultures
LAS	390F	Latin American Studies	Global Indigeneity
LAS	410G	Latin American Studies	Capitalism & Commodities in LA
LAS	410K	Latin American Studies	Music, Culture, and Identity
LAS	410M	Latin American Studies	Tourism in Latin America
LAT	111	Latin Language & Literature	Accelerated Latin
LAT	310G	Latin Language & Literature	Ovid: Metamorphoses
MAC	343	Media and Communication	Advanced Audio Production
MAC	450R	Media and Communication	Sports Video Production
MAC	450Z	Media and Communication	Developing/Pitchng a TV Series
MBI	104	Microbiology	Success in the Sciences
MBI	615	Microbiology	Papers Proposals Presentns/Sci
MBI	361H	Microbiology	Fundamentals of Epidemiology
MGT	103	Management	CBL Buck Leadership Lab II
MGT	399B	Management	Supply Chain in Australia
MGT	415L	Management	Leadership and Learning
MKT	292	Marketing	Careers in Marketing
MKT	399A	Marketing	Services Marketing

MKT	499A	Marketing	Marketing in Australia
MME	340F	Mechan & Manufact Engineering	Internship
MME	340Z	Mechan & Manufact Engineering	Internship
MME	495H	Mechan & Manufact Engineering	Applied Nonlinear Dynamics
MME	620A	Mechan & Manufact Engineering	Intro to Dislocation Theory
MTH	430	Mathematics	Problems Seminar
MTH	440H	Mathematics	Topics In Analysis
MUS	262	Music	Jazz Improvisation I
MUS	100T	Music	Chamber Music - Jazz Combo
MUS	340Z	Music	Internship: Brass Quintet
NCS	270	Nonprofit & Community Studies	Special Topics
NSG	399A	Nursing	Global Health: Central America
PHL	104	Philosophy	Purpose/Chance In The Universe
PHL	103L	Philosophy	Society And The Individual
PHL	104H	Philosophy	Purpose/Chance In The Universe
PHL	410R	Philosophy	Truth and Lies
PHL	430C	Philosophy	Hellenistic Philosophy
PHL	430D	Philosophy	The Pre-Socratics
PHL	440E	Philosophy	Early Modern Cosmopolitanism
PHL	530C	Philosophy	Hellenistic Philosophy
PHL	530D	Philosophy	The Pre-Socratics
PHL	540E	Philosophy	Early Modern Cosmopolitanism
PHL	620A	Philosophy	Feminist Epistemology
PHY	431	Physics	Elementary Particle Physics
PHY	531	Physics	Elementary Particle Physics
POL	332	Political Science	Post-Soviet Russian Politics
POL	346	Political Science	Global Gender Politics
POL	358	Political Science	Political Parties
POL	372	Political Science	Terrorism & Counterterrorism
POL	487	Political Science	Individual Lives/Intl Politics
POL	355W	Political Science	Public Opinion
POL	370C	Political Science	Terrorism & Insurgency
POL	399J	Political Science	Jamaica:Globalization & Dvlpmnt
POL	471G	Political Science	Force, Diplomacy, & USForPol
POL	571G	Political Science	Force, Diplomacy, & USForPol
PSY	326	Psychology	Psychology Of Gender
PSY	374	Psychology	Psychology/ Language & Thought
PSY	680	Psychology	Adv Research Analysis Beh Sci
PSY	294H	Psychology	Writing and Research Methods
PSY	320M	Psychology	Mirroring & Development
PSY	394H	Psychology	Publishing in Psychology

REL	133	Religion, Comparative	Imagining Russia
REL	223	Religion, Comparative	Introduction to Buddhism
REL	360D	Religion, Comparative	Catholic Social Thought
SJS	399A	Social Justice Studies	Social Justice in Fiji
SOC	410	Sociology	Topics in Criminology
SOC	260A	Sociology	Intrnshp: Appld Soc&Human Svcs
SOC	279L	Sociology	African Americans in Sports
SOC	399A	Sociology	Social Justice in Fiji
SOC	490E	Sociology	Current Issues:Terrorism
SPN	319	Spanish	Exploring Spain Today
SPN	321	Spanish	The Way of St. James
SPN	450A	Spanish	Language & Migration in Spain
SPN	450P	Spanish	Cine y literatura
SPN	490E	Spanish	Spanish In the U.S.
SPN	550P	Spanish	Cine y literatura
SPN	600C	Spanish	Literature: Spanish Narrative
STA	271	Statistics	Intro to Actuarial Science
STC	262H	Strategic Communication	Research Methods
STC	450B	Strategic Communication	Theories of Celebrity Branding
STC	499K	Strategic Communication	Inside New York
THE	481	Theatre	Integrating Practice
THE	518	Theatre	Playwriting
THE	581	Theatre	Integrating Practice
THE	110G	Theatre	Beginning Modern Dance
THE	200L	Theatre	Prod & Perf:Theatre in Educ
THE	210R	Theatre	Neutral Mask
WGS	235	Women,Gender&Sexuality Studies	Women In Antiquity
WGS	326	Women,Gender&Sexuality Studies	Psychology of Gender
WGS	375	Women,Gender&Sexuality Studies	Allies and Activists
WGS	370C	Women,Gender&Sexuality Studies	New Media and Psychoanalysis
WGS	410T	Women,Gender&Sexuality Studies	Disability Literature & Theory
WGS	450A	Women,Gender&Sexuality Studies	ENV RES/Env Policy & Practice

Preparing for Miami University's Reaffirmation for Accreditation

Carolyn Haynes, Senior Associate Provost & Accreditation Liaison Officer

Miami is preparing for its comprehensive evaluation for reaffirmation of accreditation with the Higher Learning Commission. The evaluation consists of:

- 1) Review of materials that demonstrate that we have met all criteria, core components and federal regulations that HLC oversees. These materials include the Assurance Argument, the Multi-Campus Report and a worksheet that explains how we meet key federal regulations.
- 2) Site visit by review team members which will occur on September 8-9, 2025 and consists of interviews focusing on the criteria and core components.

The most important component of the re-accreditation process is the Assurance Argument which provides a comprehensive demonstration of Miami's alignment with the criteria for continued accreditation, as defined by the Higher Learning Commission. This document reflects Miami's commitment to academic excellence, ethical governance, public service, and continuous improvement.

You can help us to be well prepared by taking the following steps:

- 1) Be familiar with Miami's [new mission statement](#) that was approved last semester.
- 2) Review the Assurance Argument (or Executive Summary). The argument includes 22 short narratives that demonstrate our compliance with each of the criteria and core components. [Please note that the links will not work. All links will be connected to documents that are loaded into the HLC portal.]
- 3) If possible, be available to meet with HLC review team members in person on September 8, 2025.

Assurance Argument Executive Summary

Miami University's Assurance Argument provides a comprehensive demonstration of its alignment with the criteria for continued accreditation, as defined by the Higher Learning Commission. This document reflects Miami's commitment to academic excellence, ethical governance, public service, and continuous improvement.

The summary below outlines key highlights from the institution's self-assessment:

1. Mission and Integrity

- **Mission Alignment:** Miami's mission, revised in 2024, emphasizes liberal arts, student success, public service, diversity, and a transformative learning environment. It is consistently reflected in strategic planning, academic programming, and institutional operations.
- **Mission & Public Good:** The university actively serves the public through partnerships with the Myaamia tribe, K-12 schools, businesses, and civic organizations. Initiatives like the ASPIRE office, Advancement Manufacturing Workforce & Development Hub, and College@Elm advance regional economic development.
- **Mission & Diversity of Society:** Miami prioritizes inclusive excellence through strategic recruitment and retention strategies, climate surveys, and university-wide cultural engagement initiatives such as the Constructive Dialogues Initiative and the Freedom Summer Celebration. It promotes civic and global learning through its Miami Plan and other curricula, education abroad, student organizations, faculty development, and globally-oriented research.

2. Integrity and Ethical Conduct

- **Integrity & Transparency:** Miami maintains robust systems for communicating accurate information to the public, students, and stakeholders via bulletins, policy libraries, and consumer information pages. Institutional data and financial practices are transparent and regularly audited.
- **Board Governance:** The university's Board of Trustees operates within legal mandates and ethical frameworks and participates actively in the life of the University. Policies are in place to manage conflicts of interest and ensure compliance with state and federal regulations.
- **Academic Freedom:** The university promotes inclusive decision-making through University Senate, shared governance and numerous policies which affirm academic freedom. The Miami Plan and academic programs advance the power and joy of intellectual inquiry.
- **Knowledge Acquisition & Discovery:** Miami fosters an environment of inquiry through its liberal education plan, support for student and faculty research, focus on responsible conduct in research, and promotion and tenure criteria.

3. Teaching and Learning: Quality, Resources, and Support

- **Educational Programs:** Miami offers a wide array of undergraduate, graduate, and professional programs that have clear learning outcomes and multiple quality assurances.
- **Exercise of Intellectual Inquiry:** The Four Pillars underpinning the recently revised Miami Plan (critical thinking, communication, collaboration and social engagement) prompt all Miami students to tackle authentic problems facing our world today.
- **Sufficiency of Faculty & Staff:** Miami prides itself on the level of support that faculty and staff provide to students, including academic interventions and close faculty-student interactions. Quality faculty and staff are assured through rigorous appointment, professional development and continuous performance measures.

- **Support for Student Learning:** Student support is extensive, including advising, mental & clinical health services, tutoring, career development and accessibility programs.
- **Assessment Practices:** Miami has well-established assessment of student learning outcomes at the program and institutional levels. These assessments inform curricular and pedagogical improvements.
- **Program Review:** Miami engages in ongoing data-driven evaluation of its academic programs and departments via the Academic Program Evaluation, Improvement & Prioritization (APEIP) process and the recently-instituted Department Planning & Improvement process.
- **Student Success:** Guided by Miami's Completion Plan, the University offers a wide range of success initiatives – including early alert progress reports, Winter Thrive, Spring Launch, GradU8, and a comprehensive advising approach – to achieve outstanding success outcomes for its students.

4. Sustainability: Institutional Effectiveness, Resources, and Planning

- **Effective Administrative Structures:** Miami promotes shared governance through its deliberative bodies such as Board of Trustees, President's Executive Committee, University Senate and divisional and departmental governance documents as well as the wide-ranging involvement of faculty, students, staff and other constituents in key decisions and initiatives such as the revision of the mission and the development of MiamiTHRIVE.
- **Resource Base & Sustainability:** The institution demonstrates sound fiscal management with comprehensive budget oversight, investment policies, and transparent reporting. Its financial practices support long-term sustainability. Miami invests in personnel development and maintains high-quality facilities and technology infrastructure to support its academic mission.
- **Future-Focused Planning:** The university incorporates demographic, economic, and educational trends in its planning efforts, ensuring readiness to meet evolving student and societal needs. Informed by an in-depth environmental scan, the university's strategic plan, *MiamiTHRIVE*, outlines priority areas including experiential learning, inclusivity, research excellence, and affordability. Continuous improvement is embedded in institutional practices.

Conclusion: Miami University presents a compelling assurance argument for reaffirmation of accreditation. The document illustrates a vibrant academic community driven by a clear mission, ethical governance, student-centered values, and strategic vision. With demonstrated excellence in education, public service, and continuous improvement, Miami affirms its position as a leading institution dedicated to fostering learning, discovery, and societal impact.

Assurance Argument

Miami University

Review date: 09-08-2025

Welcome Message for Review Team

Welcome to Miami University!

It is our great pleasure to extend a warm welcome to each of you. We are deeply honored to participate in this comprehensive evaluation, and eager to showcase the engaged and student-focused community that is Miami.

Through our preparations for this evaluation, we reflected on our institution's mission, accomplishments and areas for growth. We were continuously reminded of the incredible dedication and talent of our faculty and staff and of our high-achieving students. Miami has long been committed to fostering an exceptional education and growth experience for our students with an emphasis on liberal arts, close faculty-staff interaction, the teacher-scholar model, a welcoming and vibrant community, beautiful campus, and an abiding commitment to serving the public good.

We are proud of our national reputation for student success, inclusion and outstanding academic programs, and we are also committed to continuously improving by leveraging assessment and data to galvanize new and innovative learning opportunities, partnerships, and support structures to ensure that we are preparing our students for an increasingly complex, dynamic and global society.

As you know, the landscape of higher education is in tremendous flux. For example, the recently approved state legislation -- Ohio Senate Bill 1, "Enact Advance Ohio Higher Education Act" -- includes provisions relating to the curriculum, public posting of legislation, faculty evaluations, and more. We are in the early stages of interpreting the bill and developing a plan for compliance. Shifting federal guidelines relating to research, admission and other aspects of our operations will also require significant and immediate changes. As a result, some of the information provided in the Assurance Argument may be subject to change.

We understand that now more than ever, Miami must focus on its mission and core values while also being flexible, nimble and smart in our decisions. We look forward to affirming our strengths and gaining new insights into future directions throughout the process of re-affirmation for accreditation with the Higher Learning Commission.

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A. Mission Alignment

The institution's educational programs, enrollment profile and scope of operations align with its publicly articulated mission.

Argument

Since being chartered by the Ohio General Assembly in 1809, Miami University has focused on providing an exemplary liberal education supported by a stunning residential environment, high-achieving students, vibrant campus community, rich co-curricular life, and outstanding faculty with an abiding commitment to student success.

These important tenets were reaffirmed in 2024 when Miami revised its [mission](#). Drafted by a faculty and staff committee with broad input from faculty, staff, students, and the community, the mission underwent a [multi-step development process](#) and was formally approved by the [University Senate](#) and the [Board of Trustees](#) in 2024.

The mission statement is introduced to new faculty and staff during their orientations (see [New Hire Toolkit](#), [New Faculty Orientation](#)). It is complemented by other guiding documents, including the [Code of Love & Honor](#), [University Statement Asserting Respect for Human Diversity](#), and [University Values Statement](#).

Miami has eight vice-presidential divisions: academic affairs, student life, information technology services, finance & business services, research & innovation, university advancement, transformational and inclusive excellence, and enrollment management & student success. Academic Affairs encompasses seven divisions: College of Arts & Science; College of Creative Arts; College of Education, Health, and Society; College of Engineering & Computing; College of Liberal Arts & Applied Sciences; Farmer School of Business; and the Graduate School. Each vice presidential and academic division's [mission statement](#) is aligned with the university mission.

When departments undergo the Department Planning & Improvement review process every 6 years, they [review](#) their departmental mission statement and its relationship to the university mission. Departments and academic support units also use the mission statement as a starting point in developing their [assessment plans](#).

Miami's mission is consistent with its degree programs, support services, and the strong academic profile of its students. In fall 2024, Miami's enrolled [first-year students](#) on the Oxford campus had an average ACT "Best" Score of 28.0; 64.7% came from Ohio.

In fall 2024, over 22,500 students were enrolled at Miami with 90.8% being undergraduate students. The graduate student population is purposefully limited to ensure that the primary focus of the university is undergraduate education. Unlike undergraduate students, roughly half of the graduate students are in online programs. Miami offers 16 associate, 129 bachelor's, 69 master's, 1 specialist, 43 certificate, and 13 doctoral degree programs, with 57% of programs being baccalaureate. The College of Arts & Science is the largest division, awarding the majority of degrees. This portfolio of academic programs is consistent with Miami's "R2: Doctoral Universities – High Research Activity" Carnegie Classification.

In 2021, Miami created the [Miami Academic Program Incubator \(MAPI\)](#) which provides a consultation service for faculty exploring new academic programs. All new program ideas are carefully researched to advance mission fit, strong enrollments and employer demand. An informational scorecard or feasibility study is created for each program idea utilizing research tools from [GrayDI](#) and EAB ([sample](#)).

The mission asserts that Miami promotes "growth and excellence in a transformative learning environment." Oxford students meet a two-year residency requirement and select from [different living options](#)—including living learning (LLC), affinity, and student-created communities—which foster engagement and a sense of belonging. LLCs typically focus on a broad theme, integrate curricular and co-curricular experiences, and feature faculty and resident interaction. Affinity communities are composed of residents who share a common characteristic (e.g., ROTC or first-generation status), while student-created communities are for groups of 8-30 second-year students who share an interest in living together. Undergraduate students may join one of over [600 student organizations and leadership opportunities](#).

Miami's mission of student success is borne out in its first-to-second-year retention rate of 90% (2023 cohort), which is among the best in the nation. Miami's four-year graduation rate at 70% ranks in the top 20 among public colleges and universities in the U.S. and first among publics in Ohio. The six-year graduation rate (2018 cohort) is 80%.

The mission statement also explicitly notes Miami's commitment to serving the public. Toward that end, Miami is proud of its two regional campuses located in Hamilton and Middletown, with an educational site in West Chester (Voice of America Learning Center). The Regional Campuses are home to the College of Liberal Arts & Applied Science whose mission is to promote "opportunity and accessibility" through applied and professionally-oriented degree programs, flexible class schedules, a quality faculty, and small class sizes.

One of Miami's hallmarks is its liberal education program, [the Miami Plan](#), which was revised in 2023 to promote four pillars of learning that embody Miami's mission and prepare students for lifelong success: (1) civic-mindedness and social engagement; (2) collaboration and innovation; (3) communication and expression; and (4) critical and integrative thinking. These pillars are based on the [National Association of Colleges & Employers' career-ready competencies](#).

Miami ranks 69 in public schools, according to the [U.S. News & World Report 2024-25 Best Colleges rankings](#). The university is 136th among all national universities, public and private, and ranks [third](#) among public schools in best undergraduate teaching, ninth for best

undergraduate engineering and for learning communities, and forty-seventh among public schools in best undergraduate business. Miami's part-time MBA program and education graduate programs are also highly [ranked](#). The 2024 Princeton Review ranked our undergraduate [entrepreneurship program](#) seventh in the nation, and in 2025, Miami was listed in the top ten for its [games and simulation program](#).

The quality of faculty teaching, research and creative activity is integral to Miami's faculty promotion and tenure criteria. Faculty have received awards and grants from renowned professional and national organizations and foundations, including the [National Science Foundation](#), [National Institutes of Health](#) and [Mellon Foundation](#).

The mission guides academic planning, including the new [MiamiTHRIVE strategic plan](#) (which was created with input from hundreds of faculty, staff, and students and approved by the [Board of Trustees](#)). The plan is specifically crafted to build on the foundational tenets of our mission: teacher-scholar model; writing, critical thinking & liberal arts; campus beauty and sustainability; student life, undergraduate excellence, student-athletes, alumni engagement and inclusive excellence. These foundational strengths are woven into the new strategic plan's recommendations which are organized into "opportunity areas": (1) building lifelong skills; (2) expanding experiential learning; (3) developing a partnership ecosystem; (4) marketing our value; (5) leveraging our regional campuses; (6) strengthening the student experience; (7) increasing academic program flexibility and interdisciplinarity; (8) growing high-demand programs; (9) developing research excellence; and (10) ensuring an affordable cost of attendance. The opportunity areas take into consideration the dynamic educational context, future University priorities, and student needs.

Finally, Miami's mission shapes policies and decisions. For example, in 2024, a [policy on co-operative education programs](#) was created to align with our growing emphasis on career development and experiential learning; the class attendance policy was revised to ensure success of an increasingly diverse population of students, and a new [ASPIRE office](#) was created to enhance external partnerships.

Sources

- Mission Statement (President Website)
- Mission Statement Revision Process Summary
- New Faculty Orientation
- New Hire Toolkit First Week Tasks
- Love and Honor - Policy Library
- University Statement Asserting Respect for Human Diversity | Policy Library
- University Values Statement | Policy Library
- First Year Student Profile 2024
- Residential Communities
- Clubs and Organizations Overview

- The Miami Plan General Overview for Students
- NACE Career Readiness Competencies 2024
- Miami University--Oxford - Profile, Rankings and Data _ US News Best Colleges
- Template Admin Unit Assessment Report
- MiamiTHRIVE Overview Home Page
- Miami Academic Program Incubator
- Co-Operative Education Programs _ Policy Library
- ASPIRE
- DPI Self Assessment Template March 2025
- Princeton Review Games Simulation Ranking
- Princeton Review Entrepreneurship Ranking
- Mellon Grant
- NSF Grant
- NIH Grant Announcement
- Trustees Agenda May 2024 - Mission Statement Presentation
- Senate News, May 6, 2024 - Mission Approved
- USNWR Top Undergrad Teaching Ranking
- Graduate Program Ranking USNWR 2025
- Gray DI Scorecard Overview
- Divisional Mission Statements
- Sample EAB Feasibility Study
- Board of Trustees Minutes Sept 2024 Approval of Mission
- Board of Trustees Minutes Sept 2024 Approval of Mission (page number 11)
- Senate Minutes Sept 9 2024 approval of mission
- Senate Minutes Sept 9 2024 approval of mission (page number 2)
- MiamiTHRIVE Strategic Plan _ Miami University
- Board of Trustees Minutes Feb 2024 Approval of MiamiTHRIVE
- Board of Trustees Minutes Feb 2024 Approval of MiamiTHRIVE (page number 2)

1.B. Mission and Public Good

The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.

Argument

Miami's commitment to the public good has existed since the university was founded with the aim of serving Ohio citizens. In addition to producing leaders for the state, nation and world, our public commitment is focused on serving: the Miami Tribe of Oklahoma which originally resided in southwest Ohio and form our legacy; members of the communities of Oxford, Hamilton and Middletown; the Ohio Department of Higher Education and Ohio schools, businesses and nonprofit organizations; alumni and partners across the nation and globe.

In his 2023 testimony to the Ohio Senate Small Business & Economic Opportunity Committee, President Crawford noted, "Miami University is proud to produce graduates to fuel Ohio's employment needs. Our students are well-prepared for the Ohio workforce, as is evident in the fact that 98% of our 2020-21 graduates were employed, serving in the military, in a service program, or enrolled in additional studies within six months of their graduation. We are equally proud of the economic impact that we have on advancing the Ohio economy. An . . . economic impact study conducted for the Inter-University Council by Lightcast found that in fiscal year 2021-2022, Miami University activities added \$3.8 billion in income to the Ohio economy, the equivalent of 52,401 jobs."

The previous strategic plan (MiamiRISE, 2019-2024) and the newly developed one (MiamiTHRIVE 2025) reinforce our public mission. "Engagement" served as one of four [MiamiRISE emphases](#), and several [MiamiTHRIVE](#) opportunity areas promote our service mission, including expanding experiential learning, developing a partnership ecosystem and urban bridges, growing programs that meet employer demands, and strategically leveraging our regional campuses.

Our dedication to public engagement has been recognized nationally. Miami was named a "[Voter Friendly Campus](#)" in 2023-2024 by the Campus Vote Project (one of 258 campuses nationwide). In 2024, Miami received the "[Outstanding Peer Education Program Award](#)" from NASPA for "Students Fight Back: Stepping Up Against Violence" which was a collaborative effort involving the HAWKS Peer Health Educators, Miami's Intercollegiate Athletics, and It's on Us Miami chapter.

Oversight & Infrastructure

In addition to each academic and vice-presidential division having one or more external advisory boards, Miami launched [ASPIRE](#) in 2020 which is an office for Advancing Strategy, Partnerships, Institutional Relations, and Economy. ASPIRE oversees partnerships across government, community, and education and has launched ambitious projects including the [Fisher](#)

[Innovation College@Elm](#) whose mission is to galvanize economic development and anchor people to live and work in Oxford, Butler County, and Southwest Ohio. Projections indicate the start-up businesses affiliated with College@Elm have brought in over \$3M in new payroll since opening in 2022. ASPIRE recently forged a [partnership between the university and the Cleveland Clinic](#) that will serve as a pivotal component to the new degree in quantum computing by providing experiential learning opportunities for engineering and entrepreneurship students.

In 2023, Ohio Lt. Governor Jon Husted announced that Miami would be part of a new Southwest Ohio regional hub, “[REDI Cincinnati JobsOhio Region](#),” one of six regional hubs created to expand Ohio’s Broadband and 5G Sector Partnership’s efforts. This strategy aims to promote a skilled Ohio workforce to fill needs for the broadband industry.

The University also has the Miami Transfer Collaborative which oversees an agreement approval workflow as well as a [Learning Management System](#) site available to all departments featuring procedures, agreement templates and best practices relating to partnership agreements with secondary and post-secondary educational institutions. The Collaborative has created over 100 new agreements in the past year alone.

Additional resources:

- [Center for Career Exploration & Success](#) – which won the inaugural [Career Services Pursuit of Excellence Award](#) by the Career Leadership Collective in 2023 - provides career development resources, including an annual career fair with over 300 employers. Miami offers four times as many employer interviews as other similarly-sized universities.
- [Center for Public Management and Regional Affairs](#) engages in applied public policy and management research and training for non-metropolitan cities, townships, and counties.
- [Center for the Study and Support of Children and Families of the Incarcerated](#) offers research and support to benefit returning citizens and their children and families.
- [Center for Supply Chain Excellence](#) fosters cutting-edge research, industry partnerships and student engagement.
- [Continuing Education](#) coordinates credit and non-credit programs to promote job skills, explore a creative interest, or maintain certification.
- [Institute for Learning in Retirement](#)
- [Menard Family Center for Democracy](#) sponsors on-campus and community-based experiences to promote civic education and engagement.
- [Miami Hamilton Downtown](#) is a multi-use center for arts and civic engagement.
- The [award-winning Center for Community Engagement](#) establishes collaborations between Miami and community groups in urban Cincinnati, catalyzing opportunities for student, faculty, and community learning.
- [Ohio School-Based Center of Excellence for Prevention and Early Intervention](#) offers applied research, pre-service education of future clinicians, in-service training of educators and mental health professionals, and direct clinical and consultative service to school districts and community partners. In 2023, the Center secured a [\\$1.2 million grant](#) from the Ohio Department of Mental Health to advance Project AWARE.

- [Ohio Small Business Development Center](#) provides guidance to local business owners and entrepreneurs.
- Miami's Rec Center offers year-round and summer [programs for local youth](#).
- [Sixty Plus Program](#) enables seniors who have resided in Ohio for at least one year to attend selected classes without tuition or admission fees.
- [Speech & Hearing Clinic](#) meets the speech and audiology needs of tri-state residents.
- [Voice of America Learning Center](#) is located midway between Cincinnati and Dayton and offers courses, corporate training, professional development, graduate certificate programs, and a part-time professional MBA program. Its facilities are frequently used by area businesses, government and non-profit organizations.
- [Wilks Institute for Leadership and Service](#) provides leadership education, civic engagement, and community service among Miami students.

Admission and Financial Aid

To better ensure that interested Ohio and other students have access to a college education, Miami offers such support as [Miami Tuition Promise](#), [Miami Access Fellows](#), [Miami Oxford Match Scholarships](#), and [National Pathways Program](#).

Curriculum

The Miami Plan features a “[Knowledge-in-Action](#)” requirement that consists of two engagement-related components:

1. Experiential Learning Requirement which focuses on the “process of making meaning from direct experience in a real world or an ‘out of the traditional classroom’ context.”
2. Capstone Requirement which includes a major student-driven project, many of which are client-based.

Many degree programs focus on community or public engagement such as cybersecurity BS, public health BA, public administration BA, speech pathology & audiology bachelor's and master's programs, criminal justice bachelor's program, professional writing BA, nursing, BS, urban & regional planning BA, real estate BS as well as physician's assistant and nurse practitioner master's programs. In 2023, the U.S. Department of Education awarded our social work programs almost [\\$5 million](#) to increase social worker support among several high-need Ohio K-12 public schools in the Cincinnati-Dayton corridor.

In 2019, Miami launched the innovative [Work+ Program](#) which was created by State Senator Bill Coley and enables students to earn an associate or bachelor's degree with paid tuition. Students work approximately 20 hours per week with a [Work+ employer](#) and take classes in a major of their choice. This pipeline approach has significantly reduced turnover with our partnering industries.

Miami also offers [TechCred programs](#) which are credentials for students and adult working professionals to upskill their technological capacities (e.g., agile project management, digital

marketing, data analytics, ICAgile Certified Professional, cybersecurity, advanced manufacturing, robotics and automation).

Additionally, Miami engages employers through custom training solutions such as a modern healthcare supply chain course for Bon Secours Mercy Health and data analytics courses for the Cleveland Clinic. We also license miniMBA content to Tri-Delta's alumni network. The [Scripps Gerontology Center](#) offers [emotion-focused communications training to caregivers](#), and Miami Online offers non-credit credentials for employers and professionals focused on business and leadership in the workplace. With collaboration from ODHE, Miami faculty and staff created free online [computer science and computational thinking modules](#) to prepare students and teachers in Ohio and nationwide.

Many of our traditional degree programs encourage [internships or Parker Dewey Gigs](#) to advance students' engagement with the community and their professional success.

Co-Curricular & Academic Support Programs

Miami offers credit- and non-credit multi-day and extended programs that encourage student engagement:

- [Grand Challenge Scholar Program](#) enables students to study a major global problem.
- [Highwire Brand Studio](#) is a capstone course in which student teams work on industry-sponsored branding projects.
- [Inside Washington](#) is a summer or semester-long program in which students meet with dignitaries and participate in internships in the D.C. area.
- [Institute for Food](#) offers students internships and curricular opportunities on a local farm.
- [Lilly Leadership Institute](#) is a four-year curricular program to cultivate leadership skills through real-world projects.
- [Miami & Cleveland Research Co. "Stock Pitch" Competition](#) enables students to demonstrate their investment ideas and knowledge of the financial markets.
- [Ohio Public Leaders Fellowships](#) provide students practical experience to deepen their understanding of state and local governments.
- [Opening Minds Through Art](#) is an award-winning art program in which trained students work with persons with dementia.
- [Over the Rhine Residency Program](#) enables students to live in urban Cincinnati, take courses, and participate in experiential learning.
- [Service Learning Courses](#) enroll more than 1500 students annually.
- [Social Innovation Weekend](#) is an immersive experience where students create actionable solutions to real-world challenges.
- [StrategyWorks](#) is a marketing capstone in which student teams tackle a client problem.
- [Student Management Investment Fund](#) enables finance students who are mentored by the alumni advisory board and alumni investment advisory group to provide advice on the Endowment's Pooled Investment Fund.
- [Urban Leadership Internship Program](#) combines professional practice and civic engagement in the Dayton community.

Currently over [110 student organizations](#) self-identify as service & philanthropy organizations, covering topics including health, environment, education, and poverty reduction. Through activities such as Adopt-a-School and Greek Spring Service, [Miami's fraternities and sororities](#) donate thousands of hours and dollars to both local and national charities. From 2019 to 2021, Miami's student-athletes were recipients of the prestigious [Mid-American Conference Dr. Carol A. Cartwright Award](#) for excellence in academics, athletics and citizenship/community service.

Miami also sponsors community engagement programs, including: [America Reads and America Counts](#), which allow Federal College Work Study students to tutor children in schools while earning money; [Suicide Prevention Week](#); and [Alternative Spring Breaks](#) which are service-oriented, immersion trips over academic breaks.

Public Activities

Virtually every day of the year features an intellectual or cultural program which is open to the public. Examples:

- [Fantastic Free Fridays](#) provides free opportunities for students in area schools and local residents to enjoy live performances.
- [Janus Forum](#) provides a place for community members to discuss opposing views freely.
- [University Lecture Series](#), [Anderson Lecture Series](#), [Executive Speaker Series](#), and [Altman Program Lecture Series](#) bring prominent leaders to our campuses.
- [Michael J. Colligan History Project](#) advances historical understanding through lectures, exhibits, prizes and research.
- [Performing Arts Series](#) features the world's premier artists and performers.
- [Student performances](#) abound in the College of Creative Arts.
- [Rise Against Hunger Event](#) is part of an international humanitarian initiative involving students and staff who package meals to be sent worldwide.

Research for Public Engagement

Many faculty engage in corporate-sponsored research and provide knowledge that serves external partners or society-at-large. The [Office of Research & Innovation \(ORI\)](#) assists researchers with grant funding and corporate and industry agreements and supports IT and technology transfer and other intellectual property matters including invention disclosures, non-disclosure agreements, material transfer agreements, and data use agreements. Miami's [promotion and tenure criteria](#) recognize the importance of commercial research.

Miami is home to [20 research centers and institutes](#) which promote world-class research of social value. Three centers – the [Scripps Gerontology Center](#), the [Center for Structural Biology & Metabonomics](#), and the [Institute for Entrepreneurship](#) – are Ohio Centers of Excellence. Miami also features centers and programs, such as the [Ohio Writing Project](#), [Project Dragonfly](#) and the [Discovery Center for Evaluation, Research and Professional Learning](#) that serve educators across the state and nation.

Key Miami Partners

Although Miami is proud of its many partnerships, several are particularly significant:

Miami Tribe of Oklahoma:

Since 1972, the sovereign tribal nation and Miami have enjoyed a close partnership. Key projects include the creation of the [Myaamia Center](#) to conduct research to preserve language and culture; summer language-based camps for tribal youth in Oklahoma; and the [Myaamia Heritage Award Program](#), which provides a tuition waiver and heritage courses for tribal students. In 2016, the director of the Center, Daryl Baldwin was named a MacArthur Fellow and awarded a “[genius grant](#)” for his pioneering work on the Myaamia language.

Regional and Local Schools:

Leaders from Miami and the Talawanda School District meet monthly to develop partnership activities and discuss concerns. Recent collaborations include the creation of partnership bylaws and the [Miami Connections project](#) which is an on-campus, half-day alternative school program that enhances the transition from middle to high school.

Recent collaborations with Butler Tech have forged pipelines to high-demand fields. The [1+3 nursing program](#) allows students to start their Miami coursework while finishing their high school requirements. The [Advanced Manufacturing Workforce and Innovation Hub](#) will enable high school and college students and those working in the field to access next-gen industry-driven processes and skill development resources.

In 2022, Miami partnered with Cincinnati Public Schools to pilot [Transformative Educators Advocating Change or TEACH Cincinnati](#), a program designed to address critical teacher shortages. In 2023, Miami also secured a [\\$1.89 million gift](#) to provide scholarship support for future science & math teachers.

Miami participates in [College Credit Plus](#), a statewide dual enrollment program, which enables nearly 700 eligible students who are enrolled in Ohio middle and high schools (grades 7-12) to enroll in Miami courses each academic year. The student's high school covers the cost of the program.

The Department of Teaching, Curriculum & Educational Inquiry offers the [Urban Cohort](#) in which faculty and students collaborate with high-need schools and community-based organizations to prepare teachers who are grounded in the life of their community.

Miami University Regionals recently launched the [Early College Academy](#) which partners with local area high schools to select a cohort of incoming juniors for the Academy who can earn an associate degree in four semesters. The high school provides transportation and all of the associated fees for Academy participants.

Miami's Department of Entrepreneurship has a longstanding curriculum partnership with Uncharted Learning, NFP, creators of the innovative [INCubatoredu entrepreneurship program](#) for high schools. The department partners with Uncharted Learning to integrate specific tools, experiential exercises, and practices from its [nationally-acclaimed undergraduate curriculum](#).

Colleges and Universities

Miami makes connections with two- and four-year colleges and universities through articulation agreements; research & transfer-related collaborations such as the [Moonshot for Economic & Social Mobility Initiative](#) (with Cincinnati State Technical & Community College, Northern Kentucky University and Gateway Community & Technical College) (see [goals](#) and [2025 update](#)); and joint professional development programs such as the [Mid-American Conference Academic Leadership Development Program](#). Each semester since 2019, Miami has taken the lead in organizing a regional [Transfer Summit](#) which focuses on transfer student success and involves two- and four-year educational partners in the Southwest Ohio/Northern Kentucky area.

Ohio Department of Higher Education (ODHE)

Miami participates in ODHE transfer initiatives and has been recognized by ODHE for our high compliance rate:

- [Career Technical Assurance Guides](#) enable students to transfer agreed-upon technical courses from one Ohio institution to another.
- [Credit When It's Due](#) ("Reverse Transfer") awards associate degrees to students who earned credits at a community college, did not earn their associate degree, and completed degree requirements after transferring to Miami.
- [Guaranteed Transfer to Degree Pathways](#) are statewide agreements from two-year institutions to Miami's baccalaureate degree programs in a wide range of disciplines.
- [Ohio Transfer 36](#) is a block of 36 semester hours of general education courses. Students who complete the 36-credit block or even a portion of it at one Ohio institution receive credit for the same general education requirements upon transferring to Miami.
- [ATS Pathway](#) enables graduates from an Ohio Technical Center to earn a block of credit toward an Associate of Technical Studies.
- [Transfer Assurance Guides](#) are outcomes for beginning major or general education courses in all Ohio public universities to enable meaningful transfer..

Local and Regional Cities

The City of Oxford and Miami enjoy a long history of effective cooperation. The Town-Gown Initiatives Team was formed in 2016 as a coordinating body to develop mutually beneficial initiatives. In 2019, Miami and the City of Oxford received the [International Town and Gown Association's Larry Abernathy Award](#) for outstanding town-gown relations. In 2021, Miami and the city of Oxford received [\\$1.5 million in assistance from a JobsOhio Vibrant Community grant](#) for the creation of the College@Elm designed to fuel economic growth.

Miami University Regionals is strongly connected to the Hamilton and Middletown communities. The members of the local communities serve on the Miami Regionals Community Advisory Council and provide feedback on major initiatives. The Dean of the Regionals is a member of the chambers of commerce in Hamilton, Middletown and other regional cities and participates in the strategic planning for the region. Additionally, Miami Regionals faculty and staff serve on the board of local groups such as Rotary, Kiwanis, and Altrusa. Responding to the predicted future workforce and applied research needs of Southwest Ohio manufacturers, Butler Tech, Miami University, County Board of Commissioners, and city of Hamilton are collaborating to establish a new Advanced Manufacturing Workforce and Innovation Hub (described above).

Miami works closely with key Cincinnati organizations (e.g., REDI Cincinnati which is a JobsOhio Network Partner, Cincinnati USA Chamber, Cintrifuse venture capital organization, Cincinnati Business Committee, Cincinnati Minority Business Accelerator, and Cincinnati European American Chamber of Commerce) with the goal of leveraging our research strengths and programs to increase Ohio's economic vitality.

Recent collaborations with the Dayton community support economic development. Fisher Innovation College@Elm aligned their advanced air mobility projects with the [Dayton Development Coalition](#). Miami's Masters of Social Work program has expanded its reach to support school-based mental health placements as part of a federal grant. Beginning in 2026, the program will host a Dayton-based MSW cohort at Dayton Children's Hospital.

Military & Veterans

In 2022, the ODHE awarded Miami the [Purple Star](#) for its support of military-affiliated and veteran students. In 2024, Miami's College of Education, Health & Society was awarded a [grant](#) by the Ohio Department of Education and Workforce for its commitment to military personnel and their spouses through teacher education programs. Miami has several related support structures, such as the [Center for Veteran Services](#), [Military Transfer Assurance Guides](#), a [Prior Learning Assessment Portfolio](#) opportunity, and special [military benefits and policies](#).

Alumni

Finally, Miami involves alumni meaningfully in the life of the university and enriches their lifelong learning. Currently, there are more than 244,000 alumni throughout the world. The alumni office supports regionally-based [alumni chapters](#), [academic groups](#), affinity groups, and lifetime engagement groups. Combined, these chapters and groups host hundreds of activities throughout the year, engaging thousands of alumni (in Oxford and beyond).

The Alumni Association annually hosts an [Alumni Weekend](#). In 2024, more than 1200 alumni, friends, and family members returned to Oxford for the weekend's activities, including receptions, continuing education programs, tours, and special group open houses. The Association sponsors the [Miami Explorers Travel Program](#), exposing alumni to new international experiences. Domestically, Miami organizes lifelong learning programs -- [Homecoming](#), [Book Club](#), [Love.Honor.Learn](#) webinar platform, [Love and Honor Weekend](#), and [Grandparents](#)

[College](#). The Alumni Association provides content for career enrichment with online webinars, [Miami Alumni Connect](#) (online mentoring platform for alumni and students), and one-on-one career counseling. The Association also co-sponsors events and speakers on and off campus. Communications to alumni are achieved through targeted emails, social media channels, a [monthly e-newsletter](#), [alumni magazine](#), alumni directory, website, and other event-specific print communications.

Through ongoing benchmarking and evaluation of best practices, the Alumni Association and its Advisory Board of Directors regularly adjusts its programming to meet the changing needs of a growing population. Staff members partake in professional organization membership, conference attendance, and survey participation, designed to promote ongoing reflection and continuous improvement within the profession.

Awards & Recognition

Miami has put in place several incentives and awards to recognize the outstanding contributions of alumni, faculty, students and staff in serving others. For example, [faculty promotion & tenure dossiers](#) include the opportunity for instructional staff to document their engagement with the public and community. Additionally, several awards, such as the [Love & Honor Awards](#), [18 of the Last 09 Award](#), [Distinguished Service Award](#), and [Student Service Awards](#), recognize these efforts.

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1.C. Mission and Diversity of Society

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

Argument

Miami University's [mission](#) states, "We foster a diverse, inclusive, and welcoming community where each individual is valued, respected, and appreciated. Our students, faculty, staff, and alumni develop the skills and knowledge to lead with confidence and courage and to provide solutions for local and global challenges now and in the future." These tenets are reinforced in our [Values Statement](#) and [Statement Asserting Respect for Human Diversity](#).

The University's "[Code of Love and Honor](#)" appears on the University website, Miami gear, and at other key events, including presidential messages (see [reflections](#)). The Code stresses the importance of respecting "the dignity, rights, and property of others and their right to hold and express disparate beliefs," demonstrating "personal responsibility," and welcoming "a diversity of people, ideas, and experiences."

Miami strategically focuses on sustainable structural change relating to inclusion to move every part of Miami forward. This is why one of the Foundational Strengths underpinning the new strategic plan is "Inclusive Excellence." The President constituted a special subcommittee to ensure that this strength is embedded in our future strategic priorities (see [report](#)).

Over the past decade, Miami's Oxford campus has made strides to increase the number of degree-seeking diverse domestic students (from 12.6% in 2014 to 14.6% in 2024). At the regional campuses, the number of degree-seeking diverse domestic students increased (from 16.0% in 2014 to 25.8% in 2024), as did the number of international students (from 0.3% in 2014 to 4.5% in 2024). Among regional undergraduate first-time, full-time students, the number of degree-seeking diverse domestic students increased (from 14.9% in 2014 to 30.9% in 2024), as did the number of international students (from 0.1% in 2014 to 0.8% in 2024). Miami's Oxford campus, by contrast but in keeping with national trends, has experienced a decrease in the number of international students (from 7.49 in 2014 to 3.8% in 2024).

The Vice President and Office for Transformational & Inclusive Excellence (OTIE) is responsible for advancing an holistic vision of inclusive excellence. OTIE sets mission-driven strategic goals and oversees the [Climate Survey](#), [heritage months](#), [consultations](#), [RedHawk Equity Leadership Series](#), [Cultural Resource Guide](#), [climate-related task forces](#), awards, conferences, and [search committee training](#). Over the past year, OTIE presented climate survey findings at multiple venues and followed-up with specific recommendations for developing action plans to all academic divisions. Programs connected to [Freedom Summer '64](#) and the Reverend Dr. Martin Luther King Jr. holiday provide students with opportunities to learn about civic engagement and engage in local and global community service.

The Associate Vice President for Global Initiatives oversees international support services and study abroad programming. Deputy Title IX Coordinators on the Oxford and regional campuses train supervisors, faculty and staff on [Title IX](#) and issues relating to discrimination and harassment.

Miami has promoted inclusive excellence through strategic recruitment efforts:

- [Miami Tuition Promise](#) holds tuition and fees constant over the four years of a first-time, full-time student's undergraduate experience, enabling families to plan financially.
- [Miami Access Fellows](#) is a grants and scholarships program for first-year Ohio students who have total family income equal to or less than \$35,000.
- [Need- and merit-based scholarships](#) (including Ohio Governor's Scholarship) as well as transfer student scholarships are targeted to Ohio students to further broaden socioeconomic enrollment.
- [International Student Scholarships](#) are renewable merit-based scholarships (\$2,000-\$16,000 per year).
- [Summer Scholars Program](#) provides an early college experience for academically-talented high school juniors and seniors from Ohio and the U.S.
- [Bridges](#) is a visit program for high-achieving, diverse high school seniors.
- [Miami Tribe Relations](#) supports tribal students through the application and transition process.

To promote a successful college transition, Miami offers support for first-year students of all backgrounds:

- [Orientation](#) and [Welcome Weekend](#) include academic advising, social, and service opportunities as well as family member engagement.
- [Transfer Student Orientation](#) includes online and face-to-face components.
- [Orientation for International Students](#) features information on immigration requirements, health and safety, taxes, healthcare, and other issues related to living in the U.S..
- [Love & Honor Convocation](#) introduces incoming students to Miami leadership, the mission and Code of Love & Honor.
- [MADE at Miami](#) offers mentoring, success resources and social activities to entering undergraduate students.
- [Louis Stokes Alliance for Minority Participation \(LSAMP\) Early Arrival Program](#) is funded by a National Science Foundation grant and includes programming, housing and meals for students from underrepresented backgrounds who plan to pursue a STEM degree.
- [GradU8 Scholars](#) is an early arrival program for students who are first in their family to earn a bachelor's degree.
- [UNV 101 and other transition courses](#) enroll 95% of entering first-year students and promote college success skills (including intercultural perspectives and bystander training).
- [International Student & Scholar Services](#) offers programming and advising (immigration and Visa resources, transitional issues) for international students and faculty.
- [Global Friendship Programs](#) provide mentoring for international students.

- [Miller Center for Student Disability Services](#) partners with disabled students and the campus community to develop individualized access plans and support for success.
- [LEADS Institute](#) and the [Koschik & Hara Summer Bridge to Success](#) offers high-touch programming designed to strengthen students' potential to become competitive candidates for graduate and professional school or employment.

Once students have transitioned into college, they can take advantage of numerous opportunities to prepare them for a global, dynamic society:

- [Constructive Dialogue Initiative](#) equips students with skills to communicate across differences of perspectives. It reached 2,100 Miamians during fall 2024.
- [DEI in Leadership Certificate](#) prepares inclusive leaders for our globally interconnected society. It earned a [bronze medal](#) in the 2023 Telly Awards.
- [Education Abroad](#) includes orientation, advisement and support for the many different types of study abroad opportunities (semester long, winter or summer short-term) which more than 2000 students complete annually.
- [Miami University Dolibois European Center \(MUDEC\)](#) is housed in a 15th-century château in Differdange, Luxembourg and offers approximately 150 students each semester academic study, community engagement, and faculty-guided and independent travel opportunities. Students live in a homestay arrangement; and courses are focused on Europe.
- [Center for Student Diversity & Inclusion](#) (Oxford campus) enhances the academic success, retention, and personal development of diverse student populations, including LGBTQ+, and the Open Doors Clothes Closet. The Regional Campuses has a [Center for Diversity, Equity & Inclusion](#) which oversees similar programs.
- [English Language Learning Writing Center](#) provides writing support for non-native English speakers.
- [Myaamia Center](#) provides support for tribal students.
- [American Culture and English Program](#) (Oxford) and [English Language Center](#) (Regionals) (which are merging into one office) offer intensive, noncredit English language instruction and prepare students for full admittance to Miami.
- [Over-the-Rhine Residency Program](#) is a semester-long academic and community service experience in Cincinnati.
- [Havighurst Center for East European, Russian and Eurasian Studies](#) promotes research and learning relating to this region.
- [Interfaith programming](#) - including a [Religious Observances and Inclusive Scheduling Calendar](#), INSPIRES Index participation, and educational videos - raise awareness of religious pluralism.

OTIE coordinates a website that lists diversity-related opportunities for [students](#) and for [faculty and staff](#). Miami boasts over 100 diversity-oriented student organizations such as the Diversity Affairs Council (part of Associated Student Government), Asian American Association, Black Student Action Association, Hillel, Indian Students Association, etc.

Using funds from the Boldly Creative Initiative, Miami University Libraries launched in 2023 “[Lived Experiences](#)” which is a storytelling project that chronicles the history of racial dynamics

at Miami. MUL won the 2024 and 2025 [Library Excellence in Access and Diversity \(LEAD\) Award](#) from *Insight Into Diversity* magazine (see list of additional [MUL initiatives](#)).

Miami has integrated civic and global learning into its curriculum. All courses in the [Miami Plan](#) advance four pillars of learning, with one being “Civic Mindedness & Social Engagement.” The MP also has a foundational component called “Global Citizenship” (12 credits). Courses in this category foster “ethical citizenship and an awareness of globalization.” This category includes three subcomponents: Diversity, Equity & Inclusion; Intercultural Consciousness; and Global Inquiry.

DEI courses investigate identities, histories, and global processes as they relate to the US (broadly conceived). Intercultural Consciousness courses facilitate self-reflection and continued intercultural learning by focusing on a deeper understanding of self and others in a multicultural world. Global Inquiry courses foster critical thinking about global power relations, international systems, and their consequences.

To culminate the students’ undergraduate experience, the Miami Plan asks students to complete the Knowledge-in-Action component that includes a capstone course (featuring a major project addressing a real-world problem or issue) and experiential learning.

Academic divisions and many majors advance global and intercultural outcomes in their programs. The Farmer School of Business requires its students to complete an [integrated core of courses](#) that advance (among several outcomes): ethical thinking and cultural intelligence. The College of Arts & Science has a [foreign language requirement](#), and the Honors College [mission](#) is to cultivate “Citizen Scholars” who “travel to the far reaches of the globe to put theory into practice, develop projects that create new knowledge, and join an enriching residential environment.”

Several majors, minors and certificates specifically focus on civic engagement in a diverse, globally connected world such as Anthropology, Business in the Global Market, Climate Accounting & Engineering, Diplomacy & Global Politics, Environmental Science, Food Systems & Food Studies, Global Health, Global Readiness, International Studies and World Languages & Cultures.

Critical to fostering a diverse and inclusive environment is the recruitment of diverse faculty and staff and the professional development of all faculty and students on intercultural understanding. OTIE provides [training](#) on best practices in recruitment, hiring and retention to all search committee members for tenure-track faculty members and administrators. All newly hired faculty and staff complete a training module in their first week of employment that addresses harassment prevention and inclusion in the workplace.

Human Resources seeks to diversify the staff through workshops to increase intercultural understanding and an advertising plan for classified positions. It places and funds advertisements for hourly paid positions in a variety of locations in the region. In addition, HR staff attends job fairs across the region to market hourly and salaried positions to a more inclusive workforce, including veterans and those with disabilities. Many offices make additional efforts such as the

Student Counseling Center which utilizes a national match program to recruit diverse psychology interns who will hopefully apply for permanent Miami positions in the future.

New faculty participate in a [three-day orientation](#) which includes sessions on promoting safety and well-being, advancing an inclusive classroom climate and understanding relevant laws. All staff and faculty complete [online training in Title IX](#) reporting. In 2017, Miami opened the [AccessMU Center](#) which provides guidance and accessibility training on fostering accessible learning environments for all students.

The retention of minority faculty is aided by [affinity groups](#), the [Inclusive Excellence Faculty Fellows Program](#), the [Heanon-Wilkins Fellows Program](#), [Tenure Line Faculty Mentoring Program](#), and [Women of Color Leadership Support Network](#) .

All faculty and staff academic advisors complete [required training](#) on best practices in student success & advisement as well as guidance on working with special populations of students, including students with racial and ethnic identities, LGBTQ students, international students, transfer students, and students from low socioeconomic statuses. The [Miami University Academic Support & Advising Association \(MUASAA\)](#) offers monthly sessions and an annual advising symposium on advising-related topics.

Since 2019, all Student Life employees have completed an online Diversity, Equity and Inclusion module offered through Everfi. The Student Life Professional Development Committee plans workshops and an annual summit to share ideas and learn from one another. The [January 2025 Summit](#) focused on such topics as “interrogating barriers to supporting LGBTQIA+ students” and “building a neuro-inclusive campus.”

Faculty and staff may participate in a range of professional development opportunities:

- The [Center for Teaching Excellence](#) on the Oxford campus and the [Center for Teaching and Learning](#) on the regional campuses offer [Learning Communities](#), a [New Faculty Teaching Enhancement Program](#), a [national conference on college teaching](#) with multiple sessions on civic engagement and inclusion, and [workshops](#) .
- [Safe Zone Training](#) engages students, staff, and faculty to create a supportive social and educational campus climate for all LGBTQIA+ students, faculty, and staff.
- [Mental Health Ally Program](#) and [Mental Health First Aid](#) provide faculty and staff with guidance on engaging students experiencing emotional or mental health concerns and making appropriate referrals.

These important steps seem to be working. Since 2018, the percentage of domestic minority full-time faculty at Miami has increased from 16.4% in 2018 (n=263 of 1604 total) to 19.8% (n=197 of 997) in 2024. The percentage of domestic minority staff at Miami has made a modest increase from 8.0% (n=214 of 2677 total) in fall 2012 to 11.0% (n=227 of 2060 total) in fall 2024.

In comparison to the 2017 Campus Climate Survey, the 2023 Campus Climate Survey found that the communities that experienced an increased sense of feeling welcome on campus (in order of highest to lowest) are (1) International individuals (+14.3 percentage points), (2) Women

(+11.45 percentage points), (3) LGBTQIA+ individuals (+6.1 percentage points). The survey found that 51.26% of Miami employees and 60.35% of students felt very comfortable or comfortable with the overall climate and diversity at Miami University within the past year.

Despite these progress steps, Miami has room for significant improvement:

- The Climate Survey found that although the majority of employees felt very comfortable or comfortable with the overall climate and diversity at Miami in the past year, less than 50% of employees who identify as LGBTQ, international or people of color reported feeling very comfortable or comfortable.
- The survey found that 48.6% of LGBTQIA felt very comfortable or comfortable with the overall climate and diversity.
- Additionally 44.50% of employees and 54.77% of students reported having experienced some form of discrimination, bias, or harassment while at Miami – with the top issue being discrimination, bias or harassment based on gender.

OTIE is continuing to gather more data for improvement through the continued use of stay interviews with faculty and staff, climate interviews with students, and discussions through the LGBTQ+ and Accessibility Task Forces.

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- MADE at Miami
- Summer Scholars Program
- Bridges Program for Visiting High School Students
- Miami Tribe Relations

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- Welcome Week and First 50 Days
- Transfer Student Orientation
- International Student Orientation
- Louis Stokes Alliance for Minority Participation
- GradU8 Scholars
- First Year Experience
- International Student and Scholar Services
- Global Friendship Programs
- Miller Center Student Disability Services
- LEADS Institute
- Summer Bridge to Success
- Constructive Dialogue Initiative
- Global Initiatives
- MUDEC
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Criterion 1 Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Argument

As demonstrated in our inclusive mission-revision process, Miami is committed to ensuring that our mission is embraced by members of our community and serves as the foundation for our strategic priorities and operations. The mission affirms our abiding commitment to serving the public good, preparing students to lead in a dynamic global world and ensuring a welcoming community. These commitments are demonstrated through the Miami Plan, innovative and continuously improving curricula, cutting-edge research, long-standing partnerships, and numerous centers and support programs; and they have led to extraordinary outcomes.

Miami ranked [fourth](#) in the 2024 Open Doors report for undergraduate participation in study abroad among public doctoral universities. We also received the [2019 Senator Paul Simon Award for Campus Internationalization](#) by NAFSA: Association of International Educators.

A university study based on research, surveys, and national data found that 98.1% of 2020-2021 Oxford graduates were employed or furthering their education by fall 2022. In the 2024 edition of "Colleges That Pay You Back," published by *The Princeton Review*, Miami was recognized as one of the [Top 50 Best Value Colleges](#) (Public Schools). More than 40 data points were used by the education services company to calculate the ROI (Return on Investment) ratings of the schools comprising the Best Value Colleges ranking lists.

Not only is Miami the largest employer in Butler County (with over 3,700 employees), but it is highly regarded. Forbes has listed Miami as among the [top employers in Ohio](#) for the past five years. In 2024, Miami University is featured among Forbes' [Best Employers for Women](#) in the nation.

Additional recognitions include [Forbes America's Best Employers for Diversity 2024 list](#) as No. 16 overall and the only "Education" industry listed in the top 29; [HEED Award recipient](#) for four consecutive years; [Inspiring STEM Award](#) for LSAMP; a [supplier diversity recognition award](#) from *Insight into Diversity*; [Inspiring Programs in Business Award](#); [Excellence in Diversity & Inclusion in International Education](#) (EDIIE) award; [CIO 100 Award](#); and CEC Bronze-Level Status in the American Society for Engineering Education (ASEE) Diversity Recognition Program.

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2 - Integrity: Ethical and Responsible Conduct

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

2.A. Integrity

Actions taken by the institution's governing board, administration, faculty and staff demonstrate adherence to established policies and procedures.

Argument

As evident in our [values statement](#), Miami aims to operate in accordance with the highest ethical standards and in compliance with law and university policy. Miami believes that every community member—students, faculty, and staff—shares in this responsibility.

The State of Ohio has vested responsibility for the government of the university in the Board of Trustees ([Ohio Revised Code 3339.01](#)). The board conducts its affairs and the affairs of the university with integrity. The preamble of the regulations of the Board of Trustees states:

“Miami University enjoys an invaluable heritage of high scholastic standards and a reputation for the development of the whole person as a contributing member of society. To maintain these assets, an environment must be provided where individuals are not exempt from the consequences of their own actions or inactions, but where at the same time maximum freedom of scholastic inquiry is assured.”

The board is vested with the authority to “take all actions necessary for the successful and continuous operation of the University” ([Ohio Revised Code 3339.01](#) and [Board Regulations, Article 1](#)). To ensure that no conflict of interest exists among board members, members must file an [annual financial disclosure](#) and ethics statement with the Ohio Ethics Commission and complete an [annual ethics survey](#) which includes a written survey and interview with the general counsel. Potential sources of conflict are documented and monitored.

The Board's efforts are further supported through:

- [Board Regulations](#) which articulate Board responsibilities and processes;
- Board's [Finance and Audit Committee Charter](#) which enables the committee to function in an oversight capacity for financial and administrative operations of the university;
- Board's [Academic and Student Affairs Committee Charter](#) which describes the committee's charge to oversee student and academic affairs initiatives and make recommendations to the board;
- Board's [Complaint Communication Protocol](#);
- General Counsel's Annual Compliance and Risk Report;
- Ohio Ethics Laws ([Ohio Revised Code, Chapter 102](#) and [Section 2921.42](#));

- [Miami University Policy Library](#);
- [EthicsPoint](#) (anonymous reporting hotline).

The Division of Finance and Business Services employs accepted accounting principles and collaborative decision-making to ensure consistent and ethical financial processes. The [budget framework](#) is reviewed throughout its development by key administrative leaders as well as the president's executive cabinet and the fiscal priorities committee of University Senate, and it is approved by the board's finance and audit committee and the Board of Trustees. [Tuition and fee ordinances](#) along with budget highlights are published on the University's website, and the approved budget is available in the university budget office.

The approved budget is loaded into the ERP system at the beginning of the fiscal year and reviewed again by individual fund managers. Each month, operating reports are produced comparing actual to budget for the current month and year to date. The general accounting department verifies the reports' accuracy.

The treasury services office oversees the cash, investments, and debt obligations. The Miami University Foundation Board of Directors sets investment policy and allocation of endowment assets, and oversees the management of Foundation assets. It meets quarterly to scrutinize investment performance and progress toward investment goals. The Investment Subcommittee of the University Board of Trustees meets five times per year to review performance of the University's investment portfolio. Both the University and Foundation have engaged an outside firm which has discretionary authority over the implementation of investment policy and allocation strategy.

The university's resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Additionally, the [Office of Internal Audit and Consulting Services \(OIACS\)](#) independently and objectively determines whether internal controls are in place and functioning effectively. The OIACS financial statements and reports are presented to the Board of Trustees' finance and audit committee (see [sample minutes](#)).

To ensure fairness and consistency in its employee practices, Miami is reconfiguring its human resources functions under a [single office](#) and creating a new position in the form of a Vice President and Chief Human Resources Officer who will oversee the policies and procedures related to our faculty and staff, including our unionized employees (AFSCME and FOP) and non-unionized SATSS and unclassified employees.

In 2023, the University faculty, as well as the librarians, voted to [unionize](#) through an affiliation with the AAUP/AFT. These two new unions represent our faculty and librarians in relation to their terms and conditions of employment. In April 2025, following [18 months of bargaining](#), a first [contract](#) was ratified between Miami and the two unions. The union contract sets out the new policies and procedures for employment terms and conditions with these two valued categories of employees at Miami.

The university's general counsel serves as the chief ethics officer. The university offers an anonymous external hotline ([EthicsPoint](#)) for reporting illegal and unethical behavior and issues a [memorandum on ethical conduct](#) and [questionnaire](#) annually to faculty and unclassified staff. [Crime logs](#), along with other Consumer Information, are posted publicly on the University website. The university has an array of offices, committees, and personnel dedicated to compliance, including the Office of Equity and Equal Opportunity, Office of Community Standards, Student Disability Services, Crisis Management Team, and Enterprise Risk Committee. The Office of General Counsel oversees a university-wide compliance committee to ensure that staff with compliance-related responsibilities are coordinated and informed about key ethics standards and policies. University employees who are found responsible for violations of university policy are afforded due process to determine appropriate discipline. This includes suspension and termination for serious violations.

Miami's Policy Library includes policies and procedures for [reporting and addressing illegal activity and misconduct](#), [redressing grievances](#), preventing or redressing sexual and interpersonal violence – including domestic violence, dating violence and stalking, harassment or discrimination for [employees](#) and for [students](#), [resolving conflicts of commitment and/or interest](#), the [responsible use of technology](#) and [reporting concerns](#).

The Office of Student Financial Assistance is reviewed regularly by the Department of Education and adheres to its regulations, and the Office of Admission is a member of the [National Association for College Admission Counseling](#), and its staff and volunteers adhere to NACAC principles and policies. Miami underwent a voluntary audit by a National Association of Student Financial Aid Administrators consultant in 2018 to gain insights on improving its consumer information.

The [athletic policy committee](#), which is a University Senate committee and also advisory to the president, ensures that Miami's intercollegiate athletics operate in accordance with the National Collegiate Athletic Association, Mid-American Conference, and National Collegiate Hockey Conference regulations. An independent Athletics Appeals Committee adjudicates complaints (see [student athlete handbook](#)).

All new employees are required to take online education regarding harassment and discrimination as well as Title IX (see 1C narrative). New faculty members receive education on relevant ethical policies and resources, including best teaching practices and copyright policy, at an orientation led by the Office of the Provost. Department chairs and other administrative directors are provided guidance on these matters at the provost's fall retreat. All new employees receive a copy of Ohio's ethics laws. The Office of the General Counsel provides training to departments and offices regarding conflicts of interest and ethics. All unclassified employees and full-time faculty are required to participate in a mandatory annual conflict of interest, ethics, and external services survey. Incoming students are provided information on the "[I Am Miami](#)" code, [student code of conduct](#), [FERPA](#), [student rights & responsibilities](#), and other policies and resources relating to safety, wellness, and ethical behavior via the One Stop website and at New Student Orientation.

Integrity is also promoted through shared governance. The Board of Trustees has the authority to appoint the president, and it assigns the execution of university policies to the president. The [University Senate](#) is the primary governance body where students, faculty, staff, and administrators discuss major university issues.

The president has an [executive cabinet](#) which meets regularly throughout the academic year and includes all vice presidents and leaders who directly report to him to ensure effective inter-divisional communication, and the provost chairs the [Council of Academic Deans](#) which meets biweekly.

To ensure that University community members are kept informed of initiatives, challenges, and successes, the president and provost leverage several important venues and communication outlets, including public Board of Trustee meetings. Twice each year, the president gives an [address](#) to all members of the university which is also made available through video. The president chairs [Faculty Assembly](#) meetings which occur three times a year and are designed to share issues of major significance. Assembly members may raise questions, offer comments, and forward recommendations based on votes taken during meetings or by mail ballot.

The provost holds meetings of all academic administrators three or four times each semester to provide and seek insights on key initiatives and challenges (see [sample agenda](#)). Both the president and provost maintain various forms of electronic communication, including weekly [Miami Matters](#), podcasts, announcements, [Provost's Weekly 3 email messages](#), and websites. The Provost and the Senior Vice President of Finance & Business present an [Annual Budget Symposium](#) to promote clarity on the university's budget and financial condition.

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- Academic Administrators' Breakfast Agenda April 2025
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2.B. Transparency

The institution presents itself accurately and completely to students and the public with respect to its educational programs and any claims it makes related to the educational experience.

Argument

As is evident in our motto, “[Prodesse Quam Conspici](#),” which means "to accomplish without being conspicuous," Miami is committed to transparent, accurate communication without bravado. We leverage multiple media to share information internally and externally. In addition to the [General Bulletin](#) which communicates academic policies, programs, requirements, costs, and external accreditation status, Miami has an online policy library which encompasses key documents:

- [Undergraduate Student Policies](#) which includes [undergraduate academic regulations](#), [code of student conduct](#), [residency and housing requirements](#), [policies relating to health and safety](#), [motor vehicles](#), and [student life](#);
- [Policies for Graduate Students & Faculty](#) such as [academic regulations](#), [degree requirements](#), and [health and safety](#)
- All other [policies related to Miami employees](#).

[New academic policies or changes to existing academic policies](#) must be approved by the University Senate, the general counsel, and the president. The policy library is updated annually by stakeholders (e.g., Dean of the Graduate School, University Registrar, Office of the Provost, and general counsel) and is available to community members via Miami’s website.

Miami webpages on the Miamioh.edu domain that are intended for an external audience are created by University Communications & Marketing (UCM) in concert with the department or unit head and other staff who have been assigned web responsibility. All webpages are part of a Content Management System (Cascade Server or WordPress) and conform to the common templates as well as the Miami [style and brand guidelines](#) and [web-related policies](#). Materials are reviewed by UCM for accuracy and conformity to [guidelines](#). New sites are audited by UCM and the responsible unit before they are launched.

UCM in partnership with the [AccessMU Center](#) conducts regular web accessibility testing using Level Access’ Accessibility Management Platform, to ensure Miami webpages meet [standards](#) as outlined in Web Content Accessibility Guidelines (WCAG) 2.1AA and ATAG 2.0.

Once the sites are live, they fall under the purview of the department head and ultimately the supervising dean or vice president. UCM trains “web publishers” in the requirements outlined in [Section 508 of the Rehabilitation Act](#) as well as Cascade and other requirements and best practices.

UCM periodically audits sites to find information that might be inaccurate, inaccessible or outdated. The university has a web policy requiring that sites be updated every six months, or

they may be removed until current information is provided. UCM also deploys a “search” function that is tested for accuracy on a regular basis and maintains all the headers and footers that are common to the entire university with accurate contact information and links.

A “[Consumer Information](#)” webpage displays information about tuition, fees and refunds, net price calculator as well as health and security, fire safety, and student outcomes; it is reviewed twice each year and updated by the Office of the Provost. The [Office of Institutional Research](#) website displays institutional data, such as fact books and common data sets. OIRE also has a [data access policy](#) to minimize misuses of institutional data.

Although the policy library and institutional research data are comprehensive and accurate, they are sometimes difficult for new students and their family members to navigate. To address this concern, Enrollment Management & Student Success (EMSS) designed the [main home page website](#) for prospective students and their families with easy-to-access information about academic programs, tuition costs, scholarships, and student life. Once they are admitted to the University, students can gain information from the [Orientation & Transition Programs website](#) which features orientation information and the “[Guidebook for New Students](#)” which has basic information for incoming students. Each year, the Guidebook undergoes an extensive review and revision process that includes advisors and other stakeholders from all academic divisions along with Enrollment Management & Student Success and Student Life divisions. Led by the Office of the University Registrar, the [General Bulletin](#) also undergoes a significant review and revision process every year with representatives from all academic divisions and other vice presidential divisions involved.

The One Stop site provides critical information for admitted students relating to [tuition payment](#), [academic records](#), [degree audit reports](#), [financial aid information](#), and [personal information & privacy rights](#). It also enables students to [register for classes](#), [add and drop courses](#), [withdraw from the University](#), and [schedule advising appointments](#).

EMSS staff employs [NACAC’s Statement of Principles of Good Practice](#) to ensure that the information they convey is accurate, and recruitment activities are aligned to industry best practices. Staff members are aided by a committee of faculty and staff liaisons from academic divisions and University Communications and Marketing staff who review and update all marketing and information conveyed in the paper and electronic recruitment materials to further ensure accuracy and transparency in messaging. Training (which includes guidance on providing ethical and accurate information) and a [confidentiality agreement](#) is given to all [Miami University Community Outreach and Recruitment Program](#) (MUCORP) alumni volunteers.

In an emergency and as required by the Clery Act, Miami sends information to students and faculty via the [emergency \(text or email\) message system](#). In the event that a crime is reported on the University's campus property, non-campus property, or on the public property surrounding campus that constitutes an on-going serious or continuing threat to the campus community, a [Safety Bulletin](#) is issued. Additionally, Miami posts information on its website and over its VOIP system.

Social media such as Facebook, Instagram, Pinterest, Snapchat, and YouTube sites convey reminders about critical events or issues and offer timely messages. Members of the Miami community follow [social media policies](#) and [guidelines](#) to guide responsible use.

The [Office of Parent & Family Programs](#) supports a website and closed Facebook group for Miami parents, which are regularly updated and under the supervision of the director and the University Communications & Marketing staff. This office published the [eeweemakiki](#) (myaamia word for "my relatives"), a monthly email newsletter for parents of all students until summer 2024, as well as the [Miami Family Calendar](#) and other resources. Beginning in summer 2024, the Office of Parent & Family Programs shifted the delivery platform from the eeweemakiki to the [Miami Family Connection](#) powered by CampusESP which delivers tailored information to families online in a portal as well as in regular e-newsletters. The Miami Family Connection allows for campus stakeholders to build content directly within the portal and allows parents to select additional areas of information specific to their student's needs.

University Advancement produces several alumni publications, including a [monthly e-newsletter](#), the [Giving Tribute report](#) which provides donors with an update on the university, and the [Miamian magazine](#) which features alumni as well as students and faculty who exemplify the core values of the university. Information for these publications is verified through ongoing research and database maintenance, including routine address update tools, contact reports maintained by Advancement staff, standard accounting practices related to gifts, and direct interviews with story subjects.

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2.C. Board Governance

In discharging its fiduciary duties, the institution's governing board is free from undue external influence and empowered to act in the best interests of the institution, including the students it serves.

Argument

Miami's [Board of Trustees members](#) are appointed by the Ohio Governor with the Ohio Senate's consent. The board consists of nine voting members and two students who are non-voting members, all eleven must be Ohio residents. The voting members' term of office is nine years, while the student members' term is two years, with the seats being vacated in alternating years. A maximum of six national trustee members, who are non-compensated advisors to the Board of Trustees, may be appointed by the board for a period of three years, with eligibility for one reappointment, making six years the maximum term of service. National trustees may chair and serve as voting members on the board's advisory committees. They have a voice but may not vote at board meetings. Their selection is based on these attributes: Miami alumna/alumnus; reside outside of Ohio; success in chosen field or business, state, or national prominence; and capacity to advocate for higher education. The [Board of Trustees regulations](#) articulate board policies and practices.

The Board has the power to "take all actions necessary for the successful and continuous operation of the University." This power includes conferring academic degrees and promotion and tenure and engaging in other appropriate educational and fiduciary responsibilities, including approving new degree programs, overseeing the university's policies and operations, approving the university budget, naming campus facilities, authorizing building construction, and hiring and evaluating the president.

The board is actively involved in key strategic priorities. For example, the board offered input into and eventually adopted the [revised mission](#) of the university (see [May 24, 2024 minutes](#)). Board members provided feedback at each stage of the MiamiTHRIVE plan's development (see summaries of [February 2024](#) and [September 2024](#) meetings). It has provided input on the University's [2040 Climate Action Plan](#), a [new multi-use arena](#), the [Advanced Manufacturing Workforce and Innovation Hub](#), and [Low-Enrolled & Duplicate Program Report](#) .

The board fulfills its responsibilities through a standing committee structure, with each committee pursuing defined goals and duties:

- **Finance and Audit Committee** oversees the university's long-term financial plans; the financial reporting, internal controls, and the independent audit; the general university budget; capital expenditures for facilities and property; investment policies and results; internal audit activities; processes for monitoring compliance with university policies and state and federal laws; and the university's risk assessment process. The senior vice president for finance and business services participates in the meetings; and additional faculty and staff members often present reports (see [sample minutes](#)).

- **Academic and Student Affairs Committee** oversees the long-term academic plans; enrollment plans; retention and degree completion plans; research activities; the university's role in the University System of Ohio; student life; and campus safety and student life risk management. The senior vice president for student life, vice president for enrollment management & student success, vice president of university communications and marketing, and provost participate in meetings, and additional faculty and staff members regularly present reports on specific topics (see [sample minutes](#)).

At least one month prior to each meeting, the secretary to the board asks senior leaders for suggestions for agenda items which are then forwarded to the board chair for revisions and approval. [Notice of board meetings and minutes](#) are posted on the university website. The board chair presides at all meetings, and, other than executive sessions of the board, meetings are open to the Miami University community and the general public.

Although the board strives to be transparent and inclusive in its decision-making deliberations, the regulations state that the board “reserves the right of final approval” and must keep in mind “its dual responsibility to represent the citizens of the State of Ohio and to promote the best interest of the academic community.” It ensures integrity and independence from undue influence by conducting its business affairs in public meetings in compliance with [Ohio's Open Meetings Act](#) and by the adoption of a program of purchasing independence utilizing requests for proposals and competitive bidding for the purchases of all goods and services for \$10,000 to \$49,999 and above \$50,000 unless waived by the vice president for finance and business services. The board does not generally approve the purchase of any goods and services unless related to construction projects. The General Counsel serves as the board's chief ethics officer, administers an annual ethics survey, and conducts an annual conflicts interview with each trustee.

According to its regulations, the [board appoints the president](#) and authorizes him or her to serve as the university's chief administrative officer, including the ability to sign on behalf of the university all necessary documents pertaining to the operating needs of the university. The president is supported by an executive cabinet which includes the provost, senior VP for student life, senior VP for finance and business services, VP for university advancement, VP for information technology, VP for enrollment management and student success, VP for transformational & inclusive excellence, VP for university communications & marketing, VP for ASPIRE, vice president for the Miami Regionals, AVP for equity and equal opportunity & Title IX, AVP for institutional research, president of Miami University Foundation, VP for human resources, general counsel, athletic director, executive assistant to the president, and secretary to the board.

The board delegates to [University Senate](#) responsibility for curriculum, programs, and course offerings, and advisory responsibility on all matters related to the university. Senate includes [students, faculty, staff, and administrators](#) from all campuses and is guided by an executive committee that includes the provost; three elected faculty members of senate; one undergraduate student who is the president of Associated Student Government; and one graduate

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- Board Selection of President

2.D. Academic Freedom and Freedom of Expression

The institution supports academic freedom and freedom of expression in the pursuit of knowledge as integral to high-quality teaching, learning and research.

Argument

Freedom of inquiry and the pursuit of knowledge are at the foundation of our University. The [mission statement](#) underscores the importance of fostering a welcoming community and of engaging students in pursuing “solutions for local and global challenges now and in the future.” In his [2016 inaugural address](#), President Crawford noted:

“True to its mission, Miami upholds an unwavering commitment to liberal arts undergraduate education . . . We honor the original meaning of a liberal arts education—focused on the effective formation of free persons and citizens—while applying modern design thinking to shape students with the characteristics and competencies for 21st-century success.”

He also stresses the importance of free and civil discourse in public statements. In his 2021 message on Martin Luther King, Jr. Day, President Crawford noted, “we are called to work together to ensure that we continue to grow as a place where all are welcomed, all are respected, and all are valued.”

Miami’s new strategic plan, [MiamiTHRIVE](#), has identified “liberal arts & critical thinking” as one of the University’s foundational strengths that should underpin future goals. The liberal arts THRIVE subcommittee noted in its [report](#), “Rapid, unpredictable change is coming for all of us, our students most of all . . . Luckily, the key to our students’ future flourishing is already part of Miami’s DNA. We excel at providing the lifelong skills students need for strategic adaptation: the deep inquiry and disciplinary breadth that are the essence of a robust liberal arts curriculum.”

The “Teacher-Scholar” model is another foundational strength of MiamiTHRIVE. Its committee begins its [report](#): “Central to Miami’s mission are the primary commitments to teaching, research, and service. The Teacher-Scholar (T-S) model operates in the overlap. The intersection produces a synergy that expands and improves the fulfillment of these commitments to support our primary mission -- the development and transformation of students, faculty, communities, and society.” As President Crawford noted in an [essay](#) for the magazine of the American Association of Colleges and Universities, “faculty can also use the teacher-scholar model to make discoveries about teaching and learning and apply their findings to their work with students, collaborating with colleagues to develop new concepts and put them into practice.”

The [Miami Plan for Liberal Education](#), which is required for all undergraduate students, is purposefully designed to galvanize academic inquiry and exploration among students and faculty. For example, one of the four MP pillars features “critical & integrative thinking,” and senior capstone courses require students to leverage multiple sources to complete a student-initiated project that addresses real world problems. While all faculty are required to promote the pillars and the specific learning outcomes of each of the MP components in their MP courses,

they are also encouraged to promote them in unique ways, aligned with important concepts and questions of their field of study.

Miami also encourages faculty to explore new research and teaching horizons. An example is the [“Boldly Creative” multi-year initiative](#) (2019-2023) which was a \$50 million investment in developing and enhancing academic programs and research that span traditional disciplines, promote innovation and expand the Ohio economy. Teams of Miami faculty generated proposals for investment, all aimed at sustaining a premier undergraduate experience and creating new partnerships with industry and government. Some of the key [outcomes](#) of this initiative included a new physician associate program, [new cybersecurity programs and center](#), analytics & data science programs, and the [Center for Kickglass Skills](#).

Miami offers co-curricular programs that prompt students to wrestle with differing perspectives. The [Janus Forum](#) encourages members of the community to discuss opposing views on public affairs freely and passionately. Past topics have included the death penalty, legalization of marijuana, and cryptocurrency. The [Menard Center for Family Democracy](#) offers a variety of programs designed to promote civic education and engagement, including a civic scholars program for high school students, civics undergraduate fellows program and a pre-semester immersion program. In 2024, as part of Ohio HB 33, Miami University received \$4 million from the state of Ohio to create a new [Center for Civics, Culture and Society](#) housed on the Oxford Campus that will focus on civic education, civic research and the exploration of the ideas, traditions and texts that have shaped America’s constitutional order.

The [Focus Program](#) features an annual theme (e.g., artificial intelligence, sovereignty, racial justice) that engages students, faculty, staff and community members on a topic, question or problem of importance to the University, region, and world. Miami also holds lectures (e.g., [University Lecture Series](#), [Anderson Distinguished Lecture Series](#), [Casper Lecture Series](#), [Altman Series](#)) that aim to catalyze critical inquiry of topical issues.

Students may express their perspectives and pursue inquiry not only in Miami courses but also in multiple [student publication outlets](#), including the student newspaper and literary journals.

Freedom of inquiry and expression are embedded in Miami’s policies and practices. The [“Statement of Essential Teaching Practices”](#) reinforces principles of free inquiry by “treating students with courtesy and respect at all times” and “endeavoring to ensure that the classroom learning environment is free of discrimination and harassment.” The [“Professional Ethics & Responsibilities”](#) policy states: “As teachers, professors encourage the free pursuit of learning in students. Teachers exemplify the best scholarly standards of their disciplines. They demonstrate respect for students as individuals, and adhere to their proper roles as intellectual guides and counselors. . . . Professors protect their academic freedom.”

Miami has an [academic freedom policy](#) which asserts that “The teacher is entitled to full freedom in research and in the publication of the results, subject to the performance of his or her other academic duties.” Promotion and tenure criteria reinforce these values. The policy asserts: “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. . . Such activity is the essence of the search for truth

and knowledge, and is primary to the University.” Miami also has policies relating to [intellectual property](#), [conflict of interest standards](#), and [company participation in commercializing university research](#).

The academic integrity policy for [undergraduate](#) and [graduate](#) students reads: “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 has a robust process for adjudicating cases of academic dishonesty and educating the faculty and students on advancing integrity.

Finally, the University Libraries provide all members of the University valuable [resources and tools for inquiry, investigation and research](#), including research guides and workshops, information literacy modules, citation tools, scholarly commons, and a MakerSpace.

Perhaps because of Miami’s emphasis on academic inquiry in the curriculum, co-curriculum and policies, first-year students and seniors report in the National Survey of Student Engagement that they form new ideas or understanding from various pieces of information and connect ideas from their courses to their prior experiences or knowledge at higher rates than students at Carnegie peer institutions ([NSSE 2023](#)).

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- MiamiTHRIVE Liberal Arts Foundational Strength Report
- MiamiTHRIVE Teacher Scholar Foundational Strength Report

2.E. Knowledge Acquisition, Discovery and Application

The institution adheres to policies and procedures that ensure responsible acquisition, discovery and application of knowledge.

Argument

With a mission focused on engaged learning, Miami is committed to encouraging scholarly and creative inquiry in students and faculty. “Research, scholarship and artistry” were one of four emphases in the prior strategic plan, [MiamiRISE](#), resulting in several important outcomes: creating a new Office for Research & Innovation with a new vice presidential position (VPRI); reaching an all-time high of \$51 million in funded research in FY2024; creating establishment & evaluation guidelines for research centers and institutes; launching a variety of support structures for enhancing research funding, such as GrantForward (allows faculty to search for grant opportunities) and Cayuse (enables faculty to disclose new inventions and track patent and transfer applications). The [MiamiTHRIVE strategic plan](#) will further this progress as it has “developing ecosystems of excellence in research and scholarship” as one of its “opportunity areas.”

The Office of Research & Innovation (ORI) facilitates and supports all forms of research by overseeing external funding requests and ensuring federal research compliance and the ethical conduct of research.

ORI coordinates:

- [Human Subjects & IRB](#), including overseeing Miami’s Federalwide Assurance (FWA) with the Office for Human Research Protections (OHRP) in the Department of Health and Human Services (DHHS). The Miami University Institutional Review Board for Human Subjects Protections (IRB) adheres to federal, state, local, and institutional guidelines as applicable to the responsible conduct of research. In addition to the required online training, Miami requires that all human subjects research is reviewed and the methods approved for compliance with the standards of ethical behavior.
- [Export Control](#), providing guidance on international travel (for teaching and/or research) and for work with non-US persons in domestic and international locations.
- [Animal Care Use and IACUC](#), including maintaining training requirements, application and review process, and post-approval monitoring. The Institutional Animal Care & Use Committee approves all interactions with and provisions for the care or use of animals in research, teaching, and testing by Miami personnel or on property controlled by the university.
- [Biosafety](#), including establishing and overseeing the Institutional Biosafety Committee (IBC) which follows the NIH Guidelines and provides local review and oversight of nearly all forms of research utilizing recombinant or synthetic nucleic acid molecules. The IBC also provides review and oversight of experimentation that involves infectious agents and other potentially hazardous biological materials.

- [Responsible Conduct of Research](#) which informs and supports professional and ethical standards for research at Miami University, including training, investigation of research misconduct allegations as well as determining (after reviewing the evidence) whether a formal investigation is warranted. For all programs involving students, part of the training certification process is an assurance by their faculty advisor that the student researchers are competent to perform assigned tasks.
- [Research Computing Support](#) which provides expertise on computational methods and resources and assistance with specific software packages.
- [Policies Governing Research & Sponsored Dollars](#), including ensuring the Organization Conflict of Interest Policy and the Financial Conflict of Interest policy are followed.

Non-compliance of any of research policies or practices is addressed in a timely manner and reported per federal requirements and Miami policy.

ORI also coordinates internal support for faculty including the Strategic Investment Fund, research grants, book publication grants, and the Rapid Investment Fund; and it also provides support for external funding including grant templates, budget development, institutional identifiers and consultation.

The [Faculty Research Committee](#) (University Senate Committee) supports the development of externally funded research at Miami, and it oversees a variety of research programs and awards.

The [Radiation Safety Office](#) provides the means necessary for personnel to protect themselves, their coworkers, the general public, and the environment from detrimental effects of radioactive materials and radiation-generating equipment used within the university (see [training manual](#)).

Members of research-compliance committees (biosafety, IACUC, IRB) are appointed by the President. Day-to-day responsibility and Signatory/Institutional authority are delegated to the VPRI by the President. Scheduled reports of normal operations, current problems, and non-compliance are forwarded by the committees to the VPRI. Normal status reports (typically annual) and reports of non-compliance are submitted to funding agencies by the VPRI. Corrective action, including project closure, is taken to address the specific problem and avoid future issues. In accordance with Miami policy, intentional non-compliance can be subject to sanctions by the Provost.

The [Office of Academic Integrity](#) is responsible for promoting academic honesty among students; it oversees changes in the integrity policy, procedures and communications. It provides [support for faculty](#) (including a [guidance document](#), [workshops](#), [process instructions](#), and consultations) and students (including an [explanation of the process](#) and consultation).

A variety of other units offer support for responsible research:

- [University Libraries](#) provides in-class and one-on-one services to assist faculty and students in effective use of resources.
- [Howe Center for Writing Excellence](#) assists faculty and students via [workshops and programs](#) to encourage effective assignments, AI policies and practices, and more.

- [Humanities Center](#) offers programs for research, cross-disciplinary inquiry, and public engagement, including scholarly grants and symposia.
- [Office of Research for Undergraduates](#) serves as a central clearinghouse for undergraduate research programs, offers grants and awards for student research and holds an annual Undergraduate Research Forum.
- [Center for Psychological Inquiry](#) provides support for inquiry-based student projects related to psychology.
- Multiple student research programs--Undergraduate Summer Scholars, [College of Arts & Science Dean's Scholars](#), [Doctoral-Undergraduate Opportunities for Scholarship \(DUOS\)](#), and [First-Year Research Experience](#) --provide a strong basis for developing effective research practices.

Students are offered guidance on the ethical uses of information via numerous venues. An academic integrity website provides information on the nature of academic integrity, suggestions on how to avoid actions of dishonesty, and links to support services across campus. Integrity policies are codified and promoted to students and faculty in the policy library:

- [Use of Human Subjects, Animals, Radiation, Chemicals and Recombinant DNA in Research](#)
- [Research Involving Human Subjects](#)
- [Misconduct in Research](#)
- [Export Control](#)
- [Responsible Use of Computing Resources](#)
- [Unauthorized Use of Peer-to-Peer File Sharing](#)

Integrity as well as student rights and responsibilities in the context of the student code of conduct are discussed at summer orientation for incoming students. Additionally, once they arrive on campus, first-year students are given online instruction via [Credo Info Lit](#), an in-depth tutorial on topics of academic integrity and information literacy. The tutorial features a quiz that students must pass in order to receive a certificate of completion.

Academic integrity modules play key roles in key introductory courses, including UNV 101, as well as CAS 116 which is a course for international students on the fundamentals of the American university. All sections of the first year composition course, ENG 111, include a [scaffolded research proposal project](#) in which students must synthesize multiple sources to make an argument (including an [annotated bibliography](#)). All instructors include instruction in locating, evaluating, ethically integrating and citing sources as part of this project (CRAAP test). Most instructors also include guest visits by librarians and/or visits to the library to deepen student's information literacy.

Finally, the University has tools to promote integrity. “[TurnItIn](#)” is embedded within our Canvas learning management system and used by faculty not only to identify instances of academic misconduct, but also to help students avoid situations which may be interpreted as misconduct. Faculty using Canvas can also deploy [Proctorio](#) which is a remote proctoring system for online testing.

Although Miami is proud of its tradition of scholarly excellence, President Crawford called for even greater “research competitiveness” in his 2024 update. Toward this end, the Provost in collaboration with academic deans recently developed [new guidelines for faculty workload](#) which are aligned with the [University’s workload norms](#) but also designed to enable differentiated teaching loads to promote greater productivity among

Sources

- MiamiTHRIVE Overview and Teams
- MiamiRISE Strategic Plan Report
- ORI Internal Funding Support
- Organizational Conflict of Interest Policy
- Research Computing Support
- Responsible Conduct of Research
- Biosafety and IBC
- Animal Care and Use Program
- Export Control Program
- Human Subjects Research
- ORI External Funding Support
- Office of Academic Integrity
- Radiation Safety Manual
- Radiation Safety Office
- Faculty Research Committee
- Academic Integrity Process and Policies
- Library Instruction Support
- Academic Integrity Student Resources
- Guide to the Academic Integrity Policies and Process for Students
- Academic Integrity Faculty Support
- Academic Integrity Workshop Request
- Faculty Guide to Academic Integrity
- Faculty Workload Norms
- Getting Started with Proctorio
- Teaching Online with Turnitin
- Credo Info Lit
- Unauthorized Peer to Peer File Sharing _ Policy Library
- Export Control _ Policy Library
- Misconduct in Research _ Policy Library
- Research Involving Human Subjects _ Policy Library
- Use of Human Subjects, Animals, Radiation, Chemicals Policy
- First Year Research Experience
- Doctoral Undergraduate Opportunities for Scholarship DUOS
- CAS Deans Scholars
- Center for Psychological Inquiry
- Office of Research for Undergraduates _ Miami University
- Humanities Center

- HCWE Workshops and Programs
- Howe Center for Writing Excellence
- Responsible Use of University Computing Resources _ Policy Library
- ENG 111 Annotated Bibliography Assignment
- ENG 111 Research-Based Proposal Argument
- 2025 Faculty Workload Grid

Criterion 2 - Summary

In fulfilling its mission, the institution acts with integrity; its conduct is ethical and responsible.

Argument

Miami has an abiding commitment to shared governance and discovery characterized by integrity, ethics, and transparency.

To ensure its success, Miami must respond quickly to social, economic and political fluctuations and comply with shifting federal and state regulations and priorities.

As a result, significant challenges relating to shared governance, deliberative decision-making, and academic freedom exist, including how to:

- Maintain faculty oversight of the curriculum and involvement in critical decisions amidst a fluctuating higher education landscape that requires quick changes;
- Advance academic exploration and scholarly inquiry during a period of declining funding, rapidly shifting government priorities, and conflicting understandings of academic freedom.

Sources

There are no sources.

3 - Teaching and Learning for Student Success

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

3.A. Educational Programs

The institution maintains learning goals and outcomes that reflect a level of rigor commensurate with college-level work, including by program level and the content of each of its educational programs.

Argument

As is evident in the MiamiTHRIVE's foundational strength of "[undergraduate excellence](#)," a high-quality learning environment that produces outstanding student outcomes is central to Miami's purpose. To advance academic excellence, Miami focused its Quality Initiative Project on "[Optimizing the Academic Program Portfolio](#)."

One component of the project was the [Miami Academic Program Incubator \(MAPI\)](#) which is a consultation service for departments. MAPI aims to incentivize the revitalization and creation of programs that: advance the University mission; are aligned with faculty expertise; meet student and market needs; and are high-quality and cost-effective. Ideas for new or significantly revised programs undergo MAPI consultation.

Led by a steering team of leaders, MAPI offers: data & research (from internal and external sources); curriculum coaching; opportunity to apply for seed funding; feedback on initial concept & preliminary budget; and research on future curricular trends in the discipline. MAPI uses published frameworks (e.g., [Lumina Foundation's DQP](#), [AAC&U VALUE rubrics](#)) to provide input on curricular plans. Because of this scrutiny, less than 20% of the program ideas that come to MAPI end up being formally proposed.

If the program idea is deemed viable, departments submit proposals for new programs (degrees, majors, minors, and certificates) via a [Curriculum Information Management System \(CIM\)](#). CIM proposal forms include information relating to third-party accreditation, departmental mission, support services, learning outcomes, courses and course sequence, delivery methods, assessment, quality and expectations of faculty, budgetary implications as well as library and other resources (see [sample](#)). These forms are reviewed periodically to ensure that they include needed information and meet HLC and ODHE expectations.

The Office of the Provost maintains a [website](#) for department chairs and curricular leaders that provides definitions, guidance on program and course approval processes, and other curricular

aspects. The General Bulletin also provides [basic guidelines](#) for different degree programs and various levels of course numbers.

Proposals for degrees, certificates and majors undergo a rigorous, multi-step [review process](#) that includes: department or program, academic division curriculum committee, university-level curriculum committee (i.e., the Graduate Council or the Council for Undergraduate Curriculum), academic deans, University Senate, and the president. The associate provost reviews all proposals at the initial stage to ensure compliance with federal, regional and state regulations, and the Board of Trustees approves proposals, after all other internal bodies have granted approval (see [policy](#)).

Following the internal approvals, program proposals are forwarded to ODHE (undergraduate programs) or the Ohio Chancellor's Council on Graduate Studies (graduate programs). In its review, ODHE or CCGS uses the process and criteria for different levels of degree programs articulated in the "[Guidelines and Procedures for Academic Program Review](#)," including posting proposals for public scrutiny before final approval from the Chancellor (see [sample proposal](#)).

Individual courses also undergo a [multi-level review process](#) via CIM that includes department, division, dean, and University Senate ([policy](#)). New and revised courses undergo an initial review by the associate provost to ensure compliance with regulations and to assess whether the proposed course unnecessarily duplicates an existing course. General education courses and their course content and outcomes are also reviewed by Liberal Education Council.

Over 500 introductory Miami courses have been approved by statewide ODHE disciplinary-based faculty review panels to meet outcomes of the "[Transfer Assurance Guides](#)," "[Career Technical Assurance Guides](#)," or the "[Ohio Transfer 36](#)." This approval process ensures that courses are advancing appropriate outcomes in the field and also enables the automatic transfer of course credit within the State of Ohio System for general education and other degree requirements. Miami participates in the [ODHE Guaranteed Transfer Pathways project](#) which has common degree pathways in over 70 academic areas across all Ohio public institutions. Miami has a strong reputation across the state for advancing transfer enrollment and success (see interview in [OATN newsletter](#)).

Finally, a number of academic programs undergo regular disciplinary [accreditation reviews](#) to ensure that they are meeting rigorous quality standards.

Miami has a variety of additional curricular guidelines and processes:

- [Accelerated delivery or sprint courses](#) (e.g., winter, summer, sprint) must adhere to federal and Miami guidelines to ensure that the outcomes and quality of the course offered in a compressed format are similar to those offered in the same course across an entire semester. Faculty must seek approval from their department chair and dean to offer courses during the winter and summer terms.
- [MP courses](#) are reviewed for specific learning outcomes by the [Liberal Education Council](#) (University Senate committee).

- [University Honors courses](#) also are reviewed for specific criteria and approved by the [Honors College Advisory Committee](#) (Senate committee).
- Graduate curricula are reviewed by the [Graduate Council](#) (Senate committee) using [guidelines for graduate learning outcomes](#).
- [International/study abroad workshops and travel programs](#) are reviewed for best practices by Global Initiatives staff.
- Courses for fully online programs are collaboratively developed, monitored for regulatory compliance, and reviewed by the Miami Online staff using a scorecard based on the current (7th edition) [Quality Matters Higher Education Rubric](#) along with the [Online Learning Consortium OSCQR process](#). Every course that receives Miami Online's full support has scored 85 percent or higher, surpassing expectations set by industry peers. Faculty engaging with Miami Online complete the Course Development Agreement which indicates that a course must reach full development and meet or surpass quality standard expectations. If an online class does not meet these standards, it is not authorized for use in a Miami Online program. In the 2015 comprehensive accreditation review, the team report noted that in a “sample comparison of two sections of the same course, the online version required students to read only about one third as much as in the face-to-face version of the course.” Miami conducted a study in [2023](#) and [2025](#) comparing full semester versus accelerated courses and is taking steps to address findings in the latest report.

[Learning outcomes for each program](#) are posted on the Consumer Information and department websites. Program and course outcomes are available in CIM; plans are underway to include them in the General Bulletin.

In addition, academic departments undergo a [review](#) every 6 years (described in 3F) which includes curricular review for relevancy, rigor, and currency.

Miami's degree programs are shaped by national standards, employer input, and best practices. Academic divisions have external advisory boards, and almost all departments have an advisory group to ensure that their degrees meet employer needs. For example, the Business Advisory Council was instrumental in shaping the revision of the first-year integrative core curriculum to advance outcomes related to effective communication, data-informed decision making, creative thinking and teamwork. The College of Engineering & Computing Advisory Board has provided significant feedback on the new cybersecurity and quantum computing programs. The College of Arts & Science has partnered with the Center for Career Exploration & Success to advance [career development across its curriculum](#).

Miami participates in several national [surveys](#) (e.g., National Survey of Student Engagement, HERI Faculty Survey) that allow comparisons with benchmark institutions. These instruments provide insight into the level of faculty-student engagement, perceptions about classroom and other types of learning, and the quality and rigor of academic learning. In the [2023 NSSE](#), Miami seniors, compared to students at peer institutions (same Carnegie Class), were more likely to report forming a new idea or understanding from various pieces of information, using numerical information to examine a real-world problem, evaluating a point of view or information source, and collaborating with others in their learning process. Miami students also

reported higher levels of student-faculty interaction and were more satisfied with faculty interactions than were their peers.

Miami participates in Ohio's [College Credit Plus \(CCP\) Program](#) which enables eligible students who are enrolled in Ohio middle and high schools (grades 7-12) to earn high school and college credit simultaneously. Approximately 700 CCP students enroll in Miami courses annually. All but a few CCP courses are offered by Miami faculty on one of Miami's Oxford or Regional campuses. Guided by a [College Credit Plus Committee](#) which is chaired by an associate provost, Miami has developed and implements [guidelines for CCP courses](#) offered at high schools or career technical centers to ensure consistency across locations and instructors. [Guidelines for courses offered off-site at approved additional locations](#) as well as [courses offered at the Miami University Dolibois European Center \(MUDEC\)](#) in Luxembourg are in place to ensure consistency in quality. The guidelines for off-site, MUDEC and CCP courses articulate clear qualifications required for the instructors and ensure close supervision by the home department.

In addition to instituting quality controls, Miami aims to meet the future needs of our students. To address the changing employment landscape, Miami has developed new programs in the past five years focusing on applied mathematics, artificial intelligence, clinical engineering, cybersecurity, data analytics, physician associate studies, real estate, robotics engineering, and quantum computing.

In collaboration with deans and department chairs, the provost and other leaders from Enrollment Management & Student Success regularly use various tools, such as the Business Intelligence Toolt, [Gray DI Enroll Predict](#) (see [sample](#)), and EAB research (see [sample](#)), to analyze program enrollment trends and patterns and then reconfigure curricular offerings.

From 2020-2024, and as an outgrowth of the prior strategic plan, Miami completed the [Academic Prioritization, Evaluation & Improvement project](#) which entailed a review of all academic degree programs at the undergraduate and graduate level, ratings by academic deans, and curricular plans for improvement or elimination.

These tools and analyses not only help shape divisional hiring plans for instructional staff, but they also provide data to revise curricula that better ensure strong enrollment patterns and timely college completion.

To further ensure our curricula is kept fresh, Miami raised the threshold for low-enrolled undergraduate course sections from 12 to 15 in 2024. Seven students must be enrolled in a graduate course section. We also have a [policy](#) for deleting minors and certificates with a five-year history of low or no enrollments and employ the [PAVER \(Policy And Validation Effectiveness Report\) tool](#) which helps to maximize student class selection, enhance room use, and utilize faculty resources efficiently.

Finally, Miami submits a report to the Board of Trustees and the ODHE every three years that includes a careful review of low-enrolled programs and courses so that departments can delete outdated courses and programs and update continuing ones (see [2022](#) and [2025](#) report). The Graduate School submits an [annual report to the CCGS](#), which includes information about

program reviews, new sites, and revised programs. These steps have resulted in a substantial reduction in under-enrolled courses and sections. For example, from Fall 2020 until Spring 2024, 1,477 courses were eliminated, and 391 new courses were approved leading to a total net loss of 1,086 courses. It also resulted in the elimination of over 70 academic programs between 2020 and 2024.

Sources

- Miami Academic Program Incubator
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- Provost Curriculum Home Page
- Curriculum Terminology
- Approval Process Timeline Program Approval
- Course Approval Process
- General Course Information _ Miami University Bulletin
- Graduate Council _ University Senate Committee
- Council of Undergraduate Curriculum
- Changes to the Academic Curriculum _ Policy Library
- Academic-Program-Review-Guidelines_ODHE
- Career-Technical Assurance Guide (CTAG) Descriptions
- Transfer Assurance Guides
- Ohio Guaranteed Transfer Pathways _ Overview
- Compressed or Accelerated Delivery Course Guidelines
- Miami Plan Course Proposal Guidelines
- Honors Course Proposal Process
- Honors College Advisory Committee
- Graduate Learning Outcomes Guidelines
- Faculty-Led Study Abroad Guidelines
- Quality Matters Rubric
- Course Review Scorecard - Online Learning Consortium
- Learning Outcomes for Academic Programs Website Home Page
- Department Planning and Improvement Process Website
- CAS Means Careers Initiative
- Student Surveys _ OIRE
- College Credit Plus Home Page for Students
- CCP Committee
- Dual Enrollment CCP Course Guidelines
- Off-Campus Instruction Guidelines
- MUDEC
- Academic Prioritization
- Undergraduate Excellence MiamiTHRIVE Foundational Strength Report
- Quality Initiative Report 2023
- Sample ODHE Proposal for New Program Quantum Computing

- Specialized Accreditation _ List of Accredited Programs
- Ohio Transfer 36 (OT36)
- F2F Online Comparison Report 2023
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- Liberal Education Council
- Class Scheduling Policy
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- EAB _Market Opportunity Scan
- NSSE 2023 Full Frequencies Report
- Sample CIM Proposal BS Cybersecurity
- VALUE Rubrics _ AAC&U
- Lumina Foundation DQP
- EAB Research Study on Academic Programs
- GrayDI Enroll Predict Tool
- Eliminated Programs
- Sample Gray DI Program Report for Environmental Science
- CCGS _Annual Report - Miami U 2024

3.B. Exercise of Intellectual Inquiry

The institution's educational programs engage students in collecting, analyzing and communicating information; in practicing modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

Argument

Miami believes that a liberal education provides the best possible framework for life in a changing world. Toward that end, the university has devoted considerable energy and time to honing the [Miami Plan \(MP\)](#). The plan was revised in 2015 and again in 2023. The new plan underwent [multiple revisions](#) – with each version drawing upon feedback from the Miami community, via surveys, open sessions, public presentations, website communications, and divisional and departmental meetings – before being approved.

All undergraduate students complete the MP which totals 42 credits. Grounded in best practices and the NACE Competency Framework, the MP mission “empowers students to creatively transform the future with the tools to question assumptions, design solutions, exchange views with others, and become better global citizens.” Given the mission's emphasis on liberal education, the MP spans all four years of a student's undergraduate education and encompasses these requirements:

- **Perspectives Areas** (39 credits) focus on formal reasoning & communication (9 credits); science & society (12 credits); arts & humanities (6 credits); and global citizenship (12 credits).
- **Signature Inquiry** (9 credits; also count for Perspectives areas) feature interdisciplinary topics and innovative pedagogy, focusing on one of several topic areas: sustainability & resilience; power, justice & social change; technology, information & society; creativity, storytelling & design; and global health & wellness.
- **Knowledge-in-Action** (3 credits) includes a senior capstone course and experiential learning

All MP courses advance Four Pillars of Learning: critical & integrative thinking; innovation & collaboration; communication & expression; and civic-mindedness and social engagement as well as a set of specific learning outcomes that are aligned with the MP requirement that the course meets. When a course is proposed for the MP, the faculty must submit: a syllabus with a weekly schedule, detailed explanations of how the course advances the Pillars and appropriate outcomes; and examples of assessments (see [sample](#)).

Many MP outcomes promote the objectives embedded in 3B. Examples include:

- “Investigate human behavior, social relationships, and/or the interactions of people with their cultural, social, and political environments” (Social Science)
- “Apply scientific methods of inquiry appropriate to the discipline to gather data and draw evidence-based conclusions” (Natural Science)

- “Investigate through active, engaged, or authentic learning that applies knowledge and identifies problems that affect people or the world around us” (Signature Inquiry)

The Knowledge in Action requirement includes an experiential learning requirement which advances hands-on, integrative and lifelong learning and a capstone course that features a substantial project which encourages students to address a real-world problem, integrate knowledge gained throughout their undergraduate experience, conduct inquiry and analysis, and engage in written communication and critical thinking.

Almost 100 of the courses approved for the MP have also been approved for [Ohio Transfer 36](#). OT36 courses must be reviewed by a statewide faculty panel to ensure that they meet [outcomes](#) for that component of OT36. Faculty submit an explanation of how the course meets OT36 outcomes (see [sample](#)), a syllabus, and sample assignments.

As discussed in 3E, the Miami Plan is [assessed](#) using both direct and indirect measures (assessment of student work, syllabi review, focus groups, standardized survey, and proposal review) to ensure that students are developing transferable skills, engaging in inquiry-based learning and communicating their ideas. Assessment data are compiled into an annual report and analyzed by the Liberal Education Council (LEC) (see [2023](#) and [2024](#) reports). Using assessment data, improvements are made to the plan’s goals and criteria, faculty development programs, or the overall assessment plan to ensure a high-quality liberal education program.

New MP courses undergo [review and approval](#) by LEC. If a proposal is deemed insufficient, LEC provides professional development or consultation to help the faculty align the course with expectations, and the Liberal Education website also includes tips and guidelines for course design.

Prior to the launch of the new MP, the Office of Liberal Education developed a [faculty fellows program](#). Faculty Fellows serve as MP ambassadors to their department and division, receive training on analyzing programs' curricular ecologies, and offer guidance on updating and developing MP courses.

Since 2023, the Office of Liberal Education has implemented two additional faculty development programs to further ensure a high-quality liberal education program:

- [Miami Plan Innovation Lab](#) where teams of faculty come together to design innovative courses that meet Miami Plan requirements; and
- [Curricular Ecologies Learning Lab](#) where chairs and curricular leaders in departments receive consultation on streamlining their curriculum, identifying the appropriate courses for inclusion in the MP, generating ideas for course revisions to align with MP expectations, and exploring possible collaborations with other departments.

The College of Arts & Science (CAS) also has a set of [divisional requirements](#), many of which overlap with the Miami Plan requirements. Requirements that are unique to the CAS include foreign language, quantitative literacy, as well as additional natural science credits. The Honors College requires its students to complete a major senior inquiry project.

In addition to the MP, Miami ensures that students engage in creative and scholarly inquiry through:

- [Department Planning & Improvement](#) process in which the department must report – and is evaluated – on ways that it advances research and creative inquiry in their programs, including a list of student research outcomes (see [self-assessment template](#));
- Student research opportunities, such as an [undergraduate research forum](#) coordinated by the Office of Research for Undergraduates (see 3E for more information);
- [Writing Across the Curriculum programs](#), including a [Faculty Fellows Program](#), [disciplinary writing guides](#), [workshops](#), resources and award offered through the Howe Center for Writing Excellence;
- Support for graduate student research through [graduate assistantships & scholarships](#), [thesis and dissertation funds](#), a [graduate research forum](#), [graduate student development series](#), [three-minute thesis competition](#), and [graduate student achievement awards](#).

Faculty and student scholarship and creative activity are not only prioritized in MiamiTHRIVE but are also incorporated in annual performance evaluations as well as the tenure and promotion review of faculty. Tenure-eligible and tenured faculty are expected to demonstrate “research, scholarly and/or creative achievement of high quality” on a continuing basis (see [policy](#)).

Faculty consistently submit proposals and are the recipients of externally funded awards.

PROPOSALS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Faculty	Total Proposed	77,655,068	72,865,500	71,290,636	63,030,719	65,149,738	69,104,972	76,311,831	76,891,725
	# Proposed	274	302	275	301	290	297	271	306
Staff	Total Proposed	16,998,218	11,531,986	7,536,057	11,915,321	16,095,966	26,493,206	28,136,740	32,636,990
	# Proposed	165	135	122	121	93	108	107	141
Total	Total Proposed	94,653,286	84,397,486	78,826,693	74,946,040	81,245,703	95,598,178	104,448,572	109,528,715

PROPOSALS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
	# Proposals	376	387	349	384	350	370	342	389

AWARDS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
Faculty	Amount Awarded	9,460,471	14,406,508	15,064,162	17,156,247	14,185,404	21,381,475	15,587,701	21,866,662
	# of Funded Projects	143	147	162	151	147	176	173	165
Staff	Amount Awarded	6,134,709	7,474,827	6,768,243	7,504,603	10,349,657	12,029,619	21,024,739	29,140,789
	# of Funded Projects	107	97	92	78	71	89	106	111
Total	Amount Awarded	15,595,180	21,881,335	21,832,405	24,660,850	24,535,061	33,411,093	36,617,441	51,007,450
	# of Funded	211	212	223	206	189	245	251	247

AWARDS		FY2017	FY2018	FY2019	FY2020	FY2021	FY2022	FY2023	FY2024
	Projects								

Examples of FY24 faculty awards:

- Dr. Cheng received an \$845,000 grant from the Ohio Department of Job and Family Services to enable Miami to partner with Great Oaks Career Campuses, Cincinnati State, the workforce development boards of Brown, Butler, Clermont, Hamilton, and Warren Counties, and the Community Action Agency of Cincinnati to form a 5G node (one of only six in Ohio) to train the workforce for 5G and broadband technologies.
- Dr. Schultz and colleagues received a \$300,000 grant from the HCS Foundation to support the nationally-recognized TEACH Cincinnati program which was a 2025 recipient of the “Increasing Educator Diversity: Promising Practice Award” from the American Association of Colleges for Teacher Education.
- Dr. Farrell received a \$648,000 grant from the National Science Foundation to investigate how early life experiences predispose adults to emotional fluctuations in response to common daily stressors.
- Dr. Lorigan received a \$1.9M grant from the National Institutes of Health to use biophysical methods, including the application of state-of-the-art pulsed electron paramagnetic resonance spectroscopy, to probe the structural and dynamic properties of integral membrane proteins and membrane solubilizing polymers. This research will advance efforts to address Long-QT syndrome, atrial fibrillation, sudden infant death syndrome, cardiac arrhythmias, and congenital deafness.
- Dr. Wang received a \$769,000 grant from the National Institutes of Health to support the development of beam-offset optical coherence tomography.

Faculty also are successful inventors as demonstrated by the following patents issued in FY24:

- Dr. Scott was awarded a U.S. patent titled “Non-Invasive Diagnostic Systems and Methods for Using the Same” which provides a method of measuring electromagnetic interference to noninvasively identify component degradation or failure in power electronics circuitry.
- Dr. Kerr’s U.S. patent, “Respiratory simulation system including an anatomical model of the human nasal cavity configured for in vitro inhalation studies and associated methods,” improves patient safety and accuracy by performing in vitro inhalation toxicological screening and intranasal drug delivery studies using a 3D-printed anatomical model.

Sources

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- Miami Plan Assessment Plan 2022
- The Miami Plan General Overview for Students
- College of Arts and Science Divisional Requirements - Bulletin
- Honors Senior Project
- DPI Self Assessment Template March 2025
- Undergraduate Research Forum
- Office of Research for Undergraduates _ Miami University
- Resources for Teaching Writing _ HCWE
- HCWE Workshops and Programs
- Disciplinary Writing Guides HCWE
- HCWE Faculty Fellows Program
- Roger and Joyce Howe Award for Excellence in Disciplinary Writing Instruction
- Howe Writing Across the Curriculum
- Graduate School Funding and Awards
- Graduate Students' Achievement Award
- Graduate School Research Forum
- Graduate Student Development Series
- Three Minute Thesis
- Definitions P&T Criteria Policy Library
- Miami Plan Faculty Fellows
- Miami Plan Course Proposal Guidelines
- Miami Plan Innovation Lab
- Department Planning and Improvement Process Website
- Sample Miami Plan Course Proposal ATH 113
- Sample Learning Outcomes Template for OT36
- CELL _ Curricular Ecology Learning Lab _ Overview

3.C. Sufficiency of Faculty and Staff

The institution has the faculty and staff needed for effective, high-quality programs and student services.

Argument

Miami University places a premium on faculty-student interaction. Its student-to-faculty ratio is 15 to 1, with 69.8% of undergraduate courses enrolling fewer than 30 students. Faculty (not graduate students) teach 96% of undergraduate credit hours. Each year, more than [2,500 undergraduates](#) work with professors on funded research, many beginning in their first year. Approximately 32% of Miami seniors reported in 2023 that they have worked on a research project with a faculty member; and 68% worked on a culminating senior learning experience guided by a faculty member.

All [courses](#) and [academic programs](#) undergo a multi-step approval process involving faculty at the departmental, divisional, and university levels (see sample [deans agenda](#)). As stipulated in the enabling act, University Senate (which includes faculty from all divisions) has the “responsibility for curriculum, programs, and course offerings.”

As the Miami Plan was being revised, the director of liberal education presented regularly to University Senate to gain feedback and made revisions accordingly (see [February 22, 2021](#) , [April 19, 2021](#) , and [September 25, 2023](#) agendas as examples). Open meetings, an interactive website, a faculty survey, and a departmental survey were conducted to gain additional broad input (see [summary of process](#)).

Each time a new academic program is proposed, the proposer makes a presentation to (and receives approval from) University Senate (see [example](#)). Senate also approves all new courses as well as significantly revised courses and programs.

The [ODHE](#) also carefully reviews all new programs and programs that are significantly revised. It also requires Ohio public higher education institutions to comply with curricular initiatives at the course and program level to ensure meaningful transfer of credit throughout the state of Ohio. All courses that are transferable undergo review by disciplinary statewide faculty review panels, and numerous Miami faculty are members of these panels (see [list](#)).

[Grading guidelines](#) are articulated in the policy library; any changes to these guidelines must be approved by University Senate. As stipulated in the [Statement of Essential Teaching Practices](#), instructional staff are obligated to articulate grading and assessment criteria on syllabi, and [syllabus guidelines](#) which include information on grading and assessment are available to faculty on the provost’s website. The [Center for Teaching Excellence \(CTE\)](#) has a range of resources on assessment, including [mid-course evaluation tools](#) and consultations, [hundreds of books and journal articles](#) as well as [workshops](#) on grading, assessment, and testing strategies.

Faculty members are integrally involved in all stages of [student learning outcomes assessment](#). Departments are required to develop outcomes, assessment plans, and annual assessment reports for their graduate and undergraduate degree programs. All departments appoint at least one faculty member to serve as an assessment coordinator who oversees the department's assessment activity, including working with colleagues to create outcomes, plans, and reports and then using assessment data to guide program improvement. See 3E for more details.

To further ensure the quality of its learning environment, Miami has two types of continuing instructional staff: tenurable faculty and teaching faculty (which are called "TCPL" and includes teaching assistant, associate and full professors as well as assistant, associate and senior lecturers or clinical faculty); and there are clear academic credentials for appointment, evaluation and promotion for all ranks (see: "[Definitions](#)" for Tenure-Eligible Faculty and "[TCPL Faculty](#)"). Faculty titles are based upon academic credentials and promotion level. For TCPL faculty, the University has [guidelines for promotion](#), a [professional development plan](#), and [opportunities for mentoring](#). The University offers workshops for tenure-eligible faculty on promotion each year and provides guidance relating to [promotion](#) and [mentoring](#); similar workshops are offered for promotion of TCPL faculty.

Nearly 97% of tenure-track and tenured professors hold an earned doctorate or other terminal degree from an accredited college or university and meet other criteria related to teaching, research, service, and collegiality. Teaching faculty must hold at least a master's degree or its equivalent from an accredited institution; however, nearly 91% of tenured, tenure-track and teaching faculty on all campuses hold terminal degrees.

During the 2017-2018 academic year, Miami aligned its hiring practices with the new federal faculty qualifications regulations. The Office of the Provost developed [guidelines relating to faculty qualifications](#) which were approved by academic deans and shared with all department chairs. Faculty in tenure-eligible ranks should typically hold an earned doctorate or terminal degree in the field in which they will be teaching (see policy). For faculty appointed to the ranks of TCPL faculty, instructors, as well as Visiting Assistant Professors (VAP), a master's degree or higher, or the equivalent (see policy) serves as the standard acceptable faculty credential.

[Tested experience criteria](#) may be developed and used for part-time faculty and, in rare situations, for tenure-eligible, teaching and visiting faculty who exclusively teach undergraduate courses in highly applied or highly skilled professional disciplines. For teaching and visiting faculty, the minimum threshold to teach such highly applied or skilled courses is a bachelor's degree plus at least five years of applied experience or equivalent certification or licensure in the field that clearly relates to the learning outcomes of the courses being taught along with a demonstration of the capacity for teaching excellence. For tenure-eligible faculty, the threshold is a master's degree plus five years of applied experience.

Departments wishing to use tested experience criteria for hiring instructional staff have developed [metrics](#) that articulate the degrees and applied experience needed. These metrics are approved by the dean and provost and kept on file in the Office of Provost. The Office of the Provost uses the guidelines and departmental metrics to review the credentials of instructional

staff each year (see [2024](#) and 2025 reports). Faculty who do not meet the criteria set forth in these criteria are not hired or renewed.

All faculty teaching at the master's or doctoral level must have [graduate faculty standing](#). Faculty apply to the graduate school to obtain graduate faculty standing and must satisfy specific criteria. To receive graduate standing, faculty must be nominated by their department chair, approved by their respective academic dean and then by the dean of the Graduate School using clearly specified criteria. Level C faculty are part-time faculty with appropriate expertise and credentials to teach graduate courses. Level A and B faculty may instruct graduate credit courses and serve on graduate committees; however, only faculty with Level A standing may serve as thesis or dissertation directors. Level A faculty must hold a tenure-eligible or tenured position and remain active scholars. Level B and C faculty must have an approved terminal degree in the discipline or a master's degree plus five years of significant and relevant experience.

[Program accreditation](#) also ensures that faculty qualifications meet disciplinary standards. For example, the Farmer School of Business follows [AACSB guidelines](#), and the College of Engineering & Computing follows [ABET guidelines](#).

Instructional staff appointments are approved via an online workflow system by the department, dean, and provost; and other staff appointments are approved by the supervisor, dean (if applicable), and appropriate vice president (see [faculty](#) and [staff](#) search & appointment procedures). Recruitment plans, advertisements, the applicant data collection process, and the selection process are carefully screened by the Office of Equity and Equal Opportunity as well as the Department of Human Resources or the Academic Personnel Office to ensure consistency, clarity, fairness, and alignment with university priorities. Criminal background checks and degree verifications are conducted on any candidate for employment. Miami also has established [guidelines for dual enrollment \(College Credit Plus\)](#) to ensure the quality of offerings and instructional staff.

A [list of instructional staff](#) and their credentials is available on departmental websites and on the Consumer Information website.

All Miami employees undergo an annual evaluation which includes a measurable professional plan ([hourly staff](#), [probationary faculty](#), and [other faculty](#)). The Office of the Provost [website](#) and the [Policy Library](#) articulate a detailed process and expectations for promotion and tenure, including “high-quality teaching and academic advising” which involves “integrating new developments in the field and new methods of instruction” and “maintenance for regularly scheduled office hours and an interest in students indicated by availability for conferences, or one-to-one contact. Tenure-track and tenured faculty should also produce “research, scholarly and/or creative achievement of high quality and its prospective continuation.” Faculty submit annual performance reports and are evaluated based in part on research criteria.

To further ensure the quality of faculty in delivering rigorous learning experiences, the [annual activity report](#) and [promotion dossier](#) require tenure-track and teaching faculty to demonstrate high quality teaching through multiple measures of teaching effectiveness such as [course](#)

[evaluations](#), [peer reviews](#), [mid-course evaluations](#), and [teaching portfolios](#), and they are also expected to participate in teaching development programs.

Professional faculty development is provided through programming offered by [CTE](#) , the [Center for Teaching & Learning \(Regionals\)](#), the [Howe Center for Writing Excellence](#), [Miami Online](#), [Office of Liberal Education](#), [Humanities Center](#), [Office of Transformational & Inclusive Excellence](#), and other Miami divisions, offices, and centers. New faculty participate in a [multi-day orientation](#) sponsored by the Office of the Provost.

Tenured and tenure-eligible faculty may also apply for on or off-campus [Assigned Research Appointments](#) and [Faculty Improvement Leaves](#) which enable faculty to engage in disciplinary or pedagogical research and development. Funds are also available for conferences, research-related travel, and other related expenses. The Office of Research & Innovation regularly offers research-oriented workshops and support for grants and other research activity.

Miami policy stipulates that instructional staff must establish and maintain regular [office hours](#), and office hours should be articulated on course syllabi, reported to department chairs, and posted publicly.

The Department of Human Resources provides opportunities for [leadership development](#) of staff and faculty, including a supervisor development series, topical workshops, and [job enrichment program](#) . AccessMU in IT Services offers faculty consultation on making course materials accessible and sponsors an [annual symposium](#). Faculty and staff are also entitled to an [employee tuition fee waiver](#) to pursue courses and academic programs to further their professional and personal growth.

University-wide leadership development is offered through the [Mid-American Conference Academic Leadership Development Program](#) (which is a year-long, cohort-based program that includes faculty from all MAC schools) as well as the [Provost Faculty Fellows Program](#) which is run by the Office of the Provost. Miami is also a member of the [National Center for Faculty Development and Diversity](#) which provides faculty development resources and programming.

Specialized professional development resources are provided for student life staff. As a part of the annual evaluation in the Division of Student Life, staff members identify local, regional, and national conferences, webinars, on and off campus trainings, or readings that can contribute to their professional development. Each unit submits an annual report describing its activities, including a comprehensive list of the staff's professional development activities. On campus, the full division meets twice a year for professional and staff development activities. Additionally, the division has a [professional development committee](#) that organizes activities, speakers, and training throughout the year for any member of the division who wishes to participate.

The Division of Enrollment Management and Student Success provides staff on-campus (workshops, training programs) and off-campus (conferences or meetings of professional organizations or vendors such as Ohio Bursar's Association, NACUBO, College Board) development opportunities.

University Libraries staff must meet a set of personal and professional competencies and receive ongoing professional development through conferences, publications, workshops, and on-campus training.

IT staff development is tied closely to its intensive performance assessment process which includes quarterly meetings with a supervisor, an evaluation process, a review of goals, and completion of the university-based assessment form. IT managers make annual requests for funding for staff development based on the needs identified during goal setting. These expenses include onsite and offsite training and professional conferences, certification training, exams and renewals, memberships in professional organizations as well as training offered by Human Resources.

Academic advisors complete a [six-part training](#) that includes both in-person and online modules, focusing on Miami's advising philosophy, policies and procedures, general education and University requirements, special advising situations (financial aid, career development, study abroad - see [sample module](#)) and working with special populations of students (students with disabilities, transfer students, international students, etc.). The Undergraduate Academic Advising Council oversees assessment of academic advising and submits an [annual report](#).

Sources

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- Approval Process Timeline Program Approval
- Enabling Act _ University Senate
- University Senate - February 22, 2021 Meeting
- University Senate - April 19, 2021 Meeting Minutes
- University Senate - September 25, 2023 Agenda
- University Senate - April 15, 2024 Minutes Program Proposal Example
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- Center for Teaching Excellence
- Midcourse Evaluation _ CTE
- Midcourse Evaluation Tools _ CTE
- CTE Workshops on Demand
- Assessment of Student Learning Outcomes _ Provost Website
- Definitions P&T Criteria Policy Library
- Teaching, Clinical Professors and Lecturers (TCPLs) _ Policy Library
- TCPL Second Promotion Guidelines _ Non-Tenure Promotions
- TCPL Professional Development Plan _ Non-Tenure Promotions
- TCPL Mentoring Program
- Promotion and Tenure _ Provost Website
- Tenure Line Faculty Mentoring
- Determining Faculty Qualifications

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- Graduate Faculty Standing Eligibility
- Accreditation - ABET
- AACSB Business Accreditation Standards
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- Faculty List
- Annual Review of Probationary Members of the Faculty _ Policy Library
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- Template Tenure Annual Activity Report
- Evaluation of Members of the Faculty _ Policy Library
- Course Evaluations _ Provost Website
- Peer Review of Teaching
- Teaching Portfolios
- Center for Teaching and Learning _ Regionals
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- Assigned Research Appointments _ Policy Library _
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- Office Hours for Instructional Staff _ Policy Library
- Professional Development for Staff Human Resources
- Professional Development _ Job Enrichment Program _ Miami University
- Accessibility Symposium 2024
- Accessibility Training Opportunities
- Tuition Fee Waiver
- MAC Academic Leadership Fellows Program
- Provost Faculty Fellows Program
- NCFDD
- Professional Development Committee _ Division of Student Life
- Advisor Training Modules
- Academic Advisor Overview and Training
- Undergraduate Academic Advising Council Report 2024
- Summary of Miami Plan Revision Process
- Miami Faculty Serving on ODHE Panels
- Faculty Qualifications Audit 2024
- Humanities Center Faculty Resources
- Miami Plan Resources for Faculty and Staff
- Miami Online Home Page
- Office of Transformational Inclusive Excellence Faculty Resources
- First-Year Orientation Oxford Campus
- Search and Appointment Procedures Unclass Staff Policy Library
- Sample Advisor Training Module - Mental Health
- CTE Library
- Academic Program Approval ODHE
- Academic Deans' Meeting Agenda with Sample Curricular Items

- Specialized Accreditation_ List of Accredited Programs
- Promotion and Tenure Packet Guidelines

3.D. Support for Student Learning and Resources for Teaching

The institution provides student support services that address the needs of its student populations, as well as the teaching resources and infrastructure necessary for student success.

Argument

The [mission](#) of the university asserts: “Miami University is a student-centered, public university . . . Leading with integrity, compassion, and respect, we pursue growth and excellence in a transformative learning environment. We embrace a holistic and personalized approach to education . . . to empower lifelong learners who use leadership, creativity, and innovation to shape the future.” To promote this mission, a robust set of student support services is available.

In 2022, Miami launched the [Early College Academy](#) which enables cohorts of high school students in their junior year to enroll in a minimum of 15 credit hours (per semester) for four semesters and earn an associate degree. The high school provides transportation and associated fees for Academy participants such as tuition and books.

Once students have been admitted, Miami offers a [multi-step orientation program](#) to all incoming students on the Oxford campus that follows the PATHS framework which encourages students to consider their own and other Perspectives; Ask questions about new ideas and topics as well as for support; explore what Thriving at Miami would mean; develop strong Habits of mind and behavior; and Spark new interests.

Orientation features both online and in-person experiences including a two-day orientation program on campus. It includes group sessions on college success topics (e.g., health and wellness, personal development, academic integrity, community expectations and campus resources) as well as academic advising by faculty and professional staff to assist with decisions about degree paths, academic opportunities, and courses. Additionally, orientation contains educational components for parents/families on key transitional issues. Before and after the orientation, students complete online educational modules that provide information about support programs and resources and address high-risk alcohol use as well as sexual and interpersonal violence and Title IX issues. On the regional campuses, all incoming students participate in a similar [SOAR](#) (student orientation, advising, and registration) program which is a hybrid program and facilitates a seamless transition to academic and student support systems. Surveys are conducted following the orientation to gather input for improvement.

Additional orientation programs are offered to [international](#) and [transfer](#) students on each campus each semester.

To get students off to a strong start, Miami offers early arrival programs, called [Miami Bound](#) programs, that include [MADE at Miami](#) as well as [HawkFit](#), equestrian, [Discovery Bound](#), eSports, [LSAMP](#), and other programs.

Appropriate course placement is assured through [placement guides](#) as well as online examinations in [mathematics](#), [foreign language](#) and other subjects which students complete prior to summer orientation so that they can plan their schedule appropriately with their advisor.

Miami also awards course credit for students who earn particular scores on [Advanced Placement](#), [College Level Examination Program](#), and [International Baccalaureate](#) examinations. AP, IB and CLEP course credits are awarded based upon guidelines mandated by the Ohio Department of Higher Education.

Once the semester begins, students may utilize a wealth of support services suited to their needs:

- [First-Year Experience Courses](#) which are taught by faculty and Student Life staff (with master's degrees) and designed to systematically expose students to resources available to assist in their educational journey.
- [Office of the Dean of Students](#) offers comprehensive resources to support students' intellectual growth, personal development and well-being, including assisting students through crises.
- [Orientation and Transition Programs](#) coordinates [Welcome Weekend and First 50 Days](#) – as well as an extended calendar of programming for the first half of the fall semester.
- [One-Stop Services](#) integrates the front-facing functions of the bursar, registrar, and student financial assistance to virtualize and provide services on a 24/7 basis.
- [Rinella Learning Center](#) (Oxford) offers tutoring, supplemental instruction, exam proctoring and academic coaching with learning specialists at no charge to students. Individualized support is also offered to students with learning disabilities or are at higher risk for attrition.
- [Global Initiatives](#) provides advising and support for international students and faculty, including visa and immigration information, incoming student orientation, a newsletter, peer mentoring, and other resources.
- [Miller Center for Student Disability Services](#) provides reasonable accommodations and resources to ensure students with disabilities have equal access to university life.
- [Student Counseling Service](#) provides individual and group counseling appointments as well as workshops to promote healthy personal, emotional, and psychological functioning. It also offers emergency assistance and drug and alcohol abuse treatment.
- [Student Health Services](#), operated in partnership with Tri-Health, supports students' health needs, including general medicine as well as psychiatric, injury care, immunization, gynecology, and physical therapy.
- [Student Success Center](#) focuses on increasing student persistence to graduation by assisting students navigating University policies and procedures and offering special programs (e.g., Exploratory Studies) for students at risk of attrition.
- [Office of Residence Life](#) creates a safe and engaging residential community with ongoing educational and social programming for more than half of the undergraduate population.
- [Center for Career Exploration & Success](#) (Oxford) offers workshops, individualized consultations, and proactive career support to all students.
- [Howe Center for Writing Excellence](#) provides consultations, workshops, and other programs to improve student writing and writing instruction.

- [Center for Student Diversity & Inclusion](#) offers programs and activities designed to enhance the academic success, retention, and personal development of diverse student populations, including LGBTQ+.
- [Office of Parent and Family Programs](#) offers programs, webinars, and e-newsletters to work in partnership with parents to support their students' success.
- Several other offices within Student Life feature educational and support programs and services to facilitate student engagement and success, such as the [Armstrong Student Center](#), [Student Activities](#) and the [Cliff Alexander Office of Fraternity and Sorority Life](#), the [Wilks Institute for Leadership & Service](#), and [Student Wellness](#).
- Support Services on the Regional Campuses include an [advising center](#), [tutoring and learning center](#), [counseling services](#), [veterans center](#), [multicultural services](#), and [career services](#).

Miami also has programs and forms for support for certain populations of students who are statistically at a higher risk of attrition: [National Pathways Program](#), [Rinella Academy](#), [GradU8 Scholars](#), [Bridges Scholars](#), [Exploratory Studies](#), [Miami Access Fellows](#), [American Culture & English Program](#), and support for student-athletes.

Since the last comprehensive review, additional activities have been implemented to provide enhanced support for international students, including a [new student center](#), [peer mentoring program](#), [friendship programs](#), and the [English Language Learner Writing Center](#).

Miami features a university-wide academic advising approach that includes a [shared advising philosophy and outcomes](#). Upon matriculation, students who have declared a major are assigned an academic advisor in the department or division of their major; [exploratory studies](#) students are assigned a student success navigator in the [Student Success Center](#). Once they identify a primary major, they are assigned a [faculty or professional staff advisor](#) in the department or division of the major.

All advisors undergo [training](#) offered in a hybrid delivery mode, via the Learning Management System. The training addresses the following topics:

- Miami's Advising Philosophy & Outcomes
- Miami's Curriculum (Miami Plan & Divisional Requirements)
- Advising Resources
- Advising Policies & Procedures
- Advising Tools (Navigate, Degree Audit Report)
- Advising Conversations (First to Senior Year)
- Special Topics (Financial Aid, Career Development, Study Abroad, Mental Health)
- Advising Special Populations of Students (Student-Athletes, High-Ability Students, Transfer Students, Relocation Students, Students with Financial Need, Students with Academic Need, LGBTQ Students, Students of Diverse Racial & Ethnic Identities, etc.)

Advisors can attain four levels of achievement which are recognized at an annual reception hosted by the provost. The Undergraduate Academic Advising Council, which oversees the

advising system and training, conducts annual assessment on academic advising (see [annual report](#)) and uses assessment data for improvement.

Additionally, advising tools are in place to advance student transition and success. The [Degree Audit Report \(DAR\)](#) displays the student's completed course work and current registration matched with degree requirements of the student's declared major(s) and minor(s); it identifies deficiencies and lists courses to satisfy specific requirements. Students also may access the "What-If DAR" to explore new degree paths. In 2017, Miami launched the Education Advisory Board's [Navigate](#) across all campuses. This tool provides data analytics and predictive modeling to generate risk assessments for each Miami student; easily accessible dashboards for advisors; research on best practices in college completion; peer benchmarking; and consulting support. It also enables early alerts, communications from advisors to advisees, and note-taking on advising sessions.

The [Miami University Academic Support & Advising Association](#) offers monthly workshops, an annual symposium, advisor recognition events, and other communications for all advisors and support staff.

All units in the Division of Student Life conduct regular assessment of their services and submit annual reports to ensure that they are meeting the needs of students (see [sample](#)). Additionally, Residence Life conducts an annual surveys of students and use data to generate improvement ([report](#)) and Orientation & Transitions also conducts [assessment](#) of students and orientation leaders.

Miami University Libraries (MUL) are foundational to supporting learning and teaching. It houses over 4 million books and journals and provides library instruction to approximately 20,000 participants each year. Miami has two libraries on the Oxford campus and a library on the Hamilton and Middletown campuses as well as access to library resources at MUDEC and the VOALC. MUL also maintains an off-site storage facility on the Middletown campus (created in partnership with the University of Cincinnati, Wright State University, and Central State University). MUL provides research assistance, extended hours access, open access publishing, study and meeting space, a café, and several premier learning centers including the [Create+Innovate MakerSpace](#) and partnerships with the [Howe Writing Center](#), and the [Office of Research for Undergraduates](#). MUL is guided by a robust, ongoing, and data-driven strategic planning process (see [Catalyst](#)) to ensure quality and also engages in ongoing assessment (see [report](#)).

The IT Services division (ITS) provides the underlying technology to support student learning and effective teaching. ITS supports systems and integrations used in the delivery of courses such as the Google Apps for Education platform, the Canvas learning management system, and classroom technology, and provides direct support for student technology needs via our online IT Help support desk and our in-person Tech Support Lounge. Miami has a fully redundant 100 Gigabit connection to Ohio's public network provider; OARNet with high speed connectivity to critical cloud providers, and campus-wide wireless and 10 gigabit networks for both University and residential use. ITS supports Miami's on-premise high performance computing (HPC) cluster and facilitates access to both the Ohio Supercomputer Center and to on-demand high

performance computing in the Amazon cloud and has partnered across the institution to receive NSF funding for advanced GPU computation capabilities to enhance AI and data-driven courses and research. Our AccessMU center provides and supports accessible technology for students, supporting over 1,100 students per year with over 2,200 individual accommodation requests per semester. ITS support both our new Workday ERP and former ERP, Banner as well as a business intelligence environment to allow access to data and analytics to assist in decision making at Miami. It has also been voted a “[Best Place to Work](#)” for four years in a row.

The university makes sure that it provides the resources necessary to support effective teaching and learning through a campus master plan that includes a long-range master housing plan, utility master plan, landscape master plan, circulation master plan, stormwater management master plan, and master lighting plan. The Space Utilization Group (SUG) includes representation from each vice presidential division and centralizes the assignment and utilization of space to attain the teaching, research, and public service goals of the university. Decisions made by SUG are also guided by departmental and divisional input and needs, Miami policy as well as [standards](#) set forth by the State of Ohio and ODHE. HEI physical structure data are used regularly to compare Miami’s usage to peer institutions. In 2019, the University hired Perkins & Will to conduct a study on classroom usage that has informed our processes since then.

An Academic Space Utilization Subcommittee (which has representation from the Office of the Provost, all academic divisions & physical facilities) was formed in 2021 (see [sample minutes](#)) and has developed a [Learning Management Site](#) that is accessible to all academic leaders and includes principles for academic space utilization and procedures for creating or renovating spaces. It also conducts an [annual inspection tour](#) of instructional spaces using a rubric as a guide. All classrooms are given a red, orange, yellow or green color coding to indicate whether the space needs immediate or future attention; and renovations are made in priority order.

As part of our prior strategic plan, MiamiRISE, Miami constructed two new state-of-the art buildings: [McVey Data Science Building](#) (which houses a cybersecurity lab and XR stage) and [Clinical Health Sciences and Wellness Building](#), and it significantly renovated [University Hall](#) (on Hamilton Campus) which features a simulation education center). Bachelor Hall which will house humanities departments is undergoing extensive [renovation](#) and will be re-opened in 2026. In collaboration with Butler Tech, the [Advanced Manufacturing & Innovation Hub](#) is currently under construction at the Knightsbridge Building on the Hamilton campus and is expected to be ready for use in January 2026. The deans and chairs of the units in the building were integrally involved in the planning and design of the buildings to ensure that the facilities would meet the needs of students.

Miami has research and teaching laboratories for a wide range of fields, including human performance, dietetics, high field magnetic resonance spectroscopy, molecular microspectroscopy, neuromuscular performance, biological anthropology, archaeology, cultural and linguistic anthropology, robotics, rapid prototyping, and nursing.

The information below summarizes Miami’s space for laboratories in the 2024-2025 academic year:

Type of Space	Total Number	Total Net Square Feet
Class Laboratories	199	251,475
Class Laboratory Service Areas	201	48,190
Research (Non-Class) Laboratories	293	136,289
Research (Non-Class) Laboratory Service Areas	365	66,678
Open Laboratories	114	45,773
Open Laboratory Service Areas	22	3,889

Please note: “service” areas refer to storage areas, observation rooms, prep areas, etc.

The university has three on-site clinics—a psychology clinic, speech and hearing clinic and student health clinic—located on the Oxford campus. Several programs, such as microbiology, nursing, physician associate and psychology, also utilize clinical practice sites throughout the southwestern Ohio region. Clinical space is summarized below.

Type of Space	Total Number	Total Net Square Feet
Clinic Areas	26	2,854
Clinic Service Areas	19	2,839
Student Health Clinic	30 (plus 13 support spaces)	9,817 (plus 3,912 for support spaces)

Miami features: the [Richard and Carole Cocks Art Museum](#) which is accredited by the American Alliance of Museums and features a sculpture park, five gallery spaces, and approximately 17,000 works; [McGuffey Museum](#) which exhibits materials relating to life of William Holmes McGuffey, the McGuffey Eclectic Reader series, and the history of Miami University; the [Limper Geology Museum](#) which presents context- and specimen-rich displays centered on fundamental aspects of geology (and other natural sciences); and the [Hefner Museum of Natural History](#) which promotes an understanding of nature and the human place in it for K-12 students.

The university also has the [Hiestand Galleries](#) for works by students, alumni, faculty, and artists on the national and international scale, along with exhibit spaces in several buildings across various campuses, including MacMillan Hall, Voice of America Learning Center, King Library, and Alumni Hall.

Exhibition space is summarized below.

Type of Space	Total Number	Total Net Square Feet
Exhibition Areas	41	20,789
Exhibition Service Areas	22	9,829

Miami has a range of performance and production spaces on the Oxford and regional campuses, including:

- [Wilks Theatre](#) which is a 500-seat theatre featuring a balcony level and is suited, with its state-of-the art sound and video systems, to host films and artistic talent from students and professionals;
- [Center for Performing Arts](#) which houses most of the production facilities;
- Gates-Abegglen Theatre which is a traditional proscenium theatre that seats 385 patrons and is equipped with a 35 line fly system, hydraulic pit lift, modest wing space, and a Strand 520i light board;
- Sidney W. Souers Recital Hall which is a 150-seat hall and provides an intimate performance space with a green room for the presentation of recitals and chamber ensemble concerts and adjacent audio and recording facilities;
- Hall Auditorium which has a seating capacity of 735, and is the site of the music department's major concerts, as well as many concerts supported by the university's performing arts series and lecture series;
- [Millet Hall](#) which can vary from 2,900 seats to 10,857 for full concerts;
- W. Paul Zimmerman Experimental Theatre (Studio 88) which is the home for student-generated productions, has a flexible seating arrangement, and accommodates up to 150 patrons.

Type of Space	Total Number	Total Net Sq Feet
Auditorium Areas	19	46,905
Auditorium Service Areas	118	42,040

Sources

- Mission Statement (President Website)
- Early College Academy
- First-Year Orientation Oxford Campus
- SOAR Miami Regionals Orientation
- International Student Orientation
- Transfer Student Orientation
- MADE at Miami
- HawkFit
- Discovery Bound
- Louis Stokes Alliance for Minority Participation
- Placement Guides
- Language Placement - French
- Math Placement
- Cleveland Clinic Partnership - Quantum Computing
- College Level Examination Program - General Bulletin
- International Baccalaureate - General Bulletin
- First Year Experience
- Dean of Students
- Orientation and Transition Office
- Welcome Week and First 50 Days
- One Stop Home Page
- Rinella Learning Center
- Global Initiatives
- Miller Center Student Disability Services
- Student Counseling Service
- Student Health Services
- Student Success Center
- Office of Residence Life
- Center for Career Exploration and Success
- Howe Center for Writing Excellence
- Center for Student Diversity and Inclusion
- LGBTQ+ Initiatives
- Parent and Family Programs
- Armstrong Student Center
- Cliff Alexander Office of Fraternity and Sorority Life
- Wilks Institute for Leadership and Service
- Student Wellness
- Regionals Academic Advising
- Regionals Tutoring and Learning Center
- Student Counseling Services _ Regionals
- Center for DEI MU Regionals
- Center for Veteran Services
- Career Services and Professional Development _ Regionals
- National Pathways Program - Admission Page

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3.E. Assessment of Student Learning

The institution improves the quality of educational programs based on its assessment of student learning.

Argument

University Level Assessment

Over the past decade, Miami has taken active steps to advance its [university assessment plan](#) and cultivate a culture of assessment of student learning outcomes. The university plan includes assessment of academic degree programs, co-curricular and academic support units, centers and institutes as well as the Miami Plan.

When the 2023 Miami Plan was revised, the redesign committee ensured that all courses advance four “Pillars of Learning” which are outcomes aligned with the [Career Readiness Competencies](#) of the National Association of Colleges & Employers: critical & integrative thinking; communication & expression; collaboration & innovation; and civic-mindedness & social engagement. Additionally, each requirement within the plan has specific learning outcomes.

The [MP assessment plan](#) (overseen by the Liberal Education Council and Miami Assessment Fellows Committee) includes multiple measures: (1) review of course proposals (e.g., syllabus, concrete descriptions of outcomes, and assessments of outcomes); (2) direct assessment of student artifacts from one component of the plan; (3) review of syllabi of already approved courses for various components of the plan; (4) standardized survey data (analysis of relevant NSSE survey questions); and (5) periodic student focus groups. A timeline and rubrics have been created for each component of the MP to be assessed. Rubrics are normed, reviewed and tested by the Assessment Fellows Committee prior to use. Using data collected during the academic year, an annual assessment report is drafted in the summer, finalized by both committees in the following fall semester (see [2023](#) and [2024](#) reports) and then submitted to University Senate consent calendar.

Assessment reports include outcomes to be assessed as well as a summary of the methods, data collection, data analysis, recommendations for improvement based upon data and tracking of improvement strategies implemented in prior years. A summary of the assessment report is posted on the Liberal Education website.

Findings from the 2024 report include:

- Miami students’ perceptions of their learning experiences are statistically higher in the following areas (which have been aligned with the four MP Pillars): (1) collaboration & innovation (e.g., asking another student to help you understand course material; explaining course material to other students; working with others on assignments); (2)

communication & expression (e.g., giving course presentation); (3) critical & integrative thinking (e.g., forming a new understanding from pieces of information, using numerical information to examine a real-world problem); and (4) civic mindedness & social engagement (e.g., developing a personal code of values or ethics)

- Almost all (49 of 51 assessed) syllabi reviewed in 2024 included an explanation of the Miami Plan, its Pillars or other requirements.
- While most syllabi provided an explanation of the Pillars and/or requirement-specific outcomes, the explanation's connection to actual course activities and assignments was uneven.
- The descriptions of how courses met the Civic Mindedness and Social Engagement Pillar tend to be vague.
- Most capstone courses include an individual or group project that focuses on a significant problem, issue or question and requires students to generate a solution or hypothesis informed by outside sources. Capstone assessment demonstrates that overall, students are able to communicate ideas clearly. However, some capstone assignment prompts are vague, brief and open-ended.
- Almost all capstone projects require outside sources, but 20% of students do not always provide a works cited list or cite sources appropriately.

Using the findings, Liberal Education Council identified and is implementing the following strategies for improvement:

- Remind faculty teaching MP courses to include in their syllabi an explanation of the Pillars and the requirement-specific outcomes and how they are advanced. Share sample syllabi and assignments.
- Work with CTE to provide resources and programs for faculty on promoting the four pillars (particularly Civic Mindedness & Social Engagement and the Collaboration & Innovation Pillars).
- Offer workshops with: (1) the Howe Center for Writing Excellence & University Libraries on developing [Miami Plan-aligned assignment prompts](#) which also invite interdisciplinary inquiry and diverse source engagement, and (2) the Office of Academic Integrity to integrate opportunities for students to engage support in identifying and using information sources responsibly and appropriately.

Departmental Level Assessment

Miami also conducts full-cycle assessment for each academic program. Departments appoint a coordinator or small committee to coordinate assessment activity for the department's degrees, majors or free-standing certificates. Departmental assessment committees or liaisons are provided support (described below) for their work.

An [assessment plan](#) is required for each program which includes multiple measures of assessment for at least three student learning outcomes, with at least one of the measures being direct. Once the plan is created, the program follows a two-year reporting cycle. [Year 1](#)

[assessment reports](#) focus on refining the outcomes and measures and reporting on data collection in the last year. [Year 2 assessment reports](#) focus on “closing the loop” with further data collection, data analysis, identification of strategies for improvement of teaching and learning, and reflection on strategies implemented previously. After the two years, the program can either revise and submit a new assessment plan or submit a Year 1 assessment report. Coordinators gather and share data with their faculty colleagues and work with them to identify improvements. In the past two years, the Committee instituted a new requirement for co-majors (which are “second majors” that can only be pursued in tandem with a primary major) to follow the same assessment process as majors and free-standing certificates.

Department coordinators are provided templates for plans and reports as well as a host of sample plans and reports, guidelines and resources via a project site on the Learning Management System [<https://miamioh.instructure.com/courses/26341>]. Rather than require departments to use a prescribed set of rubrics and processes, each department is encouraged to identify outcomes and assessment measures that are authentic to the discipline and that are meaningful and efficient. Annual feedback and one-on-one consultations are provided to coordinators to assist them in developing plans and reports and continuing to deepen their assessment work. A [rubric](#) is used to ensure consistency in the feedback offered on reports and plans. When a program receives a low score on the rubric, the associate provost reaches out to the assessment coordinator and their chair and schedules a one-on-one meeting to formulate steps for improvement. She also meets individually with new assessment coordinators to ensure that they understand the expectations. Finally, assessment coordinators are encouraged to contact the associate provost or members of the Assessment Fellows Committee anytime they need assistance.

All programs (total of 198 majors and free-standing certificates) submit either a plan or report each year. Examples of assessment reports and feedback:

- Computer Science, M [Report](#) and [Feedback](#)
- Criminal Justice BS & AAS [Plan](#) and [Feedback](#)
- Microbiology BS & BS [Report](#) and [Feedback](#)

Our compliance rate on submissions is high; in 2024, for example, 100% of these programs submitted either a report or plan.

The associate provost sends out [reminders](#) to assessment coordinators and chairs multiple times a year and ensures compliance. She also maintains an online filing system ([Google Drive](#)) for assessment plans and reports with a dashboard (spreadsheet) for tracking progress.

Not only do departments receive annual feedback from the Council, but they also report on their general assessment activity as part of the Department Planning & Improvement process (see [DPI Self-Assessment Template](#)).

Assessment of Co-Curricular and Academic Support Units

High quality academic programs can only be possible with a vibrant co-curriculum and appropriate forms of support that advance learning outside of the classroom, such as libraries, undergraduate research, leadership programs, and tutoring centers. These learning opportunities are typically overseen by units in Academic Affairs, Student Life or Enrollment Management & Student Success, and each is required to engage in assessment activities to advance continuous improvement.

Since 2018, the University Assessment Fellows Council has required academic support units to create annual assessment reports that include:

- At least three concrete goals or objectives for the unit;
- Method for assessing how well the goals/objectives were met;
- Summary of data collection and analysis of data;
- Reflections on findings, including strategies for improvement based on data analysis;
- Evidence that findings are discussed widely among faculty/staff of the unit;
- Improvement strategies tracked over time.

Support units are provided a report [template](#), and reports (total of 28) are reviewed annually by the University Assessment Fellows Council (see [rubric](#) used for evaluation), and brief feedback is provided to each unit (see sample [report](#) and [feedback](#)).

In the past two years, the Council instituted a new requirement for all centers and institutes (total of 29) to engage in assessment activity and submit annual reports using a template (see sample [report](#) and [feedback](#)).

Assessment Support

In the 2015 comprehensive HLC review, the team report noted an inconsistency in the quality of assessment activity. To address this concern, an Assessment Fellows Committee was formed in 2015 which is chaired by an associate provost and includes representation from all academic divisions as well as Student Life, University Libraries, and Liberal Education. It promotes a culture of assessment of student learning outcomes in which data are used to improve the quality of the educational experience. Toward that end, the committee:

- Advises on assessment-related policies, procedures, and professional development efforts;
- Annually collects assessment reports from departments, offices and programs;
- Annually reviews the effectiveness of plans and reports for assessing student learning;
- Communicates about assessment of student learning;
- Provides guidance on and assists in the assessment of the Miami Plan (see [sample meeting minutes](#)).

The [Assessment Fellows Committee](#) provides the following forms of support:

- Canvas (LMS) Site for Assessment which includes templates for and samples of departmental assessment plans and reports, sample rubrics across multiple disciplines, templates and samples of evaluation reports of departmental assessment activity;
- Annual feedback on all assessment reports which are insights on strengths and areas for improvement given to each unit annually (see [sample feedback](#));
- Tracking and storing all assessment plans and annual reports (see [sample spreadsheet dashboard](#) or go to: https://docs.google.com/spreadsheets/d/1Ykx_4x_GtqiMuXrO2eyZlQ_QlRoBBN0c/edit?gid=554671542#gid=554671542;
- Quarterly [assessment spotlights](#) which provide assessment success stories, tips and findings (see [sample](#));
- Departmental consultations to assist units in improving their assessment plans;
- [Annual Assessment Award](#) which is given to units with outstanding or highly improved assessment activity.

Examples of assessment reports and feedback:

- Computer Science, M [Report](#) and [Feedback](#)
- Criminal Justice BS & AAS [Plan](#) and [Feedback](#)
- Microbiology BS & BS [Report](#) and [Feedback](#)

To ensure that the Council is providing appropriate support to departments and programs, it periodically surveys assessment coordinators for feedback. Using [results from the 2023 survey](#), the Council began implementing the following improvement steps:

- Provide [annual thank you letters](#) to coordinators, copied to the chair and dean.
- Routinely offer individual “orientation” meetings with new assessment coordinators to ensure that they are off to a good start.
- Offer individual meetings with coordinators to “check in” at least once every two years, and offer strategies that might be less time consuming and more meaningful.
- Generate assessment processes that are efficient and meaningful and that tend to engage faculty; sharing those in Assessment Spotlights and in individual meetings with coordinators.

The Office of Institutional Research also supports assessment efforts through systematic administration of the HERI survey, National Survey of Student Engagements and an internal graduation survey.

Closing the Loop

A few examples of various units using assessment data for program improvement include:

- The [Howe Student Writing Center](#) found that even though the confidence in undergraduate writing consultants’ ability to tutor other students on their writing is generally strong, a few consultants’ level of confidence was lower than desired. The

director responded by sharing more of the student evaluations of tutoring sessions with the consultants and including in the consultant training more time for self-reflection.

- [Assessment of the strategic communication bachelor's program](#) showed that students need more work in formatting, editing and design. As a result, faculty now offer more instruction in Canva use and emphasize the importance of visualizing data and brevity in professional communication assignments.
- The [assessment of the graduate program in school psychology](#) found that students need more instruction on assessment, and students noted in the indirect assessment that they would benefit from additional mentoring. The faculty responded by improving instruction on assessment (new webinar) in EDP 612, and applying for an internal grant to create case studies to better prepare students for their practica.
- The [biomedical engineering program assessment](#) uncovered deficiencies in students' writing. As a result, faculty created an integrated design experience to advance consistency and quality across all sections. They also sent a team to the Howe Center for Writing Excellence Faculty Fellows program to infuse better writing instruction across their curriculum.
- The [psychological sciences BA program's assessment work](#) discovered gaps in students' understanding of research methods and biopsychology. The faculty are working on incorporating a new review module in capstone courses.
- When the [BFA in Studio Art assessment](#) revealed that students need more color theory and digital art experience, the faculty developed a new unit addressing art theory and additional professional outreach practice.

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3.F. Program Review

The institution improves its curriculum based on periodic program review.

Argument

Program review is a longstanding Miami practice. The [MiamiRISE strategic plan](#) included a recommendation that all graduate and undergraduate degree programs undergo a one-time review. Launched in 2020 and continuing until 2025, this review process, called the [Academic Program Evaluation, Improvement & Prioritization \(APEIP\)](#) project, replaced the prior academic program review process and advanced these goals:

- Create high quality and sustainable academic program portfolio;
- Develop and support curricula that advance student success outcomes;
- Leverage the expertise of faculty via purposeful workload assignments to enable fairness & strong teaching and research;
- Ensure good stewardship of financial resources (via strong course enrollments, streamlined curricular requirements, cross-departmental collaborations).

The APEIP process was developed by a committee which included faculty and University Senate representation. Through intensive research and consultation, the committee developed process [guidelines](#) which were vetted and approved by the academic deans in March 2020. The committee chair provided regular updates to members of [academic administrators](#) and the [University Senate](#).

Process steps:

1. Departments were provided robust workbooks that included data relating to student and employer demand for the department's program(s), competitive intensity, application and information requests, enrollment trends (cohort head count, completions), student credit hours (by major, faculty, lower and upper levels), instructional cost per credit hour, section capacity and fill rates, courses with high DFW rates, time to degree by program, degrees awarded, faculty demographic data as well as course loads and research productivity of faculty.
2. Deans reviewed data, provided an initial rating for programs in their division, and offered input on important issues for each department to consider.
3. A team of faculty consultants was trained on the data sources, and then, these team members met with chairs and departments to assist them in understanding and interpreting data so that more meaningful goals for the plans could be formed.
4. Departments identified key findings from the data analysis as well as strategic improvement goals for the department's curricula. Deans provided feedback on goals.
5. Using deans' input as well as broad participation from the faculty in the department, departments developed curricular action plans. All plans included three strategic goals, specific action steps for meeting goals, and measurable outputs for determining whether the goal has been reached. Each plan also included a timeline for reaching outputs (see

[sample](#)). Goals and action steps needed to be in the department's locus of control, and if the department offered one or more "courses of concern" (courses with high DFW rates), one of the goals needed to focus on the course(s). Departments were also asked to review and revise the department's current workload policy to align with relevant policies and achieve greater equity.

6. Departments could also opt not to submit a curricular action plan for a given program if the program faculty determined that the program was not viable and agreed to eliminate it
7. The Office of the Provost offered [virtual workshops for chairs](#) and provided [tips](#) and [strategies](#) on developing action plans and revising workload policies.
8. Departments submitted revised workload policies as well as curricular action plans for continuing programs. All curricular action plans advanced one or more of the following goals: (a) enhance enrollment; (b) promote student success; (c) streamline curriculum; (d) promote cost efficiencies; (e) generate revenue; and/or (f) enhance faculty development and support. After reviewing the plans, deans issued summative program ratings. The Office of the Provost also reviewed plans and offered narrative input for consideration.
9. Departments submitted annual progress reports (following a [template](#)) through 2024 for review and feedback from the dean and Office of Provost.

See sample APEIP annual reports and feedback from the Office of the Provost: Anthropology [report](#) and [feedback](#); Music [report](#) and [feedback](#); Management [report](#) and [feedback](#).

Since the launch of APEIP in 2020, a total of 72 programs have been eliminated. Of these, 54 were degree programs or majors with 37 of these being at the bachelor's level and 17 at the graduate level. Fourteen were certificates, and four were co-majors. Some of the eliminated programs have been merged or consolidated into another program. During that same period, twenty-five new majors were developed and approved – which amounts to a net loss of 22 bachelor degrees.

Of the programs remaining, many instituted thoughtful outcomes designed to enhance program and section enrollments, boost student success, improve program quality, and generate additional revenue. Some examples:

- The [Accountancy Department](#) assembled an external engagement committee that developed new content for use on social media, including 40+ interviews of students, faculty and alumni. Using this content, they developed six videos for the website and social media and many shorter videos. In one year, they grew from zero followers across social media platforms to 1,450 on LinkedIn, 450 on Instagram, and over 400 on Facebook. Their posts on social media now achieve thousands of views.
- The [Department of Anthropology](#) and the [Department of History](#) simplified their curricular requirements and also concentrated on creating greater uniformity in outcomes, practices and expectations across multi-sectioned courses leading to a significant boost in section fill rates.
- The [Department of Emerging Technology, Business & Design](#) was facing continuing staffing shortages. The faculty in the BA program undertook a major curricular review which resulted in implementing a modular approach to its curriculum. The review revealed gaps between faculty expertise and student demand, provided new

avenues to collaborate on curriculum with other departments, and led to curricular advising guides for students.

- The [Department of Literatures, Languages & Writing](#) instituted retention strategies including conducting outreach from continuing faculty to every applicant to the English Studies major; offering online open sessions for potential transfer students from other institutions; assigning transfer students a designated faculty advisor; enhancing marketing; making retention a department-wide priority (engaged advising and mentoring, frequent outreach, connecting to stop out students); developing microcredentials; creating a senior exit survey; targeting appropriate courses for online delivery; and developing a new assessment plan. These steps led to an increase in transfer students to the program as well as improved retention rates. The number of students minoring in the program had a 118% increase over a two-year span.
- The [Department of Media, Journalism & Film](#) changed the name of one of their majors (Media & Communication) to make it more legible to students, removed the requirement for that major to pursue a second major, revised the curriculum, and leveraged scholarships to enable more students to receive funds – all of which led to a 15% increase in the students enrolling in the major. MJF also began promoting the film studies co-major in the highly enrolled introductory course; and as a result, the co-major experienced an increase from 27 enrolled students in spring 2020 to 69 in spring 2024.
- The [Department of Geology & Environmental Earth Science](#) instituted a number of student success strategies in their highly enrolled GLG 111/115L course, including proactive early interventions, a peer mentoring program, professional development for faculty on inclusive pedagogy, and an expanded cohort model for incoming students. The course now boasts a 2-year DFW rate of 3.4% for GLG 111 and 2.1% for 115L.

The Provost provided annual APEIP updates to the Board of Trustees (see [2023](#) and [2024](#) reports).

Beginning in 2019-2020, the Academic Program Review Committee of University Senate embarked on a redesign of its academic program review process which would be based on relevant research and best practices and could take effect once the APEIP process ended. The new approach, called the [Department Planning & Improvement \(DPI\) process](#), was approved by [University Senate](#) and the [Board of Trustees](#) in spring 2022.

Key features:

- Focus on continuous improvement (including comprehensive review plus biennial updates and a review team that engages in consultation and evaluation rather than only evaluation);
- Collaboratively developed strategic goals (among department, dean and Provost);
- Holistic scope (encompassing all aspects of department plus assessment of student learning);
- 6-year cycle (~ 10 department visits per year) with a schedule developed in collaboration with deans and chairs;
- Additional support (e.g., consultation, departmental orientation, data).

Some degree programs also undergo third-party accreditation evaluations; in those situations, departments work with their dean and the Office of the Provost to incorporate this evaluation into the DPI process. The Office of Institutional Research and the University Registrar provide [data guidelines and data](#) to departments relating to faculty FTE, course offerings and enrollments, number of majors, etc. to aid in the review. The DPI committee chair (associate provost) meets with department chairs and faculty to provide an [overview](#) and [handout](#) and offers consultation along the way. A [Learning Management Site](#) which is made available to the department includes guidelines, templates for self-assessments and review team reports, tips and a timeline of steps.

To ensure that review team recommendations will be instituted, the department chair, Office of Provost and Office of the Dean meet prior to the creation of the Self-Assessment to collaboratively agree upon strategic improvement goals to guide the review team's work, and they meet again after the review visit to discuss which recommendations will be implemented. The department submits a report two years following the team visit to ensure progress (see [template](#)).

The first “pilot” cohort (Departments of Architecture & Interior Design, Anthropology, Education & Society, Family Science & Social Work, Microbiology, and Political Science) completed the process in fall 2024. Input from the department chairs and deans was gathered and used to hone the process for the future. Approximately 10 departments will [complete the process](#) each academic year. See sample Self-Assessments ([EDS](#) , [MBI](#)), Review Team Reports ([EDS](#), [MBI](#)) and Departmental Responses ([EDS](#), [MBI](#)).

Policies governing the transcription of credit are authorized by the Academic Policy Committee, Office of the University Registrar, and University Senate and aligned with the [ODHE transfer and articulation policies](#) . Described in the [General Bulletin](#), these policies articulate the standards for [AP](#), [IB](#) and [CLEP](#) credit, minimum length of study requirements ([undergraduate](#); [graduate](#)), [credit-hour equivalency](#) , the process of evaluating credit and applying transfer courses to the general education requirements, and clear parameters for [undergraduate](#) and [graduate](#) 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 [Ohio Transfer 36](#) (which is a set of general education courses equivalent to 36 semester hours that count for credit at any public Ohio college or university) as well as [Transfer Assurance Guides](#) and [Career-Technical Assurance Guides](#). All Miami courses that count for TAG, CTAG or OT36 credit must advance specific outcomes and be approved by a statewide panel of faculty in the discipline. Miami has comprehensive data in the “[Transferology](#) ” system (a nationwide online tool which students determine how well their college credits will transfer to Miami and other colleges and universities).

Miami also participates in the “[Credit When It's Due](#) ” initiative which is a process to award associate degrees to students who earned credits which satisfied residency requirements at a community college, did not earn their associate degree, and subsequently transferred to Miami.

In 2023, Miami developed a [Prior Learning Assessment \(PLA\) portfolio option](#) to ensure nontraditional students receive course credit for prior military and appropriate work experience.

[Evaluations of undergraduate credits](#) are conducted by the University Registrar. Students may petition for transcription of credit. Petitions require detailed information about the course for which credit is being sought and approval by the relevant department. Miami is currently working on developing a single workflow and form to be used across all divisions and departments.

To better ensure that Miami's curricula are compliant with state, federal and regional accrediting regulations, the Associate Provost reviews proposals for [new and revised courses](#) and [academic programs](#). If the course or program proposal has any compliance implications (relating to online or accelerated delivery, off-site location, co-op or internship, consortial arrangement, faculty qualifications), the faculty proposer is referred to the appropriate office for consultation before the proposal is advanced.

Learning outcomes, rigor, and prerequisites in courses and degree programs are also safeguarded through the approval process (which includes department, division and university levels) described in the 3A narrative. All new courses as well as existing courses undergoing significant revisions must be reviewed at multiple levels.

Many introductory level and Miami Plan courses also undergo the appropriate ODHE faculty panel review and approval to ensure that the expectations, outcomes, and rigor are aligned with other similar courses across the state of Ohio. Curricula are also reviewed during the DPI process. As noted in 3C, [dual enrollment \(College Credit Plus\) policies and guidelines](#) are in place to ensure consistency in academic quality and outcomes.

Miami's Transfer Collaborative oversees the development and quality of partnerships with high schools and other colleges and universities, including creating and promoting guidelines, templates and consultation for sustained and mutually beneficial partnership activities (see [sample minutes](#)). [Memoranda of Understanding](#) and [articulation agreements for academic programs](#) undergo approval in an online approval platform and are posted on the University website with links to departmental sites (see [list](#) and [sample agreement](#)).

Proposals for new degree programs and majors include a description of the faculty and their qualifications who will deliver the curriculum as well as a description of additional learning resources needed to support students. These rationales are reviewed at all levels of the approval process, including ODHE (see [sample ODHE proposal](#)).

Course descriptions and expectations are included in the [General Bulletin](#). Each year, departments review course offerings and descriptions during the process of revising the General Bulletin.

The quality of faculty in delivering rigorous learning experiences is further assured through the [annual evaluation for tenure-track and teaching faculty](#). To be promoted, faculty must demonstrate high quality teaching through multiple measures of teaching effectiveness such as

[course evaluations](#), [peer reviews](#), and [mid-course evaluations](#), and they are also expected to participate in teaching development programs through [CTE](#), the [Howe Center for Writing Excellence](#), or other venues. Finally, the university offers a number of teaching awards, including the [Knox Distinguished Teaching Award](#) and the [Associated Student Government Outstanding Professor Award](#).

Miami maintains an extensive infrastructure to support student learning, as described in the 3D narrative. Authority over these resources is maintained through collaboration among the provost, vice president for student life, vice president for enrollment management & student success, and vice president of information technology services. These leaders communicate regularly in the President's Executive Council and with the dean of the University Libraries, dean of students, and other academic deans in the Council of Academic Deans meetings.

Further quality assurance is advanced by [specialized accrediting bodies](#) which have approved the over 40 Miami academic programs.

These quality assurances have led to strong outcomes. Not only have Miami graduates have secured a number of [external scholarships and fellowships](#), but a study conducted by Miami's Office of Institutional Research & Effectiveness revealed an overall success rate for the 2022-2023 graduating class of 99.7%. According to NACE, nationally 85.7% of the previous year's bachelor's graduates (2021-2022) were successfully placed.

52.8% of Miami's graduating class are employed full-time, with an average salary of \$58,356. Among those who are employed (full-time or part-time):

- 66.4% are employed in their field of study.
- 56.1% worked for their employer previously.
- 100% are employed in a position that requires a college degree.

Of graduates providing outcome data 31.3% are enrolled in graduate or professional school while 2.7% are pursuing additional undergraduate study. An additional 3.7% are continuing their education, but did not specify what level of education they were pursuing. Of graduates providing location information 45.0% live in Ohio, 52.7% live in a different U.S. state or territory, and 2.3% live in a foreign country.

Graduates must be employed, serving in the military, serving in a volunteer or service program, or enrolled in additional studies by Dec. 31, 2023 in order to count as successfully placed. These data are based on multiple sources, including online surveys, phone surveys, national databases, data from Miami University offices, direct employer confirmation, and/or public sources.

Finally, Miami ranks favorably among top tier publics nationally. See 3S narrative for more details.

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- DPI Overview for Dept Chairs

3.G. Student Success Outcomes

The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.

Argument

Students' collegiate, personal and professional success figures prominently in Miami's mission and planning documents. In his fall 2024 address, President Crawford emphasized that "our students and their success" are at the heart of both MiamiRISE and MiamiTHRIVE.

Student Profile

As of fall 2024, 18,825 students were studying on the Oxford campus. The regional campuses in Hamilton, Middletown, and the Voice of America Learning Center in West Chester enrolled a combined total of 3,683 students.

Of the Oxford first-year class, 54.1% are female; 64.7% are residents of Ohio, and 98.6% were born in 2005 or 2006. 0.9 percent are international students, with 10.3% of this group from India and 7.7% from China.

Domestic students of color make up 15.5 percent of the first-year class and 14.4 percent of the undergraduate student body (based on fall 2024 Oxford campus enrollment). The breakdown of the undergraduate population is:

- 3.0% Black or African-American
- 4.8% Hispanic/Latino
- 2.6% Asian, Native Hawaiian, or other Pacific Islander.

3.8% identify themselves as Multi-Racial, and of these:

- 20.7% include American Indian or Alaskan Native as one of their races
- 54.1% include Asian as one of their races
- 5.0% include Native Hawaiian or other Pacific Islander as one of their races
- 27.8% include Black as one of their races.

Sixteen percent of Oxford first-year undergraduates are Pell Grant recipients; 41% have financial need, and 99% of first-year students with need received financial aid offers.

Miami's student body is generally high achieving. Of the fall 2024 first-year Oxford campus students, 34 percent of the freshmen graduated in the top 10% of their high school class. Sixty-five percent entered Miami with college credit from Advanced Placement, dual enrollment (College Credit Plus), and other programs, with the average credit received being 19.6 hours. The average ACT score of the 2024 entering freshman class was 27.8.

The first-year student retention for full time students (2023 cohort) is 90.1%. The six-year graduation rate (2018 cohort) is 79.8%.

While also focused on a liberal arts education, Miami's regional campuses serve a more diverse, place-bound, and non-traditional student population. Thirty-three percent of the students are part time, and 67% are full-time. Sixteen percent of the students on the regional campuses are non-traditional students (25 years or older); 55.7% are female, and 44.3% are male. 19.7% of the students on the regional campuses are high school students seeking college credit through the College Credit Plus (dual enrollment) program. Students on the Hamilton campus have a first-year student retention rate of 53.4%, and Middletown campus students have a first-year student retention rate of 66.7% (for the 2023 cohort). Those pursuing bachelor's degrees (2018 cohort) have a six-year graduation rate of 23.6% for the Hamilton campus and 29.8% for the Middletown campus.

Although the academic profile and completion rate of Miami's Oxford campus students remain very strong overall and exceed national norms, data show that certain populations of students still lag in terms of academic success, including graduation rates (see [Common Data Set](#)). In particular, international students, students who are the first in their family to attend college, students who identify as African-American/Black or LatinX, and students who come from families with high financial need graduate at lower rates than other students.

To address these gaps, Miami has a [College Completion Plan](#) which is updated and submitted to the ODHE and Board of Trustees every two years and features this metric: "Miami will achieve a six-year graduation rate of 85% and a four-year graduation rate of 75%." Although the specific numbers for the regional campuses are different, the goal, to increase the graduation rate by 10%, is equally ambitious.

The divisions of Enrollment Management & Student Success, Student Life and Academic Affairs as well as two university committees (described below) work to achieve these metrics:

- Student Success Committee includes an associate provost, SVP of student life, VP of enrollment management and student success as well as faculty, staff, and student representatives. It guides academic and co-curricular success initiatives, and it regularly undertakes special projects. It also has developed the Coordinated Action Team.
- Undergraduate Academic Advising Council (UAAC) oversees academic advising, including coordinating advisor training and recognition and assessing undergraduate advising efforts. It also supports the Miami University Academic Support & Advising Association which provides professional development and networking opportunities. Monthly meetings with all academic advisors are also held to provide additional training, share best practices and inform advisors of changes in policies or procedures.

The work of these committees is informed by advanced analytics from Miami's Office of Institutional Research & Effectiveness as well as other sources:

- EAB Navigate360 (CRM) provides: data analytics and predictive modeling to generate risk assessments for each student; dashboards for advisors; consulting and research on best practices in college completion; and a communication network that brings together students, advisors and other faculty and staff to ensure students' success.
- Oracle Business Intelligence Enterprise Edition has a student success dashboard so that data can be readily gathered.
- Transition Student Survey: For the past decade, the Division of Student Life has administered a [survey](#) of new students annually to gain insights into students' experience inside and outside the classroom (see [2023](#) and [2024](#) reports), to analyze for trends, and to modify practices and services as appropriate. Students who grant permission on the survey to review their individual responses receive personalized outreach if their survey responses indicate a need for support.

Recently Developed Opportunities

Each year, the Student Success Committee and UAAC review policies and procedures to advance student success and make policy recommendations to the Senate's Academic Policy Committee. Policies developed or revised in the past three years include: (1) foreign language deficiency to better support international students; (2) "two strikes" policy for academic dishonesty; (3) midterm grades policy to include sophomore students; and (4) attendance policy to support students of differing faiths.

Success initiatives developed in the past five years include:

- [Early College Academy](#) enables college pathways for high school students in the region. Cohorts of students from local high schools have the opportunity to enroll in 15 credits of college courses each semester and complete an associate degree without the cost of tuition. ECA has grown from its first-year enrollment of 27 students from two high schools to a current enrollment of over 100 students from six high schools.
- [Office of Exploratory Studies](#) provides advisement and support for students who were not admitted to a direct-admit program and those who have not selected their primary major. Prior to the Office's creation, the fall-to-fall retention rate for undecided students in the 2022 cohort was 79%, significantly lower than for students who start at Miami with a selected major. Once the Office was launched, the 2023 cohort retention rate improved to 92%.
- [EAB Navigate360](#): Miami is working to ensure use of Navigate360 (CRM) as an institutional expectation for all professional advisors and included in the advisors' annual performance review process. Navigate Student was launched in fall 2023 allowing students to see holds, schedule with advisors, and receive notifications/messages based on a campaign by department, office, or advisor. 3558 new users signed into Navigate Student in 2024, with 9140 all-time users. Beginning fall 2023, Miami launched an intake survey within Navigate 360. Students complete the survey on their first login to Navigate each academic year. Data are used to improve academic advising and support.
- [Advising Community Standards and Advising Outcomes](#) have been developed, and an assessment plan has been implemented (see [2024 UAAC Assessment Report](#)).

- Updated Advisor Training – A hybrid professional development program for academic advisors and academic support staff is available on the [Canvas LMS Site](#); all academic advisors are expected to complete the training. The training is updated annually.
- Early Alert intervention asks faculty in selected gateway courses (with high DFW rates) to provide progress reports for enrolled students twice in the semester. Advisors and residence life staff receive the notifications and send outreach to the students (email and then phone call) to provide support. Faculty receive notification of closed cases. Data show that this initiative has improved retention rates and overall GPAs.
- High-Support Student Initiative was launched in Fall 2024. Admissions data are used to identify over 500 students who have pre-college characteristics that are correlated with academic performance in the first semester of college. Academic advisors are asked to prioritize these students in their outreach efforts and advising appointment availability.
- [Winter Thrive](#): Invitations to enroll in a student success course (TCE 110) over the winter term are sent to all students with a 2.00 – 2.49 GPA in December. Data show that students who participated in the program have a significantly increased cumulative GPA in the spring semester and higher retention rates than students with a similar GPA who chose not to participate.
- [Spring Launch](#) is an online success program for first-year students with a 1.00 – 1.99 GPA that occurs directly before the spring semester. Students receive intensive support and consultation. Spring launch has similar success outcomes as Winter Thrive.
- Courses of Concern: As part of the APEIP project described in 3F, departments that had one or more gateway courses with higher than expected DFW rates were asked to include improvement strategies for the course(s) in their Curricular Action Plan. DFW rates declined in over 60% of the identified courses.
- [Constructive Dialogue Project](#): This program includes online modules and in-person peer-to-peer activities to help faculty, students and staff gain effective communication skills across differences. In spring 2024 alone, over 100 student leaders completed the program.

Initiatives that are currently in development include:

- Comprehensive website on academic advising to serve as a common platform for information about academic advising, policies, and registration information, with links to Divisional advising websites;
- Experiential Major Maps which will allow students to plan for academic and co-curricular experiences throughout their undergraduate journey and provide the foundation for the UNV101 course.

Transition Opportunities

Miami offers a [multi-step orientation](#) (including a two-day, in-person session as well as required online materials) to all incoming students on the Oxford campus. The majority (97%) of domestic, first-time Oxford students attend a June orientation session. International students attend orientation when they arrive on campus in mid-August, and the remaining 3% of domestic students attend a one-day session in August before the start of [Welcome Weekend](#).

Orientation features sessions on college success topics (e.g., health and wellness, personal development, involvement and activities) as well as advising by faculty and professional staff to assist with decisions about degrees, academic opportunities, and courses. Additionally, contains components aimed at educating students' parents on key transitional issues; and later in the summer, students must complete an online educational module about high-risk alcohol use and Title IX issues.

On the regional campuses, incoming students participate in the [SOAR](#) (Student Orientation, Advising, and Registration) Program, which facilitates a seamless transition to the regional campuses' academic support systems and includes the same elements as in the Oxford orientation course tailored to this population.

Upon arrival in August, students participate in a series of programs and activities during Welcome Weekend. There are also optional [Miami Bound](#) programs available immediately prior to Welcome Weekend to help ease the transition into Miami. These 2-3 day programs have a variety of themes, such as leadership, navigating college as a student with a disability, college success strategies, or community building through outdoor recreation experiences.

Additionally, 95% of incoming students on the Oxford campus are enrolled in UNV 101 or a customized version of this course for the major, designed to extend knowledge gained in Orientation.

[TCE 110: Learning Strategies for College](#) is offered through the Rinella Learning Center and the Regional Tutoring and Learning Center each semester and addresses topics such as metacognition, time management, test taking, writing, and decision-making, and annotation.

Financial Support

Because data show that financial anxieties can impede students' academic success, Miami has instituted the [Miami Access Fellows Program](#) and the [Miami Tuition Promise](#). The Tuition Promise provides all first-time undergraduate students and their families the certainty that tuition, room and board, and fees are frozen over the four years of a student's Miami experience.

Since 2010, Miami has strategically leveraged institutional aid to meet enrollment and retention goals. Miami's scholarship program recognizes both merit and financial need. For the last several years, almost 70% of the incoming fall class has received some type of scholarship or grant. In 2023-2024, 43.1% of Miami scholarship dollars went to support students with financial need. While Miami's tuition has risen an average of 2% per year for the last 17 years, the amount of tuition paid by the average Ohio resident for fall 2023 is actually lower (\$371) than what a first-time student paid in the fall of 2006 due to the increase in institutional aid.

Miami continues to monitor student debt at graduation and to provide students with financial aid counseling to diminish student's overall educational costs. The One Stop website includes a student-friendly [guide for applying for financial aid](#) (including an estimated family cost contribution calculator) as well as a "[Know Before You Owe](#)" student loan information page.

In 2024, the average loan indebtedness was \$30,757, with 43.1% of graduates borrowing. Statewide, the average in 2024 was \$34,721. The three-year default rate for Miami's 2021 cohort is 0%.

Miami also has a list of initiatives to promote [Open Educational Resources and more affordable course texts](#) (described in 4A) to further reduce costs for families.

Finally, “resetting the cost of attendance” is one of the major opportunity areas in the new MiamiTHRIVE strategic plan.

Curricular Programs & Opportunities

A degree completion program, the [Liberal Studies major](#), provides students with more than 120 academic credits and have either stopped out or stalled in their degree progress to graduate with professional skills for career success.

As part of a state initiative, Miami has created [pathways](#) for over 70% of its academic programs to enable students to complete these degree programs in three years.

Miami also offers a winter term. Among meeting other goals, the winter term assists students in meeting degree requirements in a timely manner. In the past two years, over 150 students have used courses taken during this term to complete graduation requirements.

Miami Online regularly conducts research to ensure that in-demand degree programs, credentials and courses are offered in a fully online mode to enable greater flexibility and degree pathways for nontraditional adult learners, and the Regional Campuses also offers courses in evenings and on weekends to serve working students.

Miami participates in the [Ohio Strong Start to Finish](#) initiatives in [science](#) and [math](#) which aim to improve gateway courses in mathematics and science to promote college completion.

Opportunities for Special Populations

- The [Honors College](#), which is [ranked sixth in the nation](#) by *College Transitions*, provides special curricular and co-curricular opportunities and academic support for approximately 1800 high-ability students on all campuses.
- [TRiO Student Support Services](#) is an educational support program located on the Regionals and funded by the U.S. Department of Education. It helps eligible students (Pell Grant) graduate on schedule with the lowest amount of financial debt.
- [GradU8 Scholars](#) is a specialized transition program created for students who are first in their family to earn a bachelor's degree, are recipients of the RedHawk Grant (Pell eligible), or have had limited exposure to pre-college and professional enrichment experiences.
- [Support for first generation college-going students](#) is available via the Student Success Center as well as the [Miami Firsts](#) student organization.

- Bridges is a visit program for high-achieving, high school seniors. Students who successfully complete the Bridges Program and apply, receive acceptance, and enroll full time at Miami's Oxford campus are considered for a Bridges Program scholarship. Scholarships are renewable for up to four years if the student maintains a 2.50 GPA. Bridges Program alumni are invited to participate in two exclusive programs: [Bridges Scholars](#) and [Bridges Scholars Early Arrival programs](#).
- [Miami Cares](#) provides support to students with a range of challenges, including food scarcity and support for students who self-disclose as foster or emancipated.
- [American Culture & English Program](#) serves international students whose English language test scores fall just below the level for Miami admission, but who otherwise meet the requirements for admission. It offers high-quality English language instruction and the cultural and co-curricular experiences necessary to achieve academic success. Located on the Regionals, the [English Language Center](#) provides conditionally admitted students with five levels of intensive English language instruction and prepares them with college, social, cultural, soft, and life skills. These two units will be combined in fall 2025.
- [English Language Learner Writing Center](#) offers best practice and expert knowledge to empower multilingual students to read, speak and write proficiently in the English language.
- Student Athlete Support Services (SASS) offers academic support services to help student-athletes achieve their highest level of academic and personal development. Each student is assigned an academic coordinator who assists with degree progress monitoring and individualized learning interventions. The Gross Athletic Center offers tutoring services and study tables and provides a [summer bridge program](#) to help prepare incoming student athletes on certain teams to excel in the classroom. All first-year student athletes are registered for SLM 112 in both the fall and the spring for 1 credit hour each. This is in addition to their other first-year seminar classes that they may take such as BUS 106, CEC 111, or UNV 101. These strategies have proven successful as 75% of student-athletes earned a term GPA of 3.00 or higher in fall 2024. The Class of 2024 alone has earned 21 MAC team championships; four are All-Americans, and 22 have won an individual MAC Champion title. Twenty-one of our student-athletes are also receiving a master's degree.

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Criterion 3 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness in fulfilling its mission. The rigor and quality of each educational program is consistent regardless of modality, location or other differentiating factors.

Argument

Miami University provides an exemplary curriculum and co-curriculum fueled by committed faculty and staff and a wealth of support services and quality facilities. Quality assurance is advanced through multiple mechanisms, including multi-level review and approval processes, ongoing assessment of student learning outcomes, Academic Program Evaluation, Improvement and Prioritization project, the new Department Planning & Improvement process, Miami Academic Program Incubator, specialized accreditations and an array of relevant guidelines, policies and support structures.

In 2023, *TIME* magazine named Miami one of the “[Best Colleges for Future Leaders](#).” The 2025 U.S. News & World Report rankings recognize Miami as the [third highest public university in the United States in the category of “Strong Commitment to Undergraduate Teaching](#).” Miami University is among [America’s Best Colleges 2025](#), according to *The Wall Street Journal*, *College Portal* and *Statista*; this ranking is based upon its learning environment, years to pay off net price, degree completion rates, likelihood of higher salaries post-graduation, and diversity. Miami also was featured in the 2024 Princeton Review’s The Best 390 Colleges, and it also appeared on Forbes’ list of America’s Top Colleges for 2024.

Key challenges relating to this criterion include:

- Ensuring that the curriculum meets the needs of our students, is rigorous and also cost-effective;
- Continuing to make concerted progress on incorporating e-learning into the academic programs while still maintaining the focus on residential education;
- Securing the needed research infrastructure to maintain a research-productive faculty during a time of diminished funding for research;
- Continuing to enhance support for all students;
- Improving needed learning spaces (e.g., creative performance spaces);
- Continuing to raise the standards for Greek life through better education on diversity, bystander training, alcohol abuse, and hazing prevention.

Sources

- The Best Colleges for Future Leaders _ TIME
- USNWR Top Undergrad Teaching Ranking

- Miami Wall St Journal Ranking

4 - Sustainability: Institutional Effectiveness, Resources and Planning

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

4.A Effective Administrative Structures

The institution's administrative structures are effective and facilitate collaborative processes such as shared governance; data-informed decision making; and engagement with internal and external constituencies as appropriate.

Argument

As noted in 2A and 2C, the Board of Trustees is actively involved in the life and operations of the university. Although the President (as authorized by the [Board of Trustees](#)) oversees the university's operation and policies, he does not make decisions unilaterally. He is aided by an [executive cabinet](#) which includes the provost, all vice presidents, secretary to the Board of Trustees, intercollegiate athletics director, dean of the Graduate School, vice president for institutional research, executive director for the Miami University Foundation, and the Chief Human Resources Officer(s), among others.

The [University Senate](#) is the primary governance body where students, faculty, staff, and administrators discuss major university issues, reach conclusions, and provide advice on academic policies and actions to be taken by the institution. The senate is chaired by the provost, and the agenda is managed by an elected executive committee consisting of four faculty members (including the chair, past chair, and chair-elect), staff member, president of the undergraduate student government, and graduate student. The Trustees delegate to University Senate responsibility for curriculum and advisory responsibility on university matters (see Senate [Enabling Act](#), [Standing Rules](#), and [ByLaws](#)). [Minutes and agendas](#) are posted on the Senate website for public viewing. University Senate also features a significant number of [committees](#) focusing on a wide range of topics and issues (e.g., academic policy, governance, liberal education). Examples of recent Senate actions include: approval of a new quantum computing major, creation of an ad hoc committee on MiamiTHRIVE to facilitate communication and informed decisions, and recommendations for our campus planning process.

Miami University advances collaborative governance and effective leadership through:

1. Clear organizational structure which is articulated in the [Board of Trustees regulations](#);
2. Shared governance maintained through administrative deliberative bodies, such as:

- [Council of Academic Deans](#) which meets every two weeks during the academic year and serves as an advisory body to the Provost ([sample agenda](#));
- [University Promotion and Tenure Committee](#) which makes promotion and tenure recommendations to the Provost;
- [Faculty Assembly](#) which is led by the president and “may propose, debate, and recommend matters for Senate consideration or for presentation to other officials or administrative bodies. It may also challenge and refer back any University Senate action”;
- [Graduate Council](#) which recommends graduate program policy and curricula to University Senate;
- [Student Life Council](#) which recommends student social conduct rules and regulations and has legislative authority in the general realm of nonacademic student affairs;
- [Unclassified Personnel Advisory Committee](#) and [Classified Personnel Advisory Committee](#) which advise on issues and questions raised by staff such as: health insurance, salaries, child care, holiday scheduling, Recreation Sports Center fees, and grievance procedures;
- [Associated Student Government](#) which serves as the governing student body and as an intermediary body between the administration and students on the Oxford campus and Regional Student Government on the Regional Campuses;
- [Graduate Student Association](#) which promotes the academic, social, and economic goals of Miami's graduate students.

3. Additional support mechanisms:

- Divisional and departmental governance processes which adopt rules, policies, and procedures (that are in alignment with university policies) for the discharge of responsibilities and governance of the unit. A repository of these documents is maintained by the Office of the Provost.
See: https://drive.google.com/drive/u/0/folders/1_IIBr00etohsP8XbZDOa6oJ9VEEFRkSy
- [Leadership development](#) spearheaded by the Department of Human Resources and featuring a variety of programs and workshops;
- Policies & procedures as articulated in the [Policy Library](#) and [Bulletin](#);
- Communication outlets such as annual [presidential addresses](#), [presidential email messages](#), [provost e-newsletters](#), [monthly academic administrator meetings](#), [Senate](#) and [Faculty Assembly](#) meetings, [Miami Matters reports](#), open forums, websites, and social media.

4. External input via multiple committees such as:

- [Miami University Foundation](#) which is a separate, independent entity chartered by the State of Ohio as a 501 (c)(3) organization and serves as Miami's official fundraising and gift-receiving entity to serve the educational and research activities of Miami University;
- [Miami University Alumni Association Advisory Board of Directors](#) which provides advice and organizes programming designed to increase alumni involvement in the University. It also oversees the [Miami University Student Foundation](#) which sponsors

major campus programs, recruits top caliber students, raises funding for undergraduate scholarships, and strengthens the link between students and alumni.

- [ASPIRE](#) which is a vice-presidential office that strategically works with and seeks input from community, corporate, and government partners to advocate for and advance the Miami mission of love and honor.

Miami continuously strives to improve its shared governance. For example, since our last HLC Comprehensive evaluation, University Senate began holding [annual retreats](#) to discuss university goals and priorities and plan future Senate activities. It also began instituting informal and periodic working sessions in between formal Senate meetings to discuss issues of interest.

Both [MiamiRISE](#) and [MiamiTHRIVE](#) involved dozens of faculty, staff, students, and Board of Trustees members in the plans' development and ongoing implementation. MiamiRISE was led by two faculty members who organized six subcommittees focused on different goals of the plan. Not only did the process of developing the plan involve over 60 faculty and staff serving as members of the steering or subcommittees, but the two faculty also provided regular public updates and listening sessions.

In October 2023, the process of developing our current strategic plan, MiamiTHRIVE, began. University leaders began assembling work groups and secured the services of Bain & Company, a global management consulting firm with deep expertise advising institutions of higher education on areas such as strategy and growth. Bain conducted a strategic opportunities assessment and developed a review of the current higher education landscape. The initial assessment served as a foundation for the planning process and included extensive engagement across the Miami community in a variety of forms (interviews, working sessions, focus groups, and surveys). A steering committee of University leaders, four working groups, nine foundational strengths committees, and ten opportunity areas committees were then formed and tasked with developing ideas and recommendations that align with Bain's assessment.

As an outgrowth of the MiamiRISE strategic plan, Miami embarked on a [revision](#) of the Miami Plan in 2021. The Office of Liberal Education formed a redesign team that included faculty, students and staff from all academic divisions. The redesign team used assessment data, best practices from the professional literature, as well as input from faculty and students to develop draft plans which were vetted widely in open sessions, University Senate meetings, Council of Academic Deans meetings and virtual presentations to academic divisions. The [revised plan](#) was approved by [University Senate](#) and the [Board of Trustees](#) in spring 2021 and implemented in fall 2023.

MiamiRISE also recommended what became the [APEIP project](#) which entailed a review of every graduate and undergraduate program. Rather than take a top-down approach with university leadership dictating program outcomes, Miami elected to provide departments with a robust set of data so that they, in consultation with their deans, could engage in conversations about future directions for their academic programs, develop improvement plans and make informed decisions on outcomes. Departments with low enrolled programs were given three years to enact the plans. [Over 70 programs](#) (majors, co-majors, certificates) that continued to experience low enrollments (headcount of 35 or fewer) were eliminated between 2020 and 2025.

When Miami decided to change its ERP to Workday in 2023, IT Services led an extensive process guided by a [vision and principles](#). The transition process was headed by a project manager and steering team. Another [sixteen project teams](#) with faculty and staff representatives from across the University were formed, and a transition [timeline](#), comprehensive [training](#) process and regular communications were developed. At each stage of the process, the steering team sought feedback from potential users and used input for decisions.

Miami's mission was revised in 2023-2024 through an inclusive and transparent [process](#). A committee that included 30 members, including faculty, students, and staff from all divisions and campuses, led the process that involved surveys, focus groups, town halls, and public presentations. The new mission was approved by the [University Senate](#) and the [Board of Trustees](#) in 2024.

In 2023-2024, the Office of Transformational & Inclusive Excellence conducted a [climate survey](#) using a comprehensive, robust approach. Using an initial template from ViewFinder, OTIE invited over 100 Miami faculty and staff content experts across the university to provide recommendations and feedback on both the student and employee surveys. The survey was revised using that input and submitted to the Institutional Review Board (IRB) for approval. The [survey results](#) were shared widely with all vice presidential and academic divisions and at public venues, and data have been shared with all divisions with suggested action steps.

In 2015, an advocacy chapter for the AAUP was formed, and in 2023, a majority of Miami full-time Tenure/Tenure-Track and TCPL faculty voted to form the [Faculty Alliance of Miami, American Association of University Professors-American Federation of Teachers](#) (FAM, AAUP-AFT), to serve as their representative union in relation to their employment with Miami. Miami librarians similarly voted to be represented by the FAM union. [Negotiations](#) to form the first contract began in earnest in August 2023 and culminated with a tentative agreement ratified by the unions on March 10 and which was [ratified](#) by the Board of Trustees on April 3.. The University's bargaining team consisted of long-term administrators holding faculty rank to ensure a holistic approach to a final contract to the benefit of the University and the faculty. To ensure transparency, regular updates for [faculty](#) and [librarian](#) unions were issued via [email](#) and posted on the Miami website. FAM members have taken active roles in the University Senate and sent teams of students and faculty to offer input to Ohio legislative proposals. .

Other important decisions have been shaped by input from members of the Miami community. One example is the [proposed site for a new multipurpose arena](#) in the southwest quad. After reviewing feedback from more than 1500 Miamians as well as data from the Office of Planning, Architecture, and Engineering, the proposed site was changed to Cook Field.

While these steps are significant, Miami remains committed to increasing the involvement of faculty, staff, students, and other stakeholders in its key initiatives and decisions, through digital, print, and face-to-face communication modes and participatory structures.

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- Associated Student Government
- Regional Student Government (RSG) - The Hub
- Graduate Student Association - The Hub
- Professional Development for Staff Human Resources
- Miami University Foundation
- Miami University Alumni Advisory Board
- Miami University Student Foundation
- ASPIRE
- Workday Vision and Guiding Principles
- Workday Training
- Workday Timeline
- Workday Teams
- Mission Statement Revision Process Summary
- Labor (Union) Relations Home Page
- T_TT and TCPL Faculty Union Proposals and Counter Proposals _ Miami University
- T_TT and TCPL Faculty Union Updates _ News at Miami University
- MiamiRISE Strategic Plan Report
- MiamiTHRIVE Overview and Teams
- Miami Plan Proposal Approved by Senate
- Summary of Miami Plan Revision Process
- ASA Trustee Meeting May 2021 Approval of Miami Plan
- University Senate April 20, 2021 Meeting Minutes Miami Plan Approval
- Faculty Alliance of Miami
- Trustees Approval of Union Contract
- Multipurpose Arena Location Article
- Provost Weekly Three April 7 2025
- Senate Retreat Jan 2025 Agenda
- Miamian Magazine - Fall _ Winter 2024
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- Campus Climate Survey 2023 Report
- Presidential Addresses and Remarks
- Librarian Union Updates
- Sample Email on Continued Negotiations for an Initial Collective Bargaining Agreement (Feb. 12 2025 session)
- Miami Matters Sample
- Faculty Assembly Agenda Sept 5 2024
- Sample Presidential Email Message
- Academic Administrators' Breakfast Agenda April 2025
- Sample University Senate Meeting Minutes Feb 24 2025
- Senate News, May 6, 2024 - Mission Approved
- Trustees Agenda May 2024 - Mission Statement Presentation
- Eliminated Programs
- Ohio Senate Bill 1
- Sample COAD Agenda April 2025
- Climate Survey Presentation for Divisions

4.B Resource Base and Sustainability

The institution's financial and personnel resources effectively support its current operations. The institution's financial management balances short-term needs with long-term commitments and ensures its ongoing sustainability.

Argument

Through the stewardship of the Division of Finance and Business Services (FBS), Miami is vigilant in securing and leveraging the appropriate human, fiscal, and physical resources to support its vision to "become the nation's most influential and inspirational undergraduate institution with premier graduate programs."

Miami's overall financial and resource picture is summarized each year in the following reports:

- Financial Reports ([2023](#), [2024](#))
- Operating Budget Books ([2023](#), [2024](#))
- Facilities Condition Reports ([2023](#), [2024](#))
- Investment Reports ([2023](#), [2024](#))

These reports indicate that the institution has a fundamentally strong financial base to support its operations. Additionally, the MiamiRISE and MiamiTHRIVE plans affirm that the university engages in ongoing strategic planning and evaluation that ensures that educational purposes remain the top priority and that resources are in place to advance its plans. Once the MiamiTHRIVE opportunity area committees developed their recommendations, budget analysis was conducted and recommendations were revised to align with available resources.

Miami relies on four main sources of revenue: (1) student tuition and fees; (2) auxiliary enterprises; (3) state appropriations; and (4) contracts, sales and services, temporary investments, endowment income, and gifts. From FY2023 to FY2024, revenues from tuition and fees, net of financial aid, decreased from \$338.0 million to \$329.8 million, with students currently funding 55% of the total operating budget, but over 85% of the education and general fund budget. Revenues from auxiliary services have decreased from \$157.7 million to \$156.0 million. Annual changes in the cost for room and board have been targeted to offset inflationary pressures (see budget highlights).

Applications increased from approximately 29,990 in fall 2021 to over 34,000 in fall 2024, resulting in incoming first-time, full-time class sizes ranging from 3,937 to 4,519 each year. Also, the proportion of students in the incoming class from outside of Ohio is approximately 38% each year. Total state subsidies increased from \$83.9 to \$89.0 million.

Miami's financial profile is strong. "Net assets" is a commonly used indicator of the overall financial strength of an institution. The increase or decrease in net assets indicates whether the financial position of the institution is improving or declining. Miami's net assets increased from \$1.559 billion in FY2022 to \$1.794 billion in FY2024, an increase of \$235 million and 15%.

Within net assets, the expendable restricted net assets and unrestricted net assets increased by \$156 million, or 21%, from \$736 million in FY2022 to \$892 million in FY2024. As of 2024, Miami's bond rating from Moody's Investors Services is Aa3 and [AA from Fitch Ratings](#).

Since FY2015, the University has GASB 68, Accounting and Financial Reporting for Pensions—an amendment of GASB statement 27, which requires the University to record their proportionate share of the net pension liabilities for the State Teachers Retirement System (STRS) of Ohio and the Ohio Public Employees Retirement System (OPERS). The change resulted in a net pension liability of \$288 million on June 30, 2024. The University also implemented the provisions of GASB's statement No. 75, Accounting and Financial Reporting for Postemployment Benefits and Other Pensions which shows the University's share of liability in the STRS and OPERS. This statement was issued to improve the accounting and financial reporting by governments for postemployment benefits and other pensions. As of June 30, 2024, Miami reported a liability of \$0.

In 2022, under the guidance of a national steering committee, Miami kicked off the public phase of its comprehensive fundraising campaign – [For love. For honor. FOR THOSE WHO WILL](#). With a financial goal of \$1 billion, the campaign is the largest in the university's history and is directly aligned with the mission and the priorities of the MiamiRISE and MiamiTHRIVE strategic plans. The campaign funding priorities (called cornerstones) focus on scholarships as well as expanding or creating programs in high-demand areas of study: clinical health sciences, business and entrepreneurship, and digital innovation and technology. As of March 2025, \$750 million has been raised, including 102 gifts of \$1 million or more (FY19-25). Among the most tangible accomplishments:

- [\\$40 million gift from the Farmer Family Foundation](#) to support faculty, students and programs in the Farmer School of Business;
- \$20 million gift for a new [data science building](#);
- [\\$106.3 million record](#) fundraising year in 2024;
- \$5 million gift to launch a [solar field and sustainability park](#);
- The largest outright gift in the [university art museum](#)'s more than 40-year history;
- \$2 million gift to establish the [Niccol Family Basketball Award for Excellence in Academics and Athletics](#) as part of the Miami University Graduating Champions Academic Achievement Program;
- \$46 million gift for need-based scholarships, the single largest individual gift in Miami's history.

This success is partly due to committed alumni who regularly engage with Miami through signature events and programs such as [#MoveInMiami](#), [Grandparents College](#), [MIAMI Women, Love & Honor Weekends](#), and [Alumni Weekend](#), which have garnered national acclaim. The twenty-two members of the [national steering committee](#) consist of volunteers who are industry leaders and provide guidance and counsel on significant campaign initiatives and strategies. Recent increases in staffing, mainly focused on leadership and major gift fundraising, as well as a newly created unit in Advancement focusing on data and business intelligence, have contributed needed resources to support the campaign's primary objectives. The commitment to

Advancement has never been more substantial. Since 2021, the Advancement team has increased from 105 FTEs to 135 FTEs to meet the campaign's ambitious goals.

Despite these accomplishments, the fluctuating Ohio economy, cuts in state funding and strict restrictions to the tuition structure, inflation, and a declining population of high school students have challenged Miami to make major budget cuts and prudent fiscal decisions while continuing high standards and levels of service. The university has responded to these challenges through the following actions:

Finance & Business Services promotes the [Lean Initiative](#) which advances a set of principles, concepts, and techniques designed for the elimination of waste and increased productivity and revenue. Over 2200 projects have been completed with over 70 currently in operation. Over 2,500 employees have been trained in this approach. Through this initiative, Miami has reduced costs by \$42,053,906, avoided \$69,091,783 in costs, and generated \$17,189,658 in revenue.

Miami has also engaged in a comprehensive approach to sustainability (described in 4C).

In 2013-2014, the institution adopted a responsibility centered management (RCM) approach to budgeting to encourage greater unit-level accountability, financial stability, and an entrepreneurial environment. During each year of implementation, the [Fiscal Priorities Committee](#) has evaluated the system, and adjustments have been made as appropriate – e.g., updating the base year for indirect cost allocations and adjustments to subvention to minimize the impacts of the change to the cost allocation methodology (see minutes).

FBS employs generally accepted accounting principles and collaborative decision-making to ensure consistent, transparent, and ethical financial processes. The [budget framework](#) is reviewed throughout its development by administrative leaders as well as the president's executive cabinet and Senate's fiscal priorities committee, and it is approved by the Board of Trustees' finance and audit committee (see [example](#)). Budget and [tuition ordinances](#) are published on the FBS website, and the approved budget is available through the university budget office.

The approved budget is loaded into the ERP system at the beginning of the fiscal year and reviewed regularly by fund managers. Each month, operating reports are produced comparing actual to budget for the current month and year to date. The general accounting department verifies the reports' accuracy.

The treasury services office oversees the cash, investments, and debt obligations. The [Foundation Board of Directors](#) sets investment policy and allocation of endowment assets and oversees the management of Foundation assets. It meets quarterly to scrutinize investment performance and progress toward investment goals. The Investment Subcommittee of the University Board of Trustees meets five times per year to review performance of the University's investment portfolio. Both the University and Foundation have engaged an outside firm which has discretionary authority over the implementation of investment policy and allocation strategy.

Miami's resources are monitored through preparation of annual audited financial statements coordinated with external auditors by the controller's office. Additionally, the [Office of Internal](#)

[Audit and Consulting Services \(OIACS\)](#) independently and objectively determines whether internal controls are in place and functioning effectively. The financial statements and reports by the OIACS are presented to the Board of Trustees' finance and audit committee (see [example](#)).

Financial and budget statements are also discussed and reviewed annually by Senate's Fiscal Priorities Committee (see [annual presentation](#)) which includes faculty and staff representatives from all divisions. Budget performance is reported throughout the year to the dean's representative on the budget committee, Senate's fiscal priorities committee, and the Trustees' finance and audit committee. The Provost and the Vice President of Finance & Business Services give [annual presentations](#) on the budget on the Oxford and Regional campuses.

As described in 1B and 2A narratives, these budgetary plans and decisions have been made with considerable input as well as transparent and ongoing communication involving faculty, students, administrators, and staff across all divisions as well as regular reviews by the President's Executive Cabinet, Fiscal Priorities Committee, Council of Academic Deans, and Finance and Audit Committee. The inclusive approach not only ensures that all members of the community participate in key initiatives but it also ensures that the goals set forth are feasible to attain and that expenses are carefully monitored.

The process of building the budget each year is aligned with the university's mission and involves these steps:

1. Summer: Miami prepares an operating budget each year (a fiscal year is July 1 to June 30).
2. September: Room and board rates are approved for the next year in the Board of Trustees meeting.
3. Mid-fall: Enrollment targets are set through collaborations among the vice president of enrollment management and student success and the academic deans for the next year.
4. January -March: The university conducts budget discussions with vice presidents, deans, and other key constituents.
5. February: Tuition and fee rates are set at the Board of Trustee meetings.
6. April: The fiscal priorities committee presents on the financial picture at a University Senate meeting.
7. June: The budget for the next year is approved at the Board of Trustees meeting.
8. State operating appropriations are made for two years and are done in odd-numbered calendar years.
9. State capital appropriations are for two years and are done in even-numbered years.

Beyond a collaborative budget process, the key to a highly effective university is a superb set of employees. Toward this end, Miami uses a cyclical model of [performance management](#) which begins with the hiring process, continues with daily performance management, and extends to yearly performance appraisals. Specifically, when making a hiring decision, managers, committees, and individuals involved in the process are asked to consider the nine core competencies established by the university which are: adaptability, motivation, professional and self-development, job knowledge and quality of work, stewardship, service orientation, teamwork, communication, and inclusiveness. As a result of an effective performance

management system, supervisors are able to provide factual, relevant performance assessments and to collaborate on a professional development plan with their employees to foster growth.

This system is further supported by [human resources staff development program](#) which offers many courses, workshops, and recognition for outstanding performance. The [Miami P.R.I.D.E Award](#), which stands for “Performance Resulting in Distinguished Excellence,” is a centrally-funded, monetary bonus program for classified and unclassified staff. A [job enrichment program](#) is available to help classified (hourly) staff become more aware of their strengths in relation to university career opportunities, and faculty and staff may participate in a variety of other professional development programs, such as the [DEI in Leadership Certificate](#) or [Green Zone Training](#).

Miami’s [Employee Health Clinic](#) provides employees and their dependents covered under the university health plan routine healthcare services at no cost with extended hours. [Fitness programs](#) are available on the Oxford and regional campuses free of charge, and wellness opportunities (including [tobacco cessation](#), [financial wellness](#), [mobile mammography](#)) are available to all staff and faculty. In addition, Miami offers eligible full-time and part-time employees and their dependents a [tuition fee waiver benefit](#) for courses taken at any of Miami's campuses. These opportunities coupled with recognition of achievements and contributions have a considerable impact on employee satisfaction and retention.

To ensure that Miami compensates employees fairly, in 2018-2019, Miami hired Sibson Consulting to conduct a major project related to the compensation structure of Miami’s salaried (unclassified) staff members. The project goals were to create an effective, consistent and equitable compensation program. The project has included the creation of a comprehensive position description library. Each position description which included the percent of time devoted to each responsibility was collaboratively developed by the staff member and supervisor and approved by the dean or vice president to ensure that staff responsibilities are aligned with divisional and University priorities. Sibson analyzed the position descriptions against similar positions in the market and made recommendations for improvement. Positions with similar responsibilities and similar levels of strategic importance were grouped together, and compensation packages were aligned with the job groupings and market trends.

Additionally, Miami participates in the College and University Professional Association for Human Resources (CUPA) Faculty in Higher Education Survey and uses national survey data to assess salaries for its instructional staff and unclassified staff. Additional salary data are gathered from the American Association of University Professors. Data from these sources are presented annually to the deans and faculty in public budget presentations.

Sources

- FY23 Budget Book
- University Budget FY2024
- Miami University Annual Financial Report FY24
- Miami University Annual Financial Report_FY23

- Facilities Condition Report 2023
- Miami Investment Report 2023
- Miami Investment Report 2024
- Miami University (OH) Fitch Ratings
- National Campaign Steering Committee
- For Love For Honor Campaign
- \$40 million Farmer Gift
- McVey Gift
- Fundraising Record 2024
- Sustainability Park Announcement
- Art Museum Gift Announcement
- Basketball Gift
- #MoveInMiami projects
- Grandparents College
- MIAMI Women
- Love and Honor Weekend
- Alumni Weekend 2025
- Lean _ Finance and Business Services
- Fiscal Priorities _ University Senate Committee
- Understanding the Budget
- Tuition and Fee Ordinances
- Foundation Board of Directors
- OIACS Audit Process
- Performance Management
- Professional Development for Staff Human Resources
- P.R.I.D.E. Award Guidelines
- Professional Development _ Job Enrichment Program _ Miami University
- DEI in Leadership Certificate _
- Green Zone Training
- Employee Health Center
- Faculty, Staff, and Grad Student Fitness Programs
- Benefits and Wellness
- Tobacco Free Miami _ Benefits and Wellness
- Financial Wellness _ Benefits and Wellness
- Mobile Mammography _ Benefits and Wellness
- Tuition Fee Waiver
- Board of Trustees Meeting Minutes June 2024 - Approval of Budget
- Annual Budget Symposium Announcement
- Fiscal Priorities Annual Presentation to Senate 2024
- Trustees Finance Audit Committee Meeting Minutes Dec 2024 - Audit Presentations

4.C Planning for Quality Improvement

The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.

Argument

The university's mission, academic goals, objectives, and metrics drive operational decisions, budget plans, and resource allocations.

The MiamiTHRIVE process began with consideration of the university's mission and--throughout its development--was shaped by an environmental scan that was led by Bain Consulting and included financial, academic and administrative data including data from interviews with stakeholders focusing on the university's strengths, challenges, future needs, and capacities. In addition to relying upon internal data and insights from leaders, the MiamiTHRIVE steering team and Bain engaged in extensive research on emerging trends and anticipated challenges related to the economy, demographics, and higher education in general. The President has provided regular updates on the plan's development to the Miami community and Board of Trustees (see [example](#)) and in emails to the university community. In addition to student listening sessions and a university-wide symposium, the chair of MiamiTHRIVE has also given updates at Faculty Assembly, University Senate, divisional meetings, Alumni Advisory Board, and Parents Council.

Each year, the Board of Trustees asks key administrators to provide written and oral reports on progress relating to Miami's strategic plan goals (see [example](#)). These reports are included in Board of Trustees meeting minutes and are publicly posted on the Board's website, and summaries of reports are also included in Miami Matters (e-newsletter) on the [Miami News website](#).

Miami University is undertaking a transformative shift from its existing Ellucian Banner ERP system to the cutting-edge [Workday ERP](#). This transition brings enhanced capabilities, particularly through Workday's Adaptive module, which enables dynamic, scenario-based budget planning, and its robust drill-down reporting, offering granular insights into both business and academic operations.

Complementing this modernization, Miami continues to harness the power of Oracle Analytics Server (OAS) for sophisticated business intelligence and reporting functionalities. The university's dedicated business intelligence team remains at the forefront of developing and refining OAS dashboards and reports, ensuring comprehensive analytical support for institutional decision-making.

Historically, OAS initiatives have centered on critical financial and human resources data, with a strong emphasis on budgets, revenue streams, and strategic fiscal management—including the foundational support of Miami's Responsibility Center Management (RCM) budget model.

Looking ahead, the university's analytics strategy extends to pivotal areas such as budget-to-actuals comparisons, advanced enrollment and retention forecasting, and data-driven insights to bolster Advancement initiatives. These ongoing efforts underscore Miami University's commitment to leveraging cutting-edge technology for informed, strategic decision-making.

For the past decade, academic deans have used their RCM divisional specific budget projections, produced by the University Budget Office, to plan for their divisional multi-year initiative spending. These divisional plans are shared with the provost to ensure both the plans and any spending is in alignment with the other divisions and with the MiamiTHRIVE's goals and objectives.

Evidence that Miami's planning and actions account for possible economic fluctuations, utilize data, and anticipate emerging trends in its planning initiatives includes:

1. **Strategic Enrollment Planning:** In collaboration with University Communications & Marketing, the division of Enrollment Management and Student Success regularly conducts assessment for improvement. For example, a recent Parent/Student Perception Study and a third-party assessment of Miami's market position yielded new insights, leading to new projects such as a suite of "Pride Point" projects, a major website update, a new program-specific marketing strategy, and a comprehensive campaign for new engineering programs (see [presentation to Trustees](#)).
2. **Sustainability** has been a major priority for Miami since 2010 when it began moving away from a reliance on fossil fuels to simultaneous heating and cooling and geothermal systems. This process which has entailed building improvements as well as conservation and conversions of energy systems has resulted in over \$100 million in accumulated cost savings and a 50% reduction in energy-based emissions. Since 2008, carbon emissions have reduced by over 60% even though we have increased the square feet of building space by more than 20%. Miami intends to no longer operate its central steam plant by 2030. By 2040, Miami aims to achieve carbon neutrality (see [climate action plan](#)). In addition to these steps, Miami has [36 LEED-certified Gold and Silver buildings](#) and launched a major recycling initiative with computerized waste sorting stations that featured 10,000 pounds of waste elimination in the past year alone. Additionally, 100% of our academic programs have at least [one course](#) focused on sustainability goals. In 2019 and 2022, Miami has received a [gold STARS rating](#) by AASHE.
3. **Academic Program Evaluation, Improvement & Prioritization project**, described in 3F, resulted in elimination of more than 70 academic programs and reduction or reallocation of more than a dozen graduate assistantships. This project was followed by a newly revised academic program process, called the [Department Planning & Improvement](#), which focuses on continuous improvement goals, metrics and process.
4. **Boldly Creative Initiative** leveraged \$50 million in carry forward funds to fund a variety of projects with the goal of creating and enhancing high-demand programs and educational excellence. These funds helped to launch a new cybersecurity center and programs, a physician associate program, graduate programs in nursing, and more.
5. **Review of Low-Enrolled Programs & Courses:** Significant attention has been dedicated to reducing low-enrolled courses and programs. Data are reviewed each semester, and reports to the Trustees are given regularly. Miami also submits a report on this topic to

the Ohio Department of Higher Education once every three years (see [2025 report](#)). Miami reached an all-time low of course sections with an enrollment under 15 in fall 2025 (13%). The total number of approved Miami Plan courses has also been decreased by over 30% from 814 in 2021-2022 to 550 in 2024-2025.

6. Faculty Workload Study: In 2024-2025, the Provost collaborated with academic deans and department chairs to carefully review and revise faculty teaching loads and develop [guidelines](#) to ensure that: faculty are teaching at capacity (aligned with [University workload norms](#)); and differentiated teaching loads are being enacted to support research-active tenured and tenure-line faculty and to reduce reliance on visiting and adjunct faculty. This project will lead to an estimated \$2.7 million in savings and an anticipated increase in research productivity.
7. [Open Educational and Affordable Resources](#): Led by a university-wide committee of faculty and staff, Miami offers an array of programs and resources designed to target faculty teaching courses with the highest cost textbooks and largest enrollments, including [faculty development workshops](#) , a [grant program](#) to incentivize faculty to replace commercial textbooks with OER, [consultation](#) on free or low cost options for course packs, and a textbook donation program in residence halls. These efforts have led to approximately \$1,600,000.00 in cost savings for their students since 2017.
8. IT Improvements: IT Services is focusing on several major initiatives designed to ensure our current and future success: [ERP planning and implementation](#); [Artificial Intelligence](#) including advancing best practices and generative AI tools such as Google Gemini Chat, Zoom AI Companion, and Webex AI Assistant; [Google Workspace storage changes](#); [Identity & Access Management](#); [Cybersecurity Software](#); and [Accessible Technology](#).
9. Human Resources: For decades, Miami has featured two separate units dedicated to human resources. Beginning in 2025, we are [combining the two offices](#) to advance best practices and efficiencies; an interim vice president to lead this combined office has been selected, and a search is underway.
10. Online Learning: Similarly, Miami has historically had separate units for online education on the Oxford & Regional campuses. The two units have been combined, and a new [director](#) was hired in April 2025 to lead a strategic expansion and enhancement of our online curricular profile.

As Miami continues to make substantive changes such as those listed above, it will be important to balance the impetus for flexible and rapid change with the need for careful deliberation and involvement of faculty, staff, students, and other stakeholders in decision making.

Sources

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- Academic Prioritization
- Boldly Creative Home Page
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- Adopt OER Program_ Open Educational Resource
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- Google Workspace Changes _ Miami University
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- Security Software
- AccessMU Center
- Miami Matters Summary of Trustees Meeting
- Trustees ASA Meeting June 2024 - EHS Dean Presentation
- Board of Trustees Meeting Minutes Feb 2025 - MiamiTHRIVE update
- Board of Trustees Meeting Minutes Feb 2025 - MiamiTHRIVE update (page number 2)
- Faculty Workload Norms
- New Online Leader Announcement
- Miami centralizes HR functions article
- LEED Gold and Silver Certified Buildings
- Sustainability Website
- Workday Vision and Guiding Principles
- Trustees ASA Meeting Minutes Feb 2025 - Enrollment Mgmt Presentation - page 5
- Trustees ASA Meeting Minutes Feb 2025 - Enrollment Mgmt Presentation - page 5 (page number 6)
- Artificial Intelligence (AI) IT Services
- Workday Enterprise Management
- Department Planning and Improvement Process Website
- 2025 Faculty Workload Grid

Criterion 4 - Summary

The institution's resources, structures, policies, procedures and planning enable it to fulfill its mission, improve the quality of its educational programs, and respond to future challenges and opportunities.

Argument

Miami has made concerted efforts to cultivate a data-driven, fiscally sound, and forward-thinking organization that focuses on continuous improvement and aligns decision making with the academic priorities and future trends.

Some areas for improvement include:

- Enhancing shared governance and mutual trust amidst a volatile climate for higher education, challenging legislative mandates, and financial pressures;
- Addressing the needs of the next generation of students and a shifting economy without abandoning the best aspects of a liberal education.

Sources

There are no sources.

Academic Advising at Miami University: 2024–25 Report to the Board of Trustees

Executive Summary

Between 2022 and 2025, Miami University’s academic advising system demonstrated a powerful story of adaptation, student-centered growth, and deeper connection. Advising is evolving into to a strategic, flexible, and meaningful engagement platform, meeting students when, where, and how they most need support. Despite declines in some appointment volumes, the trends overall reflect increased intentionality, growing efficiency, and enhanced student satisfaction.

Key Data Points: Advising Appointments (2023–2025)

Scheduled Appointments:

In **2024–25**, students scheduled **17,680 appointments** with academic advisors, down from **18,753 in 2023–24**. While this reflects a modest decline, it also points to increased advising efficiency—especially when viewed alongside student feedback indicating greater preparedness, confidence, and clarity during appointments. Additionally, the reduction of at least four professional advising positions during the 2024–25 academic year likely contributed to the overall decrease in scheduled sessions. Despite this staffing shift, advisors continued to deliver high-impact, student-centered support.

Drop-In Appointments:

Students utilized **9,094 drop-in advising appointments** in 2024–25, slightly down from **10,026 the year before**. The sustained volume reinforces the importance of flexible, just-in-time advising support, particularly for time-sensitive or quick-resolution academic needs.

No-Show Appointments:

No-shows continued to decline, falling from **2,000 in 2023–24** to **1,697 in 2024–25**—a 15% reduction. This improvement signals stronger student follow-through, improved communication practices, and a maturing culture of accountability and respect within the advising relationship.

Student Feedback (Quantitative)

- Response Rate Growth:
 - Student participation in post-appointment surveys nearly tripled—rising from **388 to 1,048 responses**. This increase coincided, in part, with a strategic shift from email-based surveys to text message delivery, which likely contributed to the improved response rates by meeting students where they are more responsive.
- Satisfaction Scores:
 - **Finding and Using Resources:** 4.40 → 4.43
 - **Having Academic Plans:** 4.40 → 4.57 (biggest gain, +0.17)
 - **Understanding Policies:** 4.40 → 4.38 (negligible decline, -0.02)
 - **Overall Advising Experience (Feeling Heard and Valued):** 4.80 → 4.76 (remains exceptionally high)

- Division-Level Highlights:
 - CEC feedback volume grew sixfold (17 → 105).
 - OES feedback grew almost sevenfold (9 → 62).
 - FSB, CAS, CCA, and Regionals all saw feedback nearly double or triple.

Student Feedback (Qualitative)

- Most frequent themes:
 - Appreciation for advisor support, care, and responsiveness.
 - Students increasingly cited advising as relieving stress and building confidence.
- Notable Division Trends:
 - FSB consistently received the most student comments, growing from 41 to 119 comments in one year.
 - OES comments surged from 1 to 24, demonstrating a significant rise in student connection.

Overall Impact

Miami University's advising model continues to be a cornerstone of the undergraduate experience.

Even amid changing student needs, advising has become:

- More strategic (students engage more deliberately),
- More flexible (drop-ins and quick touchpoints rise),
- More effective (no-show rates fall, satisfaction remains very high).

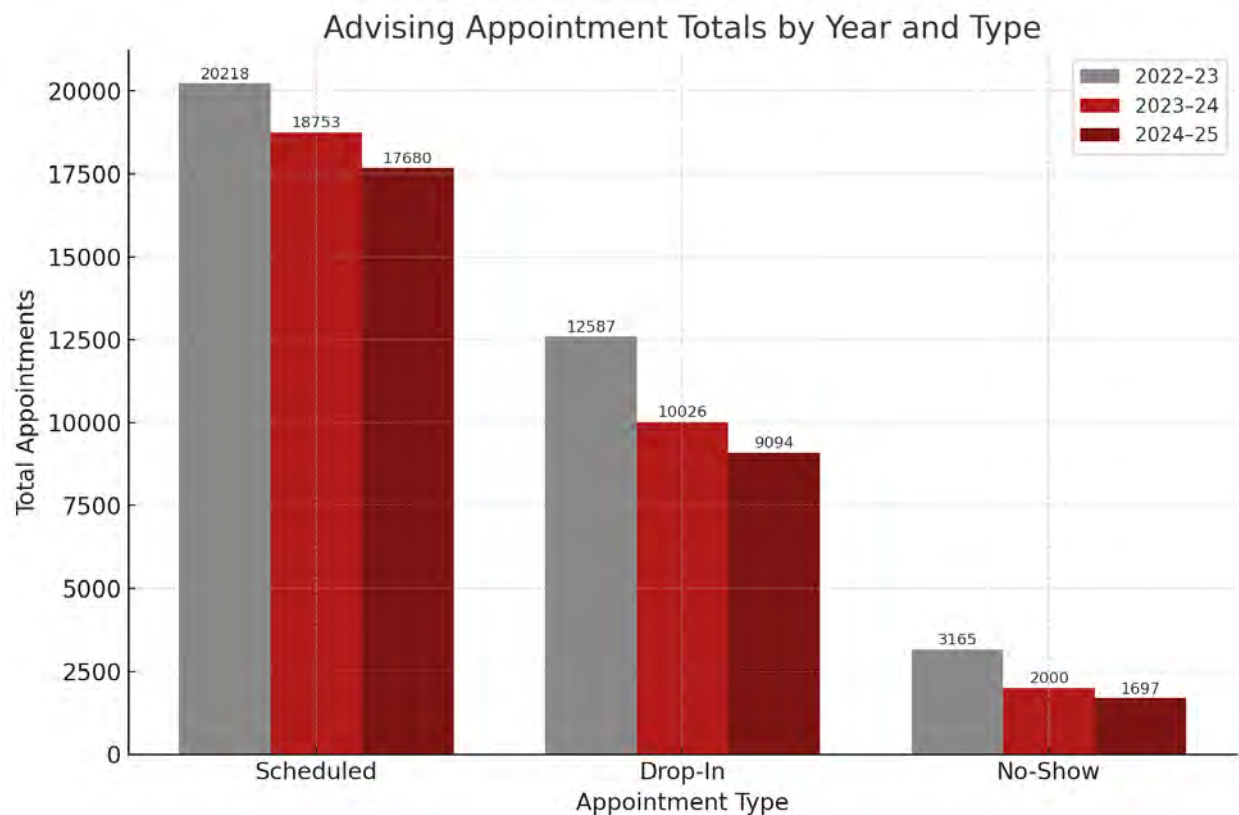
The advising community's efforts to meet students where they are, build academic plans, and reduce barriers to engagement are yielding measurable, positive outcomes.

Moving Forward

Moving forward, Miami's advising priorities include:

- Further integrating policy and resource navigation into advising conversations.
- Continuing to scale personalized, flexible advising approaches.
- Deepening student ownership of academic planning.

Advising Appointments: Usage, Trends, and Satisfaction



Scheduled Appointments: Patterns of Student Use

In 2024–25, Miami University’s professional academic advisors conducted **17,680 scheduled appointments** across all divisions. While this is a decrease from **18,753 the year prior**, it reflects a broader evolution in advising usage—where scheduled appointments are increasingly being used for high-impact, forward-looking discussions.

Students continue to rely on these sessions for key academic planning milestones such as choosing majors, mapping degree progress, and resolving graduation requirements. The shift toward slightly fewer—but likely more focused—scheduled appointments suggests that students are becoming more strategic and self-directed, reserving time with advisors for moments of deeper academic decision-making.

Drop-In Appointments: A Strategic Safety Net

In 2024–25, students accessed advising through **9,094 drop-in appointments**, maintaining a high level of demand. Though slightly lower than **10,026 in 2023–24**, this format remains a vital support structure, offering students immediate access during registration periods, schedule changes, or time-sensitive academic concerns.

Drop-in advising complements scheduled advising by reducing barriers to access and providing timely assistance. Its continued strength in usage suggests that students appreciate—and depend on—a system that flexibly supports their academic needs in real time.

No-Show Appointments: Improvements in Accountability

The number of no-show appointments decreased again in 2024–25, dropping to **1,697** from **2,000** in 2023–24 and **3,165** in 2022–23. This steady decline signals a meaningful shift in advising culture: students are more likely to honor their scheduled time, advisors are leveraging more effective reminder systems, and the advising relationship is being viewed with increased seriousness and mutual respect.

Operationally, fewer no-shows mean greater appointment availability, improved workflow for advisors, and reduced student frustration when trying to schedule during peak periods.

Conclusion: A Shift Toward Meaningful Engagement

Miami’s 2024–25 advising data tell the story of a student-centered, strategically evolving system:

- **Scheduled appointments** continue to be used intentionally for long-term planning.
- **Drop-ins** remain a cornerstone of just-in-time advising, offering flexibility and access.
- **No-shows** are on the decline, reflecting stronger student engagement and improved systems.

These aggregate trends suggest that advising at Miami is not just being used—it’s being optimized. Students and advisors alike are engaging in more purposeful, efficient, and effective ways, strengthening advising as a critical pillar of student success.

Advising Appointment Feedback Summary: Comparison: 2023-24 vs. 2024-25

Overview

The advising appointment feedback surveys asked students to rate their experience across four key areas, using a 5-point scale (1 = Low, 5 = High).

This report analyzes changes in average ratings and response counts between the 2023-24 and 2024-25 academic years, offering insight into the evolving student perception of academic advising.

Response Volume

Academic Year	Total Responses
2023-24	388
2024-25	1,048

Key Insight:

- Student participation **nearly tripled** between 2023-24 and 2024-25.
- This increase strengthens the validity and representativeness of advising feedback across divisions.

Overall Averages Across All Divisions

Survey Question	2023-24 Average	2024-25 Average	Change
1. Finding and using campus resources	4.40	4.43	+0.03
2. Having plans for reaching academic goals	4.40	4.57	+0.17
3. Understanding Miami policies supporting academic success	4.40	4.38	-0.02
4. Feeling listened to, valued, and having questions addressed (overall advising experience)	4.80	4.76	-0.04

Key Insight:

- The most notable improvement came in students having academic plans (+0.17).
- Overall advising experience ratings remained exceptionally high despite a slight dip, signaling strong and stable student satisfaction.

Division-Level Highlights

Division	Total Responses 2023-24	Total Responses 2024-25
CAS	107	243
CCA	12	23
EHS	13	44
CEC	17	105
FSB	124	366
OES	9	62
Regionals	106	205

Division-by-Division Narrative

College of Arts & Science (CAS)

- **Response volume doubled.**
- **Slight growth** in “understanding policies” (4.3 → 4.31) and improvements in “academic planning” and “overall advising experience” remained strong.

College of Creative Arts (CCA)

- Increase in response numbers.
- **Overall strong ratings**, particularly in “feeling valued” (4.87 in 2024-25).

College of Education, Health, and Society (EHS)

- **More than tripled** its response count.
- Modest gains in “planning academic goals” (4.0 → 4.34).
- “Feeling valued” remained a **high mark** (4.7 → 4.61).

College of Engineering & Computing (CEC)

- **Sixfold increase** in responses (17 → 105).
- Ratings remained strong across all categories, suggesting more consistent engagement.

Farmer School of Business (FSB)

- Nearly **tripled** its feedback count.
- Slight gains across categories, maintaining very high advising experience ratings (4.9 → 4.87).

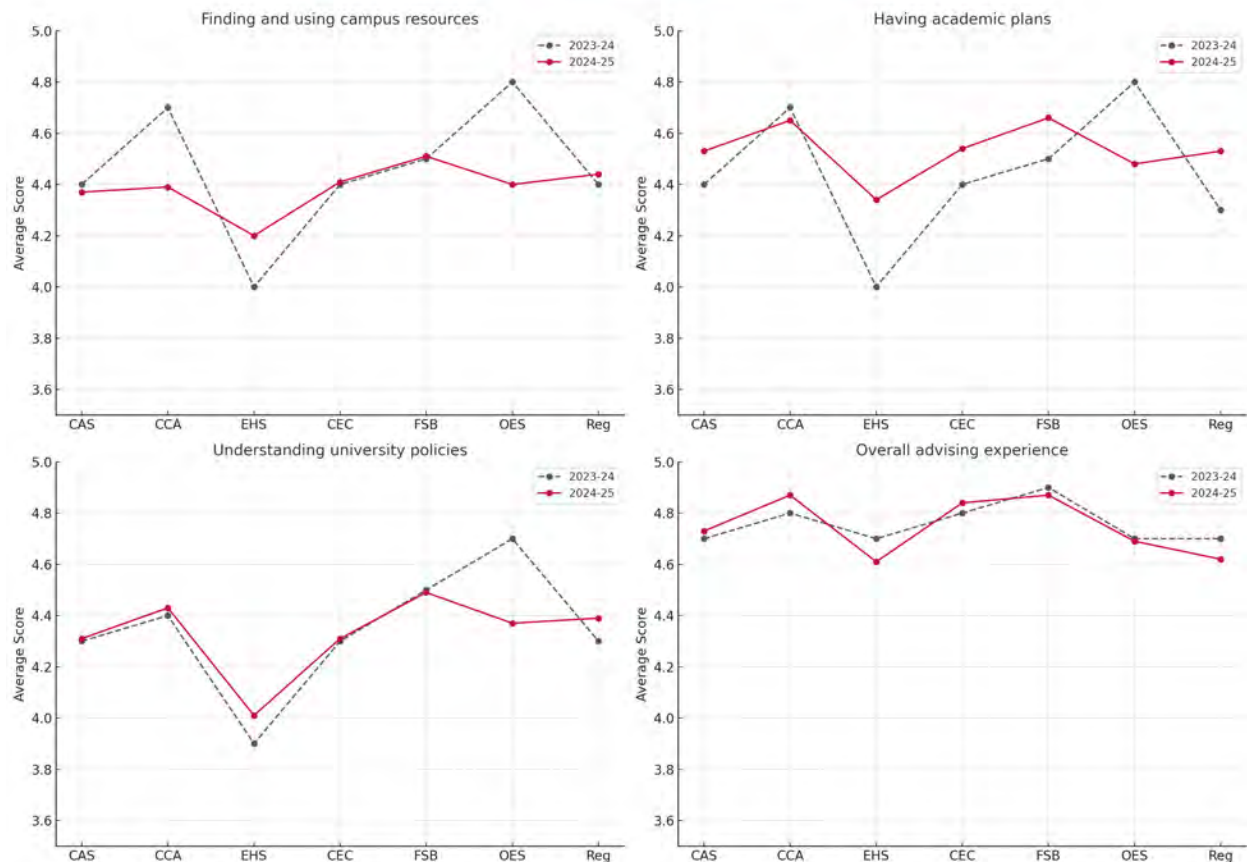
Office of Exploratory Studies (OES)

- Large growth in feedback volume.
- Students reported strong satisfaction across all advising categories, particularly in feeling supported.

Regionals

- **Doubled** feedback volume.
- Stable or slightly improved ratings across the board.

Advising Feedback Comparison by Division (2023-24 vs. 2024-25)



Trends and Interpretation

- **Scale of Feedback:**
More students are responding signaling greater advising engagement or more effective survey outreach.
- **Strength in Academic Planning:**
Advising interventions increasingly help students build academic pathways — a crucial predictor of persistence and success.
- **Consistency in Feeling Heard:**
Despite larger sample sizes, student ratings on whether they felt listened to, valued, and supported stayed impressively high across both years.
- **Slight Policy Awareness Dip:**
Small declines around knowledge of university policies may point to an opportunity: re-doubling efforts to incorporate policy literacy into advising conversations.

Conclusion

The advising feedback summaries from 2023-24 and 2024-25 present a clear and encouraging picture: Miami's academic advising experience remains highly valued, widely utilized, and deeply impactful across divisions.

Moving forward, the data suggests two focal points:

- Continue building academic planning discussions into advising.
- Strengthen strategies around policy and resource navigation literacy.

Comment Analysis by College/Division

To better understand where advising feedback is originating, we analyzed the distribution of qualitative responses by college/division for the past two years. The following patterns emerged:

College/Division	2023-24 Comment Count	2024-25 Comment Count
Farmer School of Business Advising	41	119
Professional Academic Advising – Regionals	39	68
College of Arts & Science Academic Advising	28	55
College of Engineering & Computing Academic Advising	7	17
College of Education, Health and Society Advising	4	9
College of Creative Arts Academic Advising	2	6
Office of Exploratory Studies	1	24
Regionals CCP Advising	—	4

Observations:

- **Farmer School of Business (FSB)** consistently generates a high volume of student feedback across both years. FSB saw a tripling of comments between 2023-24 and 2024-25, suggesting increased student engagement or larger advising volume.
- **Regionals Advising** remained strong in student engagement, with a slight increase in comments from 39 to 68, reflecting continued advising touchpoints.
- **Arts & Science Advising** also experienced a nearly doubling in comment volume, reinforcing a positive trend toward greater advising interaction.
- **Office of Exploratory Studies (OES)** saw a notable rise—from just 1 comment in 2023-24 to 24 in 2024-25—indicating a significant uptick in student responsiveness and feedback in this area.

Interpretation:

The consistent growth in qualitative feedback across all divisions reinforces the idea that students are increasingly seeing advising as a core part of their Miami experience. The breadth of divisions represented also demonstrates that positive advising interactions are not isolated—they span the university’s academic landscape.

Qualitative Feedback on Advising (2023-24 vs. 2024-25)

Response Volume

- **2023-24:**
 - **118** total narrative responses
- **2024-25:**
 - **302** total narrative responses
(a 156% increase year-over-year)

Sentiment Distribution

The vast majority of students continue to report positive advising experiences, with very few negative or neutral responses.

Year	Positive	Neutral	Negative
2023-24	97.5%	0.8%	1.7%
2024-25	97.7%	2.0%	0.3%

Key Takeaway:

- Student sentiment remains overwhelmingly positive across both years.
- Neutral feedback slightly increased in 2024-25, but negative feedback dropped even further to nearly zero.

Insights from Word Patterns:

- Both years show very student-centered language: “I”, “my”, “me,” reflecting personal, relational advising experiences.
- The word “very” became much more frequent in 2024-25, often used to intensify positive feelings (“very helpful,” “very supportive,” “very kind”).
- Words related to emotional connection and support (like “support,” “comfortable,” “ease,” “confidence”) appear prominently, especially in 2024-25.

Emerging Ideas and Themes

2023-24	2024-25
Gratitude for help with course selection and academic planning	Stronger emotional language: stress relief, confidence building
Appreciation for advisor knowledge	Recognition of advisors’ kindness, patience, and emotional support
Comfort during appointments	Deepening trust in advisors as mentors and guides
Praise for advisors' responsiveness and attentiveness	Focus on the emotional impact of advising, not just informational support

Key Takeaway:

- In 2023-24, feedback centered mostly on academic logistics and professional helpfulness.
- In 2024-25, students increasingly described advising as having an **emotional impact**—highlighting mental health support, stress relief, and feeling seen and valued.

Summary:

- Response volume significantly increased, showing students are more willing to share experiences.
- Positive sentiment remained extraordinarily high both years, while negative feedback almost disappeared.
- Students in 2024-25 increasingly saw advising as both academically and emotionally supportive.
- The language of feedback shifted toward describing advising as a personal and affirming relationship, not just an academic necessity.
- Below is a word cloud of the most used words from the 302 student feedback forms.

- “Quincy Essinger is an angel that has improved my life greatly since I started working with him. He is incredibly personal, knowledgeable, helpful, and an overall joy to be around.”
- “Ben Palmer has been very helpful and cooperative with me regarding my academic success and degree plan... Caroline Seegmiller went above and beyond what I expected when I reached out earlier this week for support. She gave me a phone call within 25 minutes and helped me succeed in my own right.”
- “Mrs. Stevens is always very kind and helpful. I always feel like I can reach out and get the advice I need very quickly!”

Division of Student Life

NEWS AND UPDATES | May 2025

Community and belonging • Diversity and inclusion • Student transitions •
Academic support • Health and wellness • Engagement and leadership

The Division of Student Life aims to foster student success through classroom support, positive learning environments, helping students navigate challenges, strategic communication, and data-driven insights. This report highlights our multifaceted efforts to empower students academically and personally.

Accelerated Affiliation

The **Miller Center for Student Disability Services** launched an accelerated affiliation process in fall 2024 to streamline the process of connecting new students with the accommodations and services they need. The new procedure is typically used for students seeking routine accommodations such as extended time on testing, note-taking support, and classroom or scheduling flexibility. These accommodations can be quickly provided without a full consultation. By eliminating the one-hour consultation, Miller Center staff has been able to focus attention on students with ongoing or more complex needs that require additional case management. During the 2024-25 academic year, staff processed 156 accelerated affiliations. The process enables a more timely and accessible approach to supporting students, ultimately enhancing their experience.

Neurodivergent Resiliency Therapy Group

In the 2024-25 academic year, the **Student Counseling Service** introduced the Neurodivergent Resiliency group, an accountability and support space tailored for students who identify as neurodivergent or who exhibit neurodivergent traits. The group meets weekly and explores topics such as goal setting, motivation, time management, organization, and other areas of interest suggested by participants. The group fosters community, promotes self-advocacy, and equips students with strategies to navigate their academic and personal lives effectively.

Rinella Learning Center: National Accreditations

The **Rinella Learning Center** continues to exemplify excellence in academic support, earning multiple prestigious recognitions. The center maintains their Learning Center of Excellence certification through the International College Learning Center Association, a distinction held by only seven institutions in the U.S. This certification acknowledges centers that meet and exceed rigorous standards in program quality, staffing, and student support services.

The center's tutoring program maintains the highest level of certification from the College Reading and Learning Association (CRLA). This certification ensures that tutor training adheres to internationally recognized standards.

For the first time, Rinella's Supplemental Instruction (SI) program has received accreditation from the International Center for Supplemental Instruction. The accreditation is based on staff and SI leader training and support, structured planning, and robust evaluation.



Student Life in the Classroom

The Division of Student Life offers a variety of credit-bearing courses designed to support students' academic and personal development. Taught by staff across the division, these courses help students build essential skills, foster connections with peers and mentors, and navigate their Miami experience. The examples on this page showcase just a few ways Student Life engages students through meaningful instruction.

CRE 101: Introduction to Strategic Learning Tools

The **Miller Center for Student Disability Services** continues to explore ways to meet student needs, especially those who may need additional academic support. In fall 2024, the center offered a new one credit hour course designed to empower students by equipping them with essential skills and knowledge to navigate life successfully.

Course content focuses on self-advocacy, academic success strategies, stress management, and career planning, with a particular emphasis on supporting students with disabilities. Over the 2024-25 academic year, the center offered three sprint sections of the course and enrolled 27 total students.

"Throughout my experience in this class, I have gained more insight into myself and have developed an essential set of skills to live by for the remainder of my life!"

CRE 101 participant
Fall 2024

"I learned it's okay to ask for support, which was an important part of maintaining my mental health and well-being. These experiences have made me more resilient and have taught me that challenges are just a part of life, but they can be overcome with the right mindset and support system."

CRE 101 participant
Fall 2024

First Year Experience Courses

Over 95% of new students are enrolled in a first-year experience (FYE) course during their first semester. Learning outcomes for these courses are shared over 147 sections. In fall 2024, Student Life leadership, with the **Office of Orientation and Transition Programs**, expanded instructor support by furnishing a slide deck and talking points for every class session, in addition to the Canvas course and common syllabus already provided. These materials help ensure the consistent delivery of key themes like student connection, teamwork, and career exploration across all sections.

Looking ahead to fall 2025, the course will emphasize more skill-building and will lean into creating learning artifacts. These updates align with Generation Z's desire for education that is practical and readily applicable to their goals.



Course	Proposed Grade	Numeric Grade	GPA Hours	Quality Points
UNV 101	A-	3.7	X 1	= 3.7
Class 2	B+	3.3	X 3	= 9.9
Class 3	A	4.0	X 3	= 12
Class 4	B	3.0	X 3	= 9
Class 5	A-	3.7	X 2	= 7.4
Total:			12	42

Step 6: Total GPA hours and quality points

Slide decks include all activities and discussion questions, along with general content material.

Courses Taught by Divisional Staff

Staff members in the Division of Student Life taught 74 sections of various courses during the 2024-25 academic year. A few of these courses include:

- 27 sections of UNV 101
- 14 sections of TCE 110
- 7 sections of EDL 290
- 5 sections of TCE 310
- 3 sections of graduate courses

1,579

students were enrolled in courses taught by Student Life in 2024-25.

Course Update: EDL 290F

EDL 290F: *The Nature of Group Leadership* is a required course for all Student Orientation Undergraduate Leaders (SOULs). Over the past two spring semesters, the course has undergone a thoughtful refresh to better meet the needs of today's students and align with expectations of the role. Key updates include:

- Expanding the course from 8 to 12 weeks, allowing deeper content synthesis, more time for team development, and alignment with Generation Z learning styles.
- Instituting a structured evaluation process for student growth by clearly communicating expectations and offering opportunities for feedback and development.

Supporting Student Success

Student Life is dedicated to fostering an environment where every student can thrive academically and personally. Through proactive outreach, responsive support systems, and positive learning environments, we support students' academic experience.

Armstrong Student Center

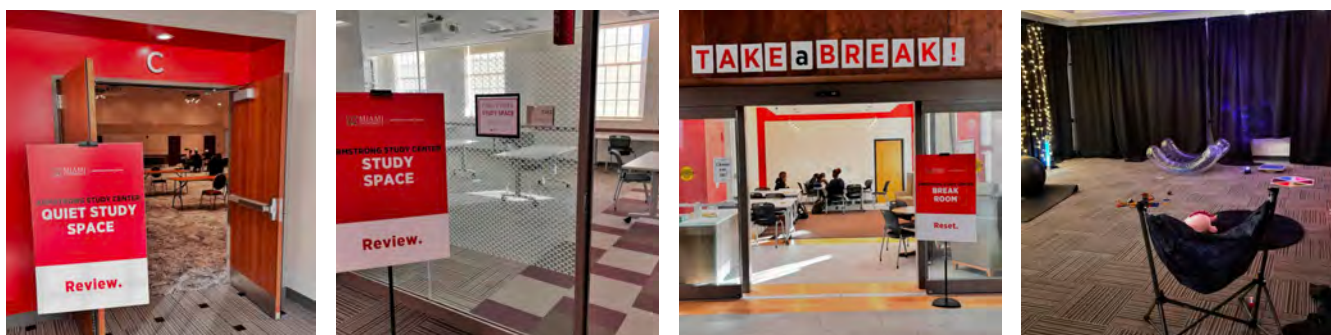
The **Armstrong Student Center** supports students' academic journeys by providing environments conducive to both individual and collaborative learning.

Consistent Demand for Study Spaces

Armstrong's 19 study rooms have become essential for students seeking spaces for quiet study and group projects. The demand for these spaces is evident, with an average of 25,000 reservations each academic year (2021-2024).

Finals Week Transformation: The "Study Center"

During finals week, Armstrong's Fritz Pavilion and various meeting rooms are repurposed to offer quiet zones and group study spaces with no reservation required. This initiative provides students with a comfortable, accessible environment equipped with amenities that promote focused study and stress reduction. Some rooms are dedicated to sensory spaces and study breaks as well.



▲ From left: The pavilion, a converted meeting room, the "take a break" room, and the sensory room during finals week.

Navigating Challenges

Some students inevitably face unexpected challenges and need support to overcome them. Student Life proactively identifies and responds to these challenges, providing support that fosters academic persistence and overall well-being.

Early Alert Interventions

The **Office of Residence Life** staff responded to 248 Navigate early alert cases related to unexplained changes in student attendance behavior during the 2024-25 academic year (182 in fall and 66 in spring). Residence hall staff are strategically positioned to address these alerts promptly, alleviating the outreach burden on academic advisors and facilitating swift student support.

Title IX Academic Consultations

The **Office of the Dean of Students** offers academic consultations with faculty of students involved in Title IX cases, ensuring coordinated care as students manage their coursework while going through a challenging period. Notably, Title IX faculty consultations have increased by 83% in 2024-25 compared to the previous academic year, reflecting a growing commitment to integrated support services.

Student of Concern Reports

As of April 2025, the **Office of the Dean of Students** has addressed 223 Student of Concern reports related to academic challenges this academic year. These reports, submitted by students, faculty, and community members, enable staff to connect students with appropriate resources, including the Rinella Learning Center, Student Disability Services, academic advisors, and financial or food support services. Students are also encouraged to self-report concerns, fostering a culture of proactive help-seeking and comprehensive care planning.

Academic Support Messaging

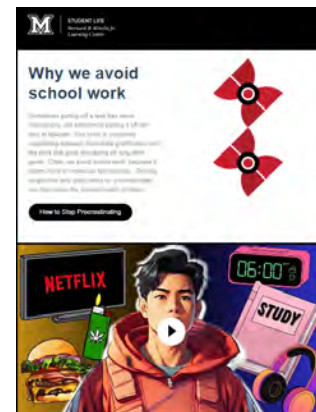
Proactive messaging about academic strategies, in addition to timely answers to questions when needed, both play a role in our efforts to support students academically.

Academic Skill-Building

The **Rinella Learning Center** sends academic success-focused email messages to most first- and second-year students every week. These messages are intentionally short, with a brief topic introduction and a link to a skill-building video. Recent topics have included:

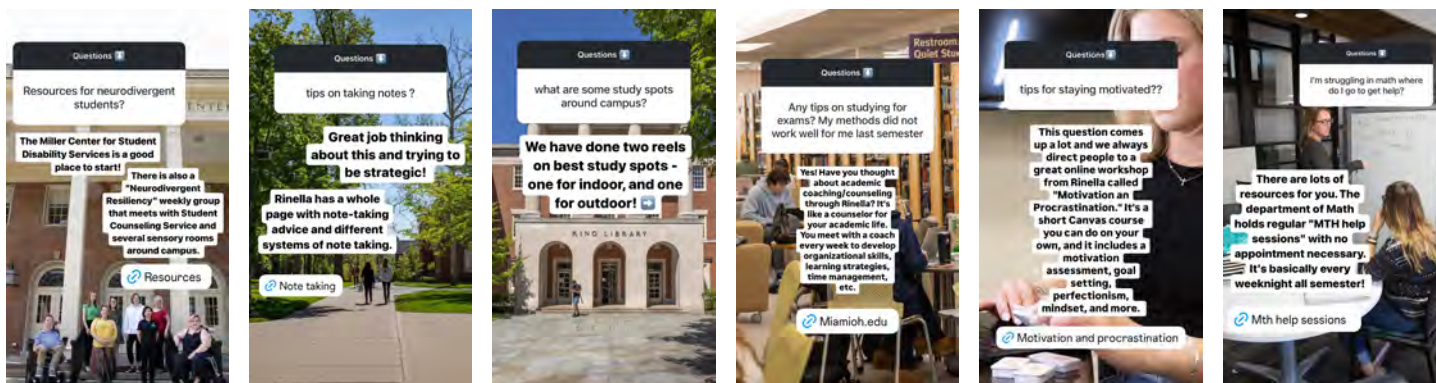
- Mind maps: How to remember a lot of information
- Influencing the forgetting curve
- Managing academic stress
- Making the most of your class time
- Sleeping for finals

About 1,000 students passively engage with the information each week (by simply reading the message), while about 100 students actively engage with the information by watching a video or clicking on an embedded link.



Academic Support on Social Media

With over 16,600 followers, the Student Life Instagram account continues to be a vital resource for students navigating the complexities of college life. Each Monday during the academic year, we invite students to submit their questions via our Instagram story. We then provide answers to as many inquiries as possible the following day. The questions span a wide range of topics: from deadlines and event logistics to overcoming loneliness and other personal challenges, with a common emphasis on academic concerns. This series remains our most popular story content, averaging 2,132 impressions and 51 link clicks (when applicable) per slide.



Miami Welcomes New Director of Community Standards Alex Fields

Student Life recently welcomed Alex Fields as the director of the **Office of Community Standards**. With an extensive background in student conduct, residence life, and social work, Fields brings a compassionate and student-centered approach to student conduct.

Fields earned her Associate of Arts from Valencia College and Bachelor of Science in Psychology at the University of Central Florida. She has a Master of Social Work from the University of Kentucky and is currently pursuing a Ph.D. in Educational Leadership at the University of North Carolina Wilmington, where her research focuses on appreciative approaches to student accountability. Prior to joining Miami, Fields held positions at the University of Cincinnati and Western Carolina University, working in both residence life and student conduct.

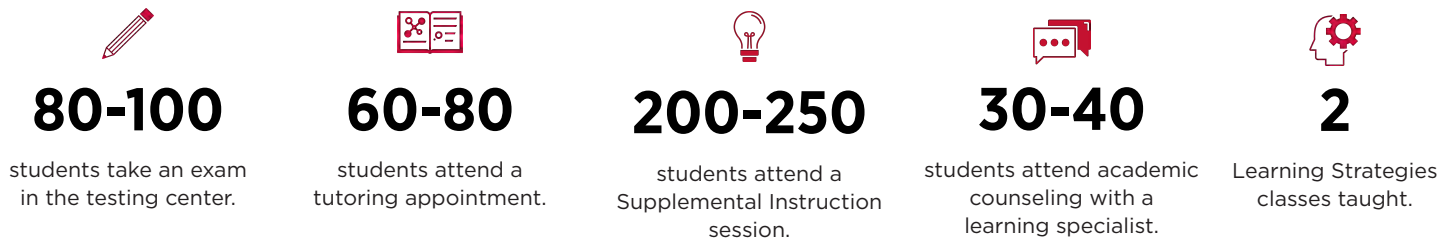


Academic Support by the Numbers

While many departments in the division support students' academic experience, the **Rinella Learning Center** and the **Miller Center for Student Disability Services** are particularly focused on helping students' academic success.

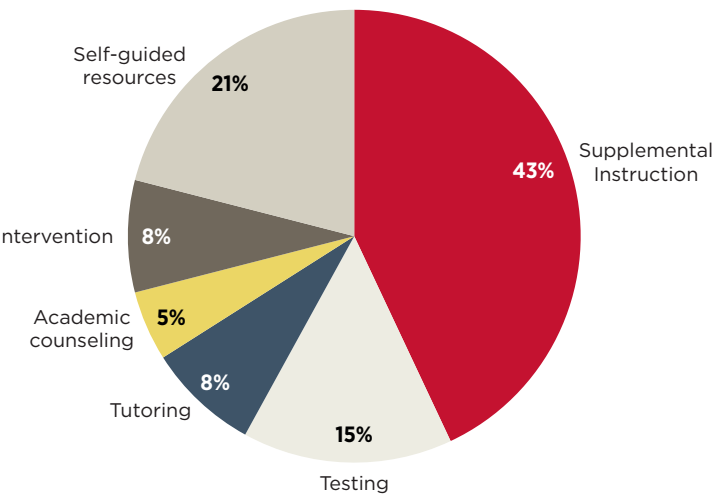
AN AVERAGE DAY IN THE RINELLA LEARNING CENTER

More than 400 students engage with the **Rinella Learning Center** in a variety of ways. On an average day, the center will see:



LEARNING SUPPORT SERVICES

Supplemental Instruction reaches more students than any other **Rinella Learning Center** service, with more than 27,000 student interactions in 2023-24.



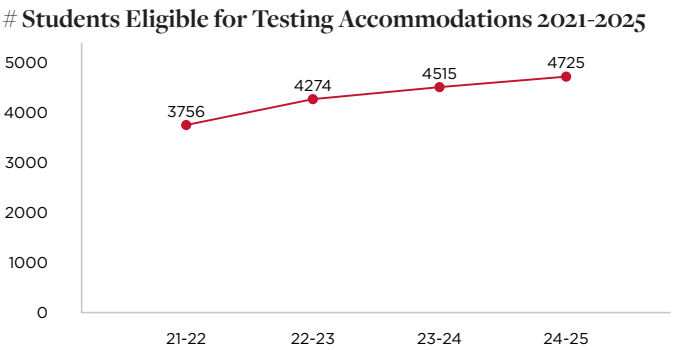
DISABILITY SUPPORT

The **Miller Center for Student Disability Services** plays a pivotal role in fostering an inclusive academic environment at Miami. In the 2024-25 academic year, the center supported 3,135 students, marking a 5% increase over the previous year.

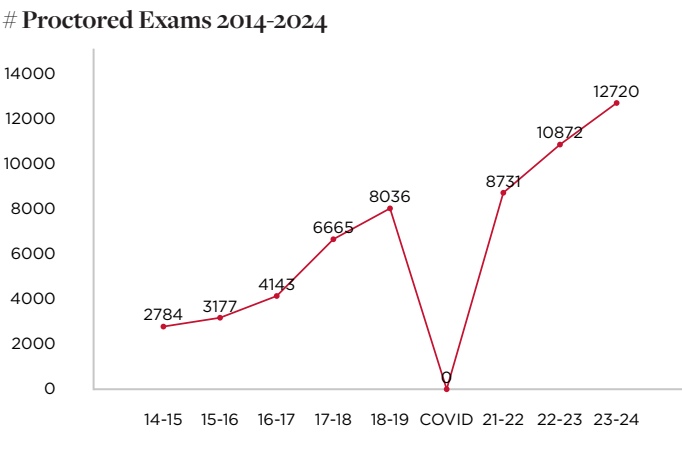


TESTING ACCOMMODATIONS

In the past four years, the number of students eligible for testing accommodations due to a documented disability increased by 25.8%. More than 80% of these are related to ADHD, anxiety, or a learning disability.



While the **Miller Center for Student Disability Services** manages the accommodations process, the **Rinella Learning Center** manages the testing center. Outside the COVID-19 pandemic, the number of proctored exams has risen every year since 2014-15.



Student Engagement

Division of Student Life | Board of Trustees Report

May 2025

The Center for Student Engagement, Activities, and Leadership (C-SEAL) brings together the Cliff Alexander Office of Fraternity and Sorority Life, the Office of Student Activities, and the Harry T. Wilks Institute for Leadership and Service. Together our team serves nearly every Miami student by providing a diverse variety of engagement opportunities. We cannot highlight the full depth and breadth of student engagement in this brief report, so we will highlight just a few examples of the many opportunities Miami students have to get involved and engage with our signature programs and events.

Involvement Overview

The C-SEAL is a combined center with several distinct areas of focus. We provide opportunities for students to weave together a multifaceted engagement experience. While some programs are centered in specific areas, our signature events bring the entire team together in an effort to help students build community and belonging.

C-SEAL Ambassadors

The C-SEAL Ambassador peer mentors group began in 2018 through a student-led initiative to encourage student organization success. Peer ambassadors hold trainings for student organization leaders, meet with students who want help getting involved, and assist students in starting new student organizations.

We expanded the program in 2023 to include more aspects of engagement, adding 19 ambassadors in three areas (leadership, service, and civic engagement), amounting now to a total of 35 ambassadors. Expanding the areas of focus has allowed us to build a more comprehensive and cohesive team to serve students across their experience. For example:

- We bring all the ambassadors together as representatives for all areas of the C-SEAL through center-wide training, workshops, and meetings.
- Ambassadors are trained to understand all the areas of the C-SEAL and to look for opportunities to collaborate.
- C-SEAL ambassador socials provide space for ambassadors to develop community and a shared sense of purpose for the center.

This year (2024-25), we used the NACA (National Association of Campus Activities) employability skills assessment to train and evaluate ambassadors. This skills assessment is modeled on the NACE skills assessment utilized by the Center for Career Exploration and Success. Dashboards allow both advisors/supervisors and ambassadors to assess skills like critical thinking, communication, program and project management, and leadership. The skills are practiced and developed through their ambassador roles and responsibilities.

Student Activities and Programming

Our programming team provides large scale, campus wide events while also supporting and training 600+ student organizations and their advisors.

Event Spotlight: Fallin' for Goggin

This event is designed to kick off the hockey season and welcome the seasonal change to fall. Treats and decorations are centered around the changing leaves and preparations for Halloween. Held in the Recreation Center Quad, students can enjoy food truck treats, engage in the activities, and grab an event shirt and then watch some Miami RedHawks hockey. The event serves as an opportunity to build school spirit and take a break after midterms. This year's unusually mild weather attracted even more students to the event; we saw record attendance, estimated at over 700 participants.



Student Activities Programming Assessment

Miami Activities Programming board (MAP) created and distributed an assessment of campus programming in October 2024 to collect feedback and guide future efforts. Nearly 800 responses were received with students providing feedback on the types of activities they prefer, as well as the impact of MAP programming. The assessment outcomes indicate that Miami students value the wide variety of programs as a way to connect with other students. Further, the responses show that Miami students find a sense of belonging and a connection to campus as they participate in our events and activities. We also learned that nearly half of the respondents want a stronger connection with Miami traditions and nearly 60% would like to see more concerts and live performances. As a result we are strengthening and expanding our office's relationships and partnerships with Athletics, Alumni Affairs and other areas of campus. We believe this information reinforces the need for a multipurpose arena and event district.

Wilks Institute for Leadership and Service

The Wilks Institute for Leadership and Service provides opportunities for students to become civically engaged, participate in service projects, and develop leadership skills in their daily life.

Perlmutter Continues to Expand

The Perlmutter Leadership conference provides participants with a spring leadership development experience. More than 120 participants and 16 student facilitators enjoyed a day of CliftonStrengths® exploration and workshops designed to help students grow in their leadership capacity. Faculty and staff facilitated sessions are complemented by student-led



workshops in the afternoon. This year, the outgoing student body president and vice president served as the keynote lunch speakers, sharing their leadership journeys with rising leaders.

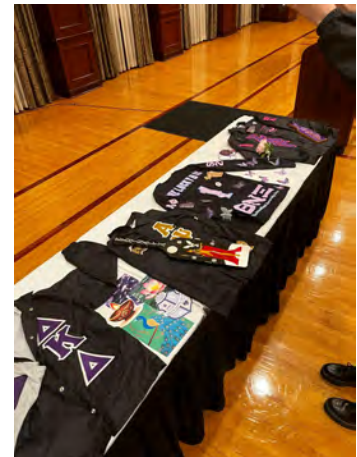
Fraternity and Sorority Life

Miami University is known for our historical significance in the development of fraternity and sorority life. Our fraternity and sorority community is older and significantly larger, both in numbers and the percentage of the student body participating, than is typical of a state institution.

The community has also expanded to include fraternities and sororities that were founded more recently. The Panhellenic Association recently voted to invite Phi Sigma Rho to join as an associate member. This sorority is a social sorority for women who are interested in science, math, and engineering.

The four councils and our 50+ chapters provide opportunities to develop lifelong friendships while exploring leadership opportunities. Our National Pan-Hellenic Council and Multicultural Greek Council chapters provide a sense of community and belonging to the students most attracted to those membership experiences.

The Multicultural Greek Council recently hosted a “Night at the Museum” event. This event was a semi-formal affair held in the Heritage Room of Shriver. Students gathered resources and information and created beautiful displays telling the story of culturally-based organizations through the decades. Many were surprised to learn that some of these fraternities and sororities are descendants of organizations that existed over 100 years ago. While some of those groups faded away, others evolved or merged into present day fraternal organizations.



The Night at the Museum event, held in November 2024.

Conclusion

The Center for Student Engagement, Activities, and Leadership is committed to providing Miami students the opportunity to engage with each other and the Oxford community. We strive to help students make connections that lead to a sense of belonging and of being part of a community. We facilitate a wide range of events and activities, some are large and loud and some are as simple as a tea tasting. Our goal is to provide space for every student to connect, lead, engage, and belong.

Fostering a Culture of Well-being Through Community and Academic Partnerships

Division of Student Life | Board of Trustees Report

May 2025

Wellness is a shared responsibility, cultivated through intentional relationships across campus and within the greater Oxford community. Our efforts are rooted in education, prevention, and proactive support and anchored in the understanding that the well-being of Miami University students cannot be separated from the broader ecosystems in which they live, work, and thrive.

With that in mind, the aim of this report is to highlight how Miami's Office of Student Wellness (OSW) creatively and strategically partners with offices, people, and opportunities external to the department, specifically community partnerships (in and outside of Oxford) and academic collaborations.

Community Partnerships

True prevention and education cannot exist in isolation; partnerships are essential to OSW's success. Since students engage off-campus as residents, workers, volunteers, and leaders, the well-being of our students must be reflected both on campus and throughout the community.

We are proud to maintain robust partnerships with a wide range of community entities: the City of Oxford, surrounding townships, local school districts, TriHealth, the Oxford Chamber of Commerce, police and fire departments, local faith communities, and more. These relationships allow us to support students holistically while contributing positively to the broader community fabric.

Partnerships within Oxford

- **Student Community Relations Commission (SCRC).** SCRC facilitates communication between students and city officials. The SCRC is endorsed by Oxford City Council.
- **Coalition for a Healthy Community.** The mission of the coalition is to make healthy choices the easiest choices for residents of Oxford. OSW staff co-lead initiatives on substance misuse prevention and participate on the mental health workgroup.
- **Health Resources and Services Administration (HRSA) Grant.** This \$2 million award is shared among the HOPE Cooperative and supports Miami's mental health programming and outreach. Membership includes the Office of Student Wellness, MHMH Foundation, TriHealth, Talawanda School District, Coalition for a Healthy Community-Oxford Area, Butler County Mental Health, Addiction, and Recovery Services Board, and Butler County Harm Reduction.
- **HAWK Walks.** OSW, with the HAWKs peer health educators, delivers more than 1,900 wellness education bags to off-campus student residences three times per year.
- **Lunch bunch with Toward Independence and Age-Friendly Oxford.** This program pairs seniors from Oxford and provides inclusive wellness engagement across abilities and age groups. OSW staff and peer educators host wellness activities to support the program.

- **Talawanda Youth Initiatives Teams.** Talawanda has a long-standing youth prevention group called the YITs. This year, the OSW partnered with Talawanda to create a middle school team called the Brave Initiative Team (BITs). These groups prepare and excite students to join HAWKS once they come to Miami.

Partnerships Outside Oxford

- **International Town and Gown Association (ITGA).** The ITGA supports university and city relations, hosting networking events and educational conferences. Oxford and Miami have a joint membership, reinforcing our shared goals for campus and community wellness. This year, representatives from Miami and the city will present the work we are doing to create healthy environments at the conference.
- **Envision Partnerships and Prevention First!** These regional organizations expand our reach in substance use prevention by providing ongoing education for prevention professionals at the grassroots and professional levels. OSW staff serve with them on the following action groups:
 - **Butler County Health Policy Group.** Stakeholders meet regularly with county and state legislators to keep them abreast of current wellness issues and education on best practices to address pressing health concerns.
 - **Butler County Suicide Prevention Coalition.** This coalition enables regional health planning and resource sharing. Members from varying sectors meet regularly to review best practices in suicide prevention and review current county data.
 - **Problem Gambling Action Coalition.** OSW serves as a founding partner and was recently awarded a seed grant to examine community readiness for responsible gaming initiatives.
- **Ohio Wellness Campus Collaboration.** OSW's director serves as a mentor to universities who received grants through a partnership between Ohio Department of Mental Health and Addiction Services, Prevention Action Alliance, Prevention First!, and the Ohio State University. As a mentor, the director offers support and education to build sustainable and actionable plans for mental health promotion.

Academic Collaboration

Academic collaboration is central to OSW's mission. By providing co-curricular opportunities that reinforce classroom learning, we support Miami's academic mission and help students gain real-world experience in prevention, health promotion, and community engagement.

Barriers such as transportation and limited clinical sites are ongoing challenges for academic programs in placing students for internships. OSW creates opportunities for immersive learning, mentorship, and professional development for students unable to travel off campus or out of the local community for these needed clinical placements.

Examples of Academic Collaborations

- **Peer Education / EDL 310** trains students in leadership and health education. Upon completion of the course, students are nationally certified peer health educators through NASPA.
- **Nursing students** engage at harm reduction sites in the Oxford community, gaining first hand experience in public health outreach. OSW connects nursing cohorts with Butler County Harm

Reduction to learn more about syringe exchange programs, narcan distribution, and wound care for populations that are unhoused and/or in active drug use.

- **FSB students** conducted a cost/benefit analysis of a \$1 million HRSA grant project. OSW staff contributed data, reports, and insights to the students, meeting with the class on an ongoing basis. Their final report was used by the Butler County Mental Health and Addiction Services Board to inform decisions regarding a recent levy.
- **Dietetics students** lead cooking demos focused on healthy eating in the Wellness Studio and in the Oxford community.
- **Art students** transform our Wellness Studio into a gallery promoting wellness through creative expression during evening hours. Faculty, staff, students, and family attend these events.
- **Internships, practicums, and independent studies** allow students to dive deeper into prevention science and health promotion. Mentored by OSW staff, students engage in projects that benefit campus and communities while advancing their learning. We have filled five social work internships over the last two years as we strive to create a pipeline with EHS; interns work to implement grant initiatives and community programs. Two graduate internships have also been filled for students taking a leadership role in the office and among peer educators. Public health and policy internships are currently in development to further support applied learning.
- **Summer Scholars** explore health promotion through short-term immersions, encouraging potential Miami students to explore health fields.

Awards

Measuring success and impact within collegiate wellness can take many forms. Our impact is frequently confirmed by generous feedback from community partners and recognition through local and national awards. These honors reflect our dedication to innovative programming, data-driven approaches, and relationship-centered outreach.

- **Campus:** HAWKS peer health educators were named student organization of the year in 2024 for their work with the Greek community, ICA, Residence Life, and first-year experience classes.
- **State:** OSW director Rebecca Young was recognized by Prevention First! for advancing prevention and community collaboration. Additionally the State of Ohio Senate awarded her a proclamation of tremendous achievement for her work in collegiate mental health promotion and community partnerships.
- **National:** OSW's assistant director for harm reduction Leslie Haxby McNeill was awarded NASPA's Tom Goodale Award for Exceptional Advising in Peer Education. This award recognizes a single peer education advisor annually, for work that exceeds the expectations of the role and deserves unique attention.

Summary

Fostering a culture of well-being requires intentional, sustained collaboration both within and beyond campus borders. Through myriad partnerships, our work in OSW is amplified and extended. These partnerships not only enhance individual student success but also strengthen the broader community's commitment to health and resilience. Moving forward, OSW remains dedicated to innovation and transdisciplinary relationships that empower students to thrive personally, academically, and socially.

NEWS AND UPDATES

Board of Trustees Report | May 2025

CAREER FAIRS CONNECT STUDENTS WITH MEANINGFUL OPPORTUNITIES

This academic year, the **Center for Career Exploration and Success** hosted seven career and internship fairs. These signature networking events connected 6,131 unique students with 396 unique employers from across the United States.

2024-25 Event Calendar



Fall Career and Internship Fair
September 18, 2024 | 1 – 5 p.m. | Millett Hall



STEM Career and Internship Fair
September 19, 2024 | 1 – 5 p.m. | Millett Hall



Sport Career Exploration and Networking Expo
October 16, 2024 | 2 – 4:30 p.m. | Goggin Ice Center



Spring Career and Internship Fair
February 19, 2025 | 1 – 5 p.m. | Millett Hall



Architecture + Design Career and Internship Fair
February 24, 2025 | 1 – 4 p.m. | Shriver Center



Careers for the Common Good Fair
March 11, 2025 | 1 – 4 p.m. | Shriver Center



Teacher Job Fair
March 14, 2025 | 8:30 a.m. – 3 p.m. | Millett Hall

DATA-INFORMED DECISIONS MADE SIMPLE

With broader access to data using Tableau Enterprise, **EMSS Research and Data Analytics** is reshaping how data supports strategic decision-making and student success. By making data more accessible and actionable, this team helps campus leaders, staff, and advisors respond quickly, plan more effectively, and steer Miami University students toward continued success.



EMSS Research and Data Analytics has fully integrated Tableau in the tracking and reporting of engagement with the **Center for Career Exploration and Success**. Career outcomes data from Miami's First Destination Survey, including average salary and top employers by college, is now widely available through interactive visualizations.

An innovative new configuration, designed with help from Data Science undergraduates, tracks how Exploratory Studies students progress to declaring their majors. This data will help the **Student Success Center** best support these students in their major exploration and academic planning. In addition, new reports developed for the 2025 Fall Semester registration cycle will enable academic advisors and Student Success center staff members to identify and reach out to unregistered and under-registered students in real time.

Future upgraded Tableau reports will provide a more comprehensive view of the admission funnel, inform enrollment trends, and foster systemic and timely updates to enhance decision-making on campus.



On April 12, 2025, the **Office of Admission** hosted a Spring Open House for high school juniors and sophomores and their families. In all, 388 prospective students (1,005 total people) attended this event.

Beyond the Office of Admission's presentation on the admission process, sessions included visits with Miami University's academic divisions, campus and building tours, and Honors College presentations.

In addition, the **Office of Student Financial Assistance** offered a presentation on the financial aid process and timeline.



CAREER ACADEMY: EXPLORING WESTERN EUROPE

During their 2025 spring break, Career Academy participants ventured to western Europe to explore global career opportunities and grow as young professionals and scholars. Their whirlwind trip, led by the **Center for Career Exploration and Success** in partnership with Education Abroad, included stops in Belgium, France, Germany, Luxembourg, and the Netherlands.

“I highly recommend this experience for Miami University students who are looking to step out of their comfort zones and open their minds,” said Brie Merritt, a senior Emerging Technology in Business + Design and Leadership double major. “If you are curious about the world outside of the United States, Career Academy is for you.”

Among the highlights of the experience were a visit to Amazon’s European headquarters, time spent with Miami University John E. Dolibois European Center (MUDEC) in Luxembourg faculty, and many unique sightseeing opportunities.

“In these new cities, I visited historical landmarks and participated in meaningful conversations with alumni and employers,” said Ximena Alaniz, a sophomore Architecture major. “This career-building experience shifted my perspective and sparked my interest in working abroad.”

Career Academy is designed to allow participants to identify personal and professional goals through pre-departure career development activities, travel to a destination to implement their newly acquired skills, and connect with like-minded alumni and professionals.

INTO THE LAND: EXPLORING CLEVELAND



Also over spring break, students discovered career opportunities in Cleveland through the **Center for Career Exploration and Success’s** final Presidential Career and Leadership Series career trek of the 2024-25 academic year.

Participating organizations included the Cleveland Browns, Greater Cleveland Partnership, Ideastream Public Media, KeyBank, Playhouse Square, Rock & Roll Hall of Fame, and Rocket Companies.

Attendees also networked with Miami alumni at a Cleveland Cavaliers game and visited the Cleveland Museum of Art.

CAREER ACADEMY EMPLOYER VISITS

- Amazon European Headquarters
- American Chamber of Commerce in Luxembourg
- Caves St. Martin Winery
- John E. Dolibois European Center (MUDEC)
- Michelman European Headquarters
- U.S. Embassy in Luxembourg

CITY TOURS

- Amsterdam, Netherlands
- Antwerp, Belgium
- Luxembourg City, Luxembourg
- Metz, France
- Trier, Germany

SITE VISITS

- Amsterdam Canal Tour
- Anne Frank House
- De Olmenhorst Orchard
- Kinderdijk Windmills
- Keukenhof Gardens
- Vianden Castle



MARGOT LEE SHETTERLY INSPIRES MIAMI UNIVERSITY COMMUNITY

Miami University President Gregory P. Crawford and the **Center for Career Exploration and Success** welcomed Margot Lee Shetterly to campus as this academic year's Presidential Career and Leadership Series spring speaker on April 15, 2025.

Shetterly is best known as the author of *Hidden Figures*, a bestselling book that was later adapted into an Oscar-nominated film. Her inspiring work explores the lives of a cadre of African-American women who helped provide NASA the raw computing power it needed to dominate the heavens.



Following her keynote address in Harry T. Wilks Theater, Shetterly participated in a book signing. She also enjoyed dinner with members of the event's student organization partners.

A total of 310 students registered to attend, with the first 200 receiving a free copy of *Hidden Figures*. The Center for Career Exploration and Success partnered with the following colleges, departments, and student organizations to present this event:

- College of Education, Health, and Society
- Department of Educational Leadership
- Department of Kinesiology, Nutrition, and Health
- Department of Mathematics
- Alpha Kappa Alpha Sorority, Inc.
- Lambda Mu Chapter
- Miami Activities and Late Night Programming (MAP)
- Ohio Louis Stokes Alliance for Minority Participation (LSAMP)
- Phi Sigma Rho Miami
- Society of Women Engineers
- Women in Business
- Zeta Phi Beta Sorority, Inc. Xi Rho Chapter



PAYMENT PLANS OFFER VALUED FLEXIBILITY

Miami University's payment plans give families the option to budget each semester's bill into monthly installments with zero interest and no credit check. Payments can be deducted from a checking/savings account or charged to a credit card.

The **Bursar** administers these plans, which are available to both domestic and international students. International students have the option to pay in their home currency through Flywire, Miami's International Payment Portal partner.

A total of 3,300 families enrolled in a payment plan for the 2025 Spring Semester. The offerings and enrollment deadlines for the 2025 Fall Semester and 2026 Spring Semester are now available at MiamiOH.edu/paymentplans.

EMSS PRESENTATIONS AND PAPERS

Serhan Al-Serhan (Research and Data Analytics): *Improving data consistency and reporting efficiency through standardization* paper presented at the 2025 Ohio Association for Institutional Research and Planning Conference

Craig Bennett (Student Success Center), Becki Bleikamp (Student Success Center), and Dr. Steve Graunke (Research and Data Analytics): "Making Progress on Alerts: Leveraging Tools to Evaluate the Effectiveness of an Early Alert Intervention," and a paper by the same name, at the 2025 Ohio Association for Institutional Research and Planning Conference

Dr. Steve Graunke (Research and Data Analytics): Co-author of A 24-year longitudinal study on a STEM gateway general chemistry course and the reduction of achievement disparities. *PLoS ONE*, 20(2), e031882. doi: 10.1371/journal.pone.0318882



BY THE NUMBERS

2025 Fiscal Year

The **Office of Student Financial Assistance** awarded the following scholarship amounts during this fiscal year.

2,934 scholarships totaling
\$9,275,619

Departmental and Divisional Awards

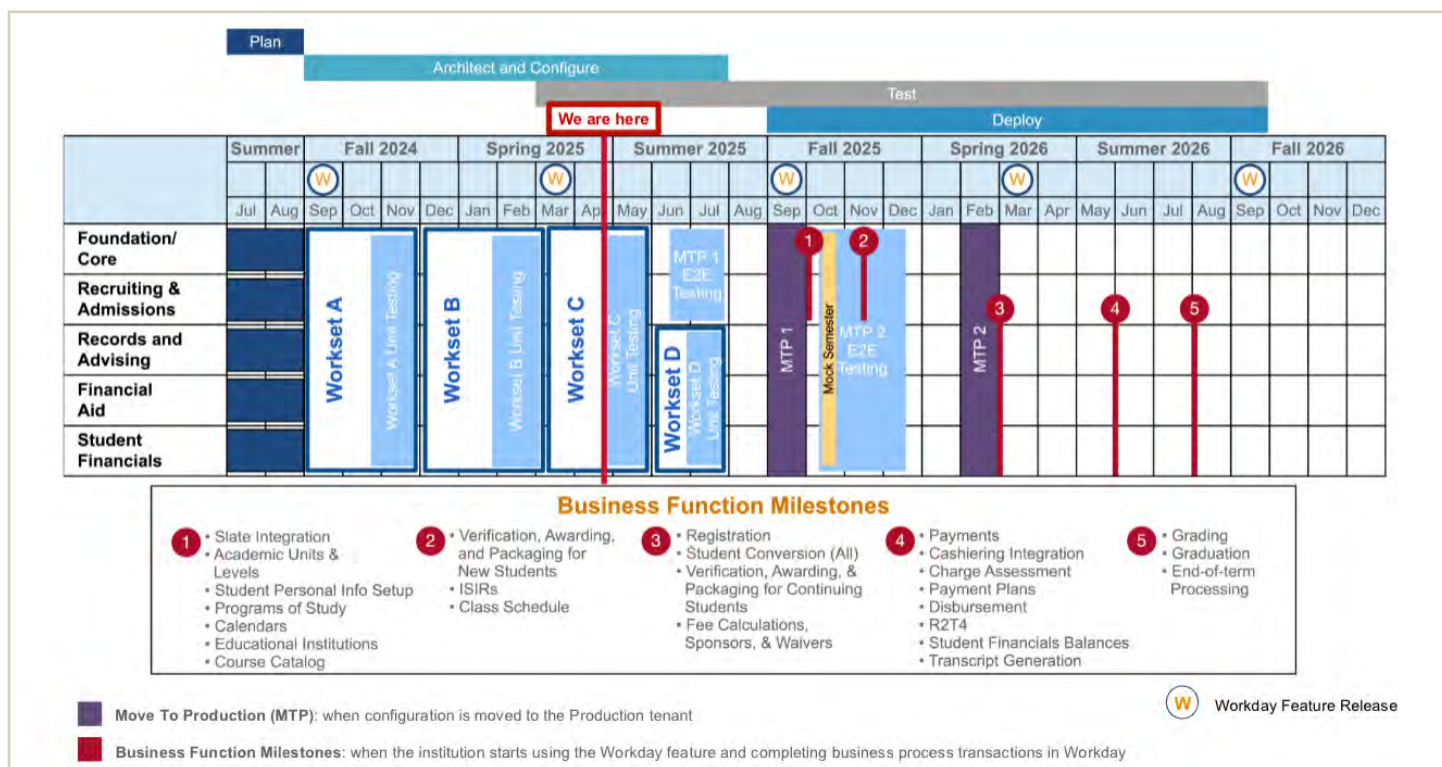
2,254 scholarships totaling \$4,071,999

E&G Funded Scholarships Replaced with Donor Funds

463 scholarships totaling \$240,2118 replaced with donor funds buying down E&G funding

Other Scholarships

217 scholarships totaling \$280,1502



EMSS SUPPORTS TRANSITION TO WORKDAY STUDENT

Enrollment Management and Student Success departments continue to play crucial roles in Miami University's transition to Workday Student. Offices currently working on cross-divisional teams include the **Office of Admission**, the **Bursar**, **EMSS Operations**, the **Office of Student Financial Assistance**, the **Office of the University Registrar**, the **One Stop**, and the **Office of the Vice President**.

The Workday Student implementation continues on pace for Miami's initial Move to Production (MTP 1) in early September 2025. This will allow the Office of Admission to accept applications and the Office of Student Financial Assistance to package initial financial aid awards for the Fall 2026 cohort. These offices have engaged with AVAAP consultants in configuration activities and training, with ongoing iterative design work and unit testing at each stage of the process.

The Office of the University Registrar continues to collaborate with AVAAP consultants and partners across Miami to transition data and processes into Workday in anticipation of March 2026's Move to Production (MTP 2). Beyond policy configurations, examples of items built into Workday by its team include programs of study, course prerequisite requirements, and student academic progress report requirements (formerly known as degree audits).

ORGANIZATIONAL CHANGE MANAGEMENT TEAM FOSTERS TWO-WAY DIALOGUE

Parallel to the technical implementation, Miami has built a robust, cross-functional Organizational Change Management (OCM) team to provide important information to impacted parties and foster two-way dialogue.

The OCM team has recruited 48 Change Champions from across the University. These individuals will serve as advocates for the change and encourage others to embrace the new processes that will come with the Workday Student implementation. The Change Champion program kicked off on May 7, 2025 with a meeting that discussed monthly missions, town halls, training, and demos.

In support of the project's evolution, the OCM team also redesigned [MiamiOH.edu/workday-info](https://miamiOH.edu/workday-info). Serving as a central hub of information for all things Workday Student, this website offers easy access to essential resources, including timelines, impacted systems, terminology definitions, and answers to frequently asked questions.





May 2025

Board of Trustees Report



MIAMI
UNIVERSITY

STUDENT SUCCESS CENTER

The **Student Success Center (SSC)** within Enrollment Management and Student Success (EMSS) is committed to supporting student success from year one through graduation. Its staff provides holistic, personalized support that helps students navigate challenges, access campus resources, and stay on track toward earning their Miami University degree.

The SSC offers advising services to **Exploratory Studies** students, those who have not decided on a major, and **Pathways** students, high-achieving students beginning their Miami journey on the Oxford campus as they work toward entry into selective majors.

The SSC serves as Miami's home for **first-generation college students**, offering mentoring, financial aid navigation, and programming through the Miami Firsts student organization. In partnership with the academic divisions, it leads key **retention and outreach efforts**, including early alerts, midterm grade outreach, and class registration support, that ensure timely interventions and wraparound care.

The SSC also coordinates several high-impact initiatives, including:



GradU8 Scholars

Provides mentoring, academic coaching, and financial guidance to Ohio-resident students with demonstrated financial need.



Bridges Scholars

Offers students who completed the Office of Admission's Bridges Program guidance and engagement opportunities.



ElevateFirst

A high-touch outreach program for students whose high-school data suggests they may benefit from additional support.



College Credit Plus

Promotes early college access and academic readiness by allowing Ohio high school students to earn both high school and college credit.



Miami Cares Program Helps Students in Need

This year, the Miami Cares Food Pantry relocated to the more spacious 134 Nellie Craig Walker Hall. The SSC used a grant awarded through the Division of Student Life's Mental Health Incubator fund to expand the pantry and add a Personal Hygiene Hub. It is in the final round of a grant competition hosted by the Miami Women Giving Circle to enhance the hygiene hub.

On average, 40 students visit the pantry each week. The SSC's partnership with the Shared Harvest Food Bank and campus Panera Bread continues to benefit students in need.

In partnership with Associated Student Government and the Campus Services Center, Miami undergraduate students donated 9,399 meal swipes to the Miami Cares program in November 2024. To date, 3,372 of those swipes have been distributed to students facing temporary food insecurity.

The SSC also distributed 27 laptops to undergraduate students through the F5 Laptop Replacement Program. These laptops were donated by campus partners, including Miami University Libraries and the Farmer School of Business.



GradU8 Scholars

This fall, 211 high-need Ohio students participated in the GradU8 Scholars program. The Learning Partner initiative enhanced their transition and engagement through peer-led instruction in CAS 101, a one-credit course. Students consistently reported their Learning Partner played a meaningful role in their success.



Scholars received a \$300 book scholarship for the 2025 Spring Semester by completing four requirements:

- Earning at least 12 credit hours
- Achieving a minimum 2.75 term GPA
- Successfully completing CAS 101
- Meeting one-on-one with the GradU8 coordinator

The top three majors among GradU8 Scholars were Biology, Psychology, and Marketing. The following results underscore the program's strong impact on student persistence and academic momentum:

- 98% successfully completed CAS 101
- 97% registered for spring classes
- 92% earned at least 12 credit hours
- 71% achieved a GPA of 2.75 or higher
- 62% earned a GPA of 3.0 or above
- 69% met all scholarship eligibility requirements

College Credit Plus

College Credit Plus (CCP) offers high school students the opportunity to earn college credit for free. The CCP program on the Oxford campus is currently transitioning to EMSS oversight. Beginning with the 2025-26 academic year, it will be permanently housed within the SSC.



Chad Reynolds, assistant dean and lead divisional advisor for the College of Creative Arts, previously served as the CCP advisor.

He has worked closely with the SSC transition the program to its new home. Monica Adkins, SSC senior assistant director, will serve as the primary CCP advising and orientation contact moving forward.

As of April 9, 2025, there are 58 new CCP students and 32 returning CCP students on the Oxford campus. The SSC looks forward to helping expand access to higher education through Miami's CCP partnership with Ohio high schools.

Pathways Program

The Pathways Program is for students who had a solid academic record in high school but who were not initially admitted to selective majors on Miami's main campus. Through Pathways, students begin their education as Exploratory Studies students on the Oxford campus.



Pathways is an intensive learning program designed to set students up for future success in their desired program of study. The only differences between Pathways students and other Oxford students are:

- Most core courses are taught in Oxford by Miami faculty who are based on our Regional campuses
- Students are placed in the Exploratory Studies program and are advised by a Student Success Navigator in the SSC
- Tuition is at the Regionals rate, not the Oxford rate, until the Pathways program is completed

This fall, 208 students enrolled at Miami through the Pathways program. Their outcomes included:

- 84% successfully completed the requirements and became full Oxford students for the 2025 Spring Semester
- Over 40% earned above a 3.0 GPA or higher
- The cumulative GPA of Pathways students who met the program requirements was a 2.98
- The cumulative GPA of all Pathways students was a 2.65

Motivational Minutes Podcast Inspires Students

During the 2025 Spring Semester, SSC senior assistant director Brandon Danker launched the Motivational Minutes Podcast. Designed to educate students on strategies they can use to have success in the classroom and beyond, these two-minute episodes are rooted in his background in performance psychology and teaching.

Each week, Danker shared an episode with GradU8 Scholars through Spotify. Plans are in place to share the Motivational Minutes Podcast with additional groups, such as Exploratory and Pathways students, this upcoming academic year.

Notably, Episode #4, which imparted lessons from the animal kingdom about the advantages of facing storms head-on, was streamed 180 times.



EAB Navigate360: Connecting Students to On-Campus Support

The SSC continues to use EAB Navigate360 for its Early Alert Progress Report processes. When faculty raise concerns through this application, students are connected with academic advisors, resident directors, and SSC staff who can guide them to the appropriate campus resources.

Beginning in the fall of 2024, the SSC asked faculty to recognize students with kudos, positive alerts for those who are performing well or showing improvement in their courses. That first semester, 323 students received 336 kudos while 699 students received 780 alerts. In addition, since August 2024:



~ 14,000 students
have logged into
Navigate Student



10,000+ students
have had 21,000+
appointments with
academic advisors



6,000+ students
have had 12,000+
appointments with
Residence Life staff



~ 3,000 students
have had 6,000+
appointments with
Success and Academic
Support teams*

* Success and Academic Support teams include: SSC, Education Abroad, Global Initiatives, Gross Family Student-Athlete Development Center, Honors College, International Student and Scholar Services, Rinella Learning Center (academic coaching), Sue J. Henry Center for Pre-Law Education, and more



Sasha Vondran '28
Strategic Communication
Pathways Program Participant



The **Pathways Program** is why I'm at Miami. It's so valuable for students like me who faced challenges in high school and, on paper, don't fit the typical profile of a college student. It gave me the opportunity to show I can excel and thrive at Miami. Right now, my GPA is a 3.5!

The resources available to Pathways students like me have played a huge part in my success. The coaching I've received from my Student Success Navigator and the Rinella Learning Center has made a difference in how I approach my classwork and exam preparation.

Even though some of the classes Pathways students take are from the regional campuses, living in the dorms and not having to transfer in mid-year is such a confidence boost. I can't wait to return to Oxford this fall!"



Megan Frey '25
Communication Studies
Miami Firsts President



I highly recommend first-generation college students join the **Miami Firsts** student organization. As a first year, I didn't really know how to navigate college. I also didn't have an understanding of the FAFSA or the other resources available to me on campus. It was so much to tackle all at once!

Miami Firsts not only connected me to valuable resources and programs, it also helped me find a community of students who were facing the same challenges. My passion for helping my fellow first-generation students was sparked through my involvement with this amazing organization.

Miami Firsts holds a variety of workshops and social events that bring students together. I'm so proud to have served in multiple roles, including president, vice president, and secretary. If you're on the fence about joining, do it. College flies by so get involved and enjoy every second of it!"