

**BOARD OF TRUSTEES
MIAMI UNIVERSITY
Minutes of the Academic and Student Affairs Committee Meeting
Oxford Campus
Marcum Conference Center, Room 180's
Thursday, May 14, 2026**

Committee Chair Beth McNellie called the meeting to order at 1:30 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 McNellie were committee members; Trustees Bill Darling, Zachary Haines, Lisa Peterson, and Mary Schell, National Trustee Dave Dafoe, and Student Trustees Arushi Agrawal, and Madison Repass. Also attending were Trustees Steve Anderson, Ryan Burgess, and National Trustee Rick McVey. Committee members; Trustees Bill Ebbing and Debbie Feldman were absent.

In addition to the Trustees, attending for all or part of the meeting were President Crawford and President's Executive Cabinet members; interim Provost Chris Makaroff; Senior Vice President Jayne Brownell, and David Creamer; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Palatka, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; along with Foundation Board President Brent Shock, Athletic Director David Sayler, Associate Vice President Melissa Thomasson, Dean of the Graduate School Mike Crowder, Chief Data Officer Padma Patil, Senior Director of Executive Communications and Academic Marketing Ashlea Jones, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees.

Director of Student Wellness Rebecca Young was there 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 McNellie welcomed everyone to the meeting.

Approval of the Prior Minutes

Trustee Haines moved, Trustee Peterson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the minutes of the prior meeting were approved.

Consent Calendar

Trustee Schell moved, Trustee Peterson seconded, and by unanimous voice vote, with all voting in favor and none opposed, the items on the consent calendar were recommended for approval by the full Board of Trustees.

- [New Courses](#)
- [Completion Plan](#)

University Communications and Marketing (UCM)

Vice President's Update

Vice President Jessica Rivinius updated the Committee highlighting the recent successes in athletics-driven publicity. A major focus was the national visibility generated by Miami's undefeated basketball season and March Madness appearance, which produced over \$120M in publicity value through extensive national media coverage and social media engagement. She also shared the growth in royalty and licensing revenue, noting that FY2026 year-to-date royalties were on pace to exceed the prior year despite a reduced EA Sports payout structure. Additional highlights included significant growth in licensed merchandise sales, expanded NIL-related vendor activity, and aggressive efforts to combat counterfeit goods and unauthorized digital products tied to Miami Athletics. She also showcased the "Riding with the President" video series as a successful initiative for connecting prospective students and families with the Miami experience.

VP Rivinius then shifted to UCM's broader strategy for personalizing and modernizing Miami's web experience. She described an integrated "Connected Journey" approach designed to align search demand, storytelling, personalization, guidance, and user experience analytics into a seamless digital engagement strategy. She also told of the ongoing effort to consolidate and simplify Miami's web presence by reducing and reorganizing more than 33,000 web pages. Technology platforms supporting this effort, include; Contentstack for more efficient content management, SEMRush for generative optimization and search engine strategy, CollegeVine for AI-assisted student recruitment, Cludo for AI-powered enterprise search and chatbot functionality, and Contentsquare for behavioral analytics and user experience refinement.

The final portion of VP Rivinius' presentation focused on the conceptual development of a differentiated "Miami Polytechnic" brand. She presented branding concepts intended to position Miami Polytechnic as innovative, industry-connected, and career-oriented, while still maintaining strong ties to Miami University's established identity. Proposed branding elements included a new blue-accented color palette, and logo concepts integrating Miami's "M" with the outline of Ohio, helping to distinguish the two brands – Miami Oxford and the Polytechnic. She concluded by sharing broader brand concept development efforts underway with Carnegie.

Enrollment Management and Student Success

Vice President's Update

Vice President Rachel Beech provided updates on Enrollment Management and Student Success (EMSS) highlighting EMSS activities and enrollment trends for Fall 2026. She explained that Miami University continued to strengthen its market position, reporting 4,726 confirmed students, including 4,350 Oxford-campus students and 376 Pathways students. The incoming class includes a 10.7% increase in domestic non-resident students. She reviewed application, admission, and confirmation trends across residency categories and academic divisions, noting continued strength in areas such as the Farmer School of Business and Nursing, and with strong growth in the College of Education, Health, and Society.

VP Beech then reported on yield and recruitment strategies, stating that more than 3,200 students attended "Make it Miami!" New yield programs included Winter Welcomes and expanded admitted-student tours to help manage strong early interest. Data presented demonstrated a significant relationship between campus engagement and student yield, with students who attend multiple events confirming at over ten-times the rate than those with no campus engagement. She also shared that Miami's Cleveland Red Brick Roadshow achieved a record 77% confirmation rate among attendees.

The final portion VP Beech's presentation focused on lessons learned from the 2026 cycle, opportunities for 2027, and updates related to Workday Student implementation. She stated that athletic team success proved to be a game-changer, that price drives applicant decisions, and that the Pathways program is in strong demand. Future enrollment strategies will emphasize expanding opportunities for admitted students to visit campus, increasing customization in recruitment efforts, strengthening engagement with school counselors, and further differentiating Miami from in-state competitors by emphasizing selectivity, value, and the "Return on Experience." VP Beech concluded with a Workday Student update outlining new demonstrations and learning modules related to courses, course sections, and advising tools.

Student Life

Senior Vice President's Update

Sr. Vice President Jayne Brownell relayed the following:

It's hard to believe we're already here at the end of another year! Our Student Life staff is still busy managing year-end student crises, proctoring finals, closing the residence halls, and preparing for our first orientation session in 13 days! But it is always a great time of year when we get to celebrate our students and their accomplishments.

One huge project this spring was preparing to launch **Miami Central**, our new student engagement and communication platform. A small but mighty team of 9 people— 7 from Student Life, one from Center for Career Exploration and Success, and one from Miami Regionals— dedicated 5-10 hours or more each week from January to early April to customize and configure

the system in time for our April 6 soft launch. I'd especially like to thank Jen O'Brien, the Director of Student Life Communications, who acted as the project manager for this initiative and kept us all organized and on track. I'd also like to thank our partners in IT and UCM who worked on system configuration and branding for the platform. As of last night, 412 student organizations and 23 university departments have completed the registration process to set up their pages in advance of the elimination of the Hub at the end of June. We are sure that more will follow in the coming weeks, but this will also give us a better sense of how many of our 600+ groups in The Hub are actually active, giving us a more accurate count of student organizations moving forward. Liz Walsh-Treviño and her team have also been working hard to set up the event pages for orientation, since Miami Central will also replace Guidebook as our technology for students and families as they go through that two-day experience. There will be more functionality rolled out over the next year, but we are so excited to start to use this platform and experience our expanded capability to communicate with students, help them find organizations, services, and events that meet their interests, and guide students through intentional co-curricular learning opportunities.

Turning to the topic of health and wellness, our Student Life newsletter was focused on this topic, and we'll have a presentation this afternoon from Rebecca Young, the director of the Office of Student Wellness. Rebecca has been at Miami for 15 years, and under her leadership, OSW has expanded their scope in ways that have served Miami students so well. Over time, our wellness programming expanded beyond alcohol education, to have HAWKS peer educators and programs sponsored by the office focused on alcohol and other drugs, bystander intervention, sexual assault prevention, mental health, and other general wellness topics. This year, they also started talking about problem gambling, and will take the lead on coordinating hazing prevention initiatives across the university. Rebecca has worked closely with the City of Oxford, Coalition for a Healthy Community- Oxford, and McCullough-Hyde hospital on several grants and programs over the years, knowing that what happens in Oxford affects Miami students as well. Today she will focus on some of those efforts related to alcohol and other drugs. Thank you, Rebecca!

Student Wellness

Director of Student Wellness Rebecca Young updated the Committee on Student wellbeing efforts. She told of how her office designs approaches to help reduce or prevent issues such as; hazing, problem gambling, sexual assault, substance misuse, and suicide. Student Wellness also educates students in areas such as; bystander intervention, healthy relationships, and mental health promotion. She then examined the history and evolution of Green Beer Day, telling of how the tradition originated in the early 1980s as a business response to an academic calendar change that had students out of town during spring break on St. Patrick's Day. Green Beer Day then evolved into a large-scale annual student (and eventually also a non-student) social event associated with high-risk alcohol use. She outlined the university's historical responses, including task forces, policy changes, outreach to local businesses, and educational campaigns, while noting that earlier efforts lacked a sufficiently coordinated, evidence-based strategy.

Director Young then highlighted Miami's current prevention-focused approach to Green Beer Day and broader student wellness initiatives. She explained that the university now utilizes a coordinated partnership model involving campus stakeholders, local government, law enforcement agencies, and student organizations. Efforts include alcohol risk prevention workshops, bystander intervention training, coordinated communications, OVI checkpoints, faculty outreach, and educational programming for Student Life staff. She also emphasized the important role students themselves play in shaping campus culture through initiatives such as safe spring break campaigns, HAWK Walk, residence hall messaging, and peer-led expectations within the Greek community. She concluded by reinforcing key student-centered messages focused on health, safety, responsible decision-making, and academic success.

Academic Affairs

Polytechnic Update

President Crawford updated the Board on the proposed transition of the Regional Campuses into Miami University Polytechnic. He outlined the need and the strategic vision for the shift to respond to changing higher education and workforce demands. He described significant structural challenges facing the current regional campus model, including long-term enrollment decline, demographic pressures, underutilized capacity, operating deficits, and academic offerings that are increasingly misaligned with market demand. He presented financial and enrollment data which demonstrated the need for reinvention, rather than continuing the current offerings. He stated that Miami has an opportunity to reposition the Regional Campuses through a transformation centered on experiential learning, career-aligned education, industry collaboration, and workforce development. He emphasized that market expectations are increasingly focused on affordability, return on investment, career outcomes, and alternative educational pathways, making the polytechnic model one of the few growing areas in higher education.

President Crawford then highlighted increasing employer demand across advanced manufacturing, healthcare, information technology, logistics, and other key Ohio industries. He stated a polytechnic university occupies a unique space between traditional universities and community colleges by combining strong academic preparation with direct workforce alignment and industry collaboration. He also reviewed salary and employment data indicating strong earnings potential and workforce demand for graduates in Engineering Technology, Nursing, and Construction Management.

He next focused on the proposed operational and academic model for Miami University Polytechnic. President Crawford described a partnership-driven structure emphasizing experiential learning, employer engagement, stackable credentials, career pathways, and collaboration between Miami Polytechnic and the Oxford campus. He stated existing strengths, including Nursing, Engineering Technology, Commerce, the Butler Tech relationship, Work +, and the Advanced Manufacturing Hub provide a solid foundation. He then presented strategies for building student pipelines across Southwest Ohio, eventually growing into Ohio more broadly, and then to neighboring-state markets. Financial modeling projected that enrollment growth and differentiated branding could ultimately stabilize operations and generate long-term

sustainability. He concluded with a proposed Board resolution recommending that the Miami University Regional Campuses be formally renamed “Miami University Polytechnic.”

Polytechnic Resolution

Trustee Schell Moved, Trustee Haines seconded, and by unanimous voice vote, the resolution to rename the Regional Campuses and to launch Miami University Polytechnic was recommended for approval by the full Board, with all voting in favor and none opposed.

Provost’s Update

Interim Provost Chris Makaroff introduced the proposed Miami Integrated Learning Experience (MILE) as the university’s new general education framework beginning in Fall 2027. He described MILE as a holistic model intentionally connecting classroom learning, co-curricular engagement, experiential learning, undergraduate research, internships, portfolios, and career readiness through the support of a newly proposed Miami Integrated Learning Office (MILO). Provost Makaroff also highlighted the “AI in the Majors” initiative, which aims to ensure every undergraduate major integrates AI competencies by Spring 2028 through faculty-led curricular redesign.

Provost Makaroff then explained how student demand has increasingly shifted toward professional and career-oriented programs while many traditional majors and lower-level Miami Plan courses have experienced declining enrollment, and financial pressures are facing multiple academic departments. He then outlined efforts already underway to address these challenges, including mergers of academic departments, elimination or consolidation of majors and courses, revisions to workload models, optimization of course scheduling, and continued efforts to improve instructional efficiency. He also reviewed progress in academic advising, early-alert systems, research growth, and online program expansion. He then presented the MILE, MILO, departmental mergers, AI initiatives, and new academic certificates resolutions for consideration.

Academic Resolutions

- [Miami Integrated Learning Experience \(MILE - the new general education program\)](#)
- [Miami Integrated Learning Office](#)
- [Department Mergers](#)
- [New Certificates](#)
- [AI in the Majors](#)

The five resolutions were considered in a single vote. Trustee Dafoe Moved, Trustee Schell seconded, and by unanimous voice vote, the resolutions were recommended for approval by the full Board, with all voting in favor and none opposed.

NEOMED

Vice President Ande Durojaiye provided an update on a developing partnership between Miami University and the Northeast Ohio Medical University (NEOMED), focused on expanding nursing in Northeast Ohio and medical education opportunities in Southwest Ohio. He explained that Miami's undergraduate nursing programs in Southwest Ohio are currently constrained by limited clinical placement capacity, creating a need for regional expansion into Northeast Ohio through partnerships with healthcare systems such as the Cleveland Clinic, University Hospitals, and MetroHealth. He explained that the Northeast Ohio program is an Accelerated Program Format where students complete nursing courses in 24 months upon entry into the Northeast Ohio pathway.

VP Durojaiye next presented on NEOMED's proposed expansion of medical education into Southwest Ohio through partnerships with healthcare organizations such as Christ Hospital, TriHealth, and Dayton Children's Hospital. He described shared strategic goals that included addressing physician shortages, strengthening residency and fellowship pipelines, integrating education and research with clinical excellence, and improving healthcare outcomes throughout the region. The presentation reviewed plans for NEOMED medical students to begin third-year clinical rotations at Christ Hospital beginning in Summer 2026, with additional expansion planned in 2027.

Executive Session

Trustee Schell moved, Trustee Peterson seconded, and by unanimous roll call vote, with all voting in favor and none opposed, the Committee convened to Executive Session to consult with counsel; for matters required to be kept confidential, trade secrets; and for FERPA protected matters; as provided by the Open Meetings Act, Ohio Revised Code Section 121.22.

Return to Public Session

Other Business

Adjourn

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

Written Updates

- [UCM Newsletter](#)
- [Student Life Newsletter](#)
- [Student Life, Student Wellness Report](#)
- [Student Life, Student Engagement](#)
- [EMSS, Career Services](#)
- [EMSS Newsletter](#)
- [Academic Advising](#)
- [Senate Report](#)



Theodore O. Pickerill II
Secretary to the Board of Trustees

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Consent Calendar

RESOLUTION R2026-55

BE IT RESOLVED, that the Board of Trustees hereby approves the following new courses of instruction:

CHI 171 Journey into Chinese Culture and Society (3)

This course introduces students to Chinese culture, spanning from ancient times to the present. We'll explore China's history and modern developments, examining the foundational events and figures that shaped the country's unique trajectory. The course will examine the influence of Chinese religions, philosophy and culture on China's social structure and everyday practices. Other topics include culinary diversity and the cultural significance of foods, customs and holidays, literature, arts, music, and popular entertainment. Through lectures, discussions, and multimedia materials, students gain an understanding of the complexity, beauty, and enduring legacy of Chinese culture.

Standard Letter Grade; Lecture.

CHI 231 Beyond The Human: The Chinese Supernatural (3)

This course explores the supernatural in China across thousands of years and invites students to reconsider what it means to be human. By examining Chinese cultural conceptions and representations of the supernatural and the fantastic, it engages students deeply with myth, belief, and wonder as vital forms of cultural expression and self-understanding that technology cannot replicate. Readings and discussion in English.

Standard Letter Grade; Lecture

EDP 359 Access Miami Practicum in Career-Readiness (3; maximum 6)

This practicum course provides an on-campus supported employment experience for students to develop career-readiness skills as a part of the Access Miami Program (AMP). This career-readiness practicum will provide a 10-week on-campus supervised and supported work experience for approximately five hours per week for a minimum of 50 total practicum hours. Students will set goals and actively engage to increase their independence and career-readiness skills in communication, time management, task organization, professionalism, and collaboration in an employment setting.

Standard Letter Grade; Practicum

GEO/GLG 321 Drone Pilot Certification Preparation (1)

Introduces students to the main concepts of drone technology with a focus on Part 107 pilot test preparation and hands-on flight practice. This course provides students with the necessary knowledge, skills, and best practices to safely and effectively operate drones for various applications, including research, photography, mapping, inspection, and more.

Standard Letter Grade; Lecture.

HST 234 History of Christianity (3)

Survey of the History of Christianity from the beginning to the present. Explores the formation and development of core Christian beliefs, practices, and institutions in their historical context. Examines the diversity in Christianity between and within Eastern Orthodox, Roman Catholic, and Protestant traditions. Emphasis will be placed on the global spread of Christianity.

Standard Letter Grade; Lecture.

MME 442/542 Applied AI for Mechanical and Manufacturing Engineers (3)

This course provides knowledge and background about Machine Learning and its applications in Mechanical and Manufacturing Engineering. Students will gain new knowledge about various machine learning methods such as deep, convolutional, and graph neural networks, and learn how to utilize machine learning to analyze and design mechanical and manufacturing systems.

Standard Letter Grade; Lecture.

MTH 107 Mathematics of Democracy (3)

This course will introduce the core mathematical ideas behind voting and social choice. Topics include methods of elections (voting theory), power distribution, apportionment, and gerrymandering. Students will learn the historical precedents behind each topic as well as the laws and regulations that govern them. Major projects will engage students in the material and apply their knowledge. PA-1A, SI-02.

Standard Letter Grade; Lecture.

MTH 118 Extended College Algebra (3)

This college algebra course is designed to provide a review of fundamental algebra concepts, followed by an in-depth approach to key topics in college algebra. Course topics include: algebra with exponents and radicals, factoring algebraic expressions, simplifying rational expressions, solving equations, functions, average rate of change, composites and inverses, polynomial functions, rational functions, exponential functions, and logarithmic functions. Credit will only be given for only one of the following courses: MTH 118, MTH 122, or MTH 125.

Standard Letter Grade; Lecture.

ORG 325 Sociology of Advertising (3)

This course examines advertising as a social and organizational institution that shapes culture, identity, and economic life. Rather than focusing on marketing techniques or campaign execution, the course emphasizes sociological perspectives on persuasion, branding, and consumer culture. Topics include advertising as meaning-making, the relationship between organizations and audiences, symbolic power, inequality and representation, and ethical controversies in contemporary media environments.

Students analyze advertisements, brands, and industries using sociological theory and empirical research, with attention to how advertising reflects and reinforces social values while advancing organizational goals. The course provides students with critical tools for understanding advertising's role in modern organizations and society.

Standard Letter Grade; Lecture

ORG 355 Algorithms at Work: AI, Surveillance, and Organizational Control (3)

This course examines how artificial intelligence and algorithmic systems are reshaping work, decision-making, and authority within organizations. Rather than focusing on technical design or programming, the course analyzes AI as a social and organizational phenomenon. Topics include algorithmic management, workplace surveillance, data-driven evaluation, bias and inequality in automated systems, and the changing nature of expertise and professional authority. Students explore how organizations adopt and govern AI technologies, how workers respond to algorithmic oversight, and how legal and institutional frameworks regulate emerging systems. Through case studies and empirical research, the course provides sociological tools for understanding the organizational consequences of AI and digital technologies.

Standard Letter Grade; Lecture

ORG 367 White-Collar Crime (3)

This course examines white-collar crime and organizational misconduct as social and organizational phenomena rather than individual moral failures. Students analyze how organizational structures, professional norms, incentive systems, and institutional environments shape unethical and illegal behavior in corporations, nonprofits, and public agencies. Topics include fraud, regulatory violations, corruption, whistleblowing, and the normalization of deviance, with attention to power, inequality, and organizational culture. Through case studies of major corporate and institutional scandals, students learn how misconduct emerges, how it is justified or concealed, and how organizations respond to legal and public scrutiny.

Standard Letter Grade; Lecture

STA 247 Career Preparation and Emerging Tools in Data Analytics (3)

This course prepares students for careers in data analytics by combining professional development with hands-on experience in emerging tools. Students establish career goals and learn to tailor resumes, cover letters, reference lists, social media presence, and interview and negotiation skills for internship and job searches. The course explores the roles of Data Analysts across industries, highlighting required professional preparation and potential career paths. Students investigate the latest tools, technologies, and methodologies used in the field.

Standard Letter Grade; Lecture

WLC 245 Imagining the Sustainable City (3)

This course examines the intersection of imagination and urbanization in the quest for sustainable cities. Whether in the planning stages, the peak, or the memory of a lost city, artists, writers, public intellectuals, and citizens have sought to find a sense of community, identity, problems, solutions, and hope in their representations of urban life. Thus, communication and creativity are instrumental to effect change. By engaging in dialogue about existing cities and envisioning their futures, audiences will be able to intervene in the trajectories of urban environments. PA-4C, SI-01.

Standard Letter Grade; Lecture.

Revisions to Existing Courses

ACE 051 Academic English Structure and Application (4)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 112 Advanced Communications Strategies: Speaking and Listening for Academic Contexts (5)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 113 Reading and Writing in Academic Contexts (4)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 310 Special Topics in American Academic Culture for International Students (1 to 3; maximum 6)

Delete course.

Rationale for deletion: ACE Program terminated.

ACE 310J Elements of Debate (3)

Delete course.

Rationale for deletion: ACE Program terminated.

ARB 301 Advanced Arabic (3)

Delete course.

Rationale for deletion: The Arabic Program is being deactivated due to low student interest.

ARB 302 Advanced Arabic (3)

Delete course.

Rationale for deletion: The Arabic program is being deactivated.

ARB 340 Internship (3)

Delete course.

Rationale for deletion: The Arabic Program is being deactivated due to low interest.

BIO 465/565 Animal Behavior (4)

Change in description, instructional type, and learning outcomes; adding Senior Capstone designation.

Rationale for revisions: As a new professor, I taught this course as a capstone in Fall 2024 and did not realize that the course MP designation had been removed. I have updated the request with Capstone Pillars and Learning Outcome information to meet the goals of the new Miami Global Plan.

BUS 206 Career Identity and Professional Development for Business Majors (1)

Change in title (from “Exploration for Business Majors”), description, and learning outcomes.

Rationale for revisions: Revisions to BUS 206 are necessary to address declining enrollment and eliminate redundancy created by the alumni major-related career panels offered through the Major Exploration Conference, which duplicate the current panel requirement within the course. The revised BUS 206 repositions the class as a structured, evidence-based 1-credit seminar focused on early career development, using tools such as the Strong Interest Inventory, guided reflection, and scaffolded assignments to help students clarify their interests, values, strengths, and potential career pathways. This is not a résumé-building course; it prioritizes foundational competencies in self-awareness, curiosity, values clarification, and well-being—areas aligned with the Farmer School of Business Beyond Ready competencies and current employer expectations. The updated structure is scalable, consistent across sections, and deliverable by Career Services staff through standardized instructional materials, improving curricular relevance and supporting student confidence and readiness for future experiential and recruitment activities.

BUS 301 Basics of Business I (3)

Delete course.

Rationale for deletion: We have redesigned the PRIME program and no longer intend to offer BUS 301.

BUS 303 Client Consulting Experience (1)

Change in title (from “Business Process Integration”), description, prerequisites, pre/co-requisites, instructional type, credit hours (from 3 to 1), and learning outcomes; adding Experiential Learning designation.

Rationale for revisions: Changing this from a 3 to a 1 credit hour course. This course, along with BUS 302, will be the curriculum for the summer PRIME program. Students will have the option to take other courses that count towards the business minor during the summer.

CAS 134 Critical Reading & Discussion in Academic Contexts for English Language Learners (3)

Delete course.

Rationale for deletion: Program termination.

CEC 112 Imagination, Ingenuity, and Impact II (3)

Change to description.

Rationale for revisions: This course can be used to fulfill the Advanced Writing Requirement as part of Writing Across the Curriculum for Biomedical Engineering. The other courses in the Writing Across the Curriculum sequence for Biomedical Engineering are CPB 321 (Bioethics) and CPB 474 (Biomedical Engineering Design I). The Advanced Writing Requirement documentation (memo and link to writing

Outcomes) has been submitted separately with CPB 474 (Biomedical Engineering Design I) in the CIM system.

Please add the Hamilton campus (in addition to the Oxford campus) to the locations where CEC 112 is offered. The ENT and CIT departments in CLAAS will offer CEC 112 on the Hamilton campus for students who intend to transfer to Oxford later to pursue majors in CEC.

This course will fulfill one part of the Writing Across the Curriculum sequence for biomedical engineering majors. CPB 321 and CPB 474 are the other courses in the sequence. The three courses in the sequence (CEC 112, CPB 321, and CPB 474) give students the opportunity to develop skills across their time at Miami University as the courses should be taken early (CEC 112), in the middle (CPB 321) and at the end (CPB 474) of their time at Miami. CEC 112 is included in this sequence because students receive multiple opportunities and formats to write and have the ability to revise and improve their work.

Additional information for the Advanced Writing Requirement as part of Writing Across the Curriculum for Biomedical Engineering are available with the CPB 474 (Biomedical Engineering Design I) record in CIM as directed on the Howe Writing Center webpage. However, the attached syllabus has highlighted, in red font, components of the course that play a role in satisfying the Advanced Writing Requirement.

CHI 253 Three Kingdoms (3)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CHI 257 Chinese Satire (3)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CHI 330 Chinese Verbal Theatre Performance (3; maximum 12)

Delete course.

Rationale for deletion: We don't have enough students to enroll this course.

CJS 670 Special Topics in Justice (1-6; maximum 6)

Delete course.

Rationale for deletion: This course is no longer offered -- it was part of a now-deactivated masters degree program.

CSE 273 Optimization Modeling (3)

Change to prerequisites, change to learning outcomes.

Rationale for revisions: This course involves some programming and occasionally students who have not taken CSE 174 struggle. Adding the introductory programming course as a prerequisite addresses this gap. This is an old course and CIM did not have learning objectives for it. The ones entered here have not been modified in years.

ELP 116 American Academic Culture and Communication for English Language Learners (3)

Delete course.

Rationale for deletion: Program termination.

ELP 233 Advanced Speaking and Listening Strategies in Academic Contexts for English Language Learners (3)

Delete course.

Rationale for deletion: ACE program terminated.

ENG 322 Print and Digital Editing (3)

Change in course number (from 412/512) and instructional type; adding learning outcomes.

Rationale for revisions: We want to make this a 300-level class as it does not have any prerequisites and it makes more sense as a 300-level. We also seek to remove the cross-listed 500 level designation. We believe that it is currently a 400/500 level from a time when our major was converted from a previous program that was a BA/MA program, but that was many years ago, and we no longer have students enrolling in the 500 level course.

ENG/IMS 411/511 Visual Rhetoric & Information Design (3)

Change in title (from "Visual Rhetoric"), instructional type, and learning outcomes.

Rationale for revisions: Changing the title to more accurately reflect what we have already incorporated into the curriculum. Removing the "do not use" recitation instructional type. Adding SLOs.

ENT 401 Instrumentation and Process Control (3)

Change in title, description, pre-requisites, and learning outcomes.

Rationale for revisions: The new title, ENT 401 Instrumentation and Process Control, is more descriptive and relevant to modern industry. The original course, Computerized Instrumentation, focused on a broad overview of servo-mechanisms and digital signal processing. The updated description is more specific, emphasizing LabVIEW and National Instruments (NI) platforms, which are widely used in the industry for data acquisition and control. The course is now a project-based course where students will get hands-on experience in instrumentation and control.

FRE 600 Seminar in French Literature (1-4)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

FRE 614 Introduction to French Literary Theory (3)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

FRE 680 Independent Studies (1-6; maximum 15)

Delete course.

Rationale for deletion: This course was part of our graduate program, which no longer exists.

GLG 322 Structural Geology (4)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: This is a required course for our Geology Major. Due to low enrollment, we are changing the offering of the course from every year to every other year. Consequently, we are removing some of the pre-requisites to allow students to take the course earlier in their studies.

GLG 492/592 Global Tectonics (3)

Change in pre-requisites, instructional type, credit hours (from 4 to 3), and learning outcomes.

Rationale for revisions: Changing course from 4-credit Lecture/Lab to a 3-credit Lecture course to conform with other departmental 400/500 level elective courses.

GRK 410 Special Topics in Greek Literature (3; maximum 12)

Delete course.

Rationale for deletion: The course is no longer offered.

HUM 320 Humanities Lab (1-3; maximum 6)

Change in instructional type, credit hours (from 2 to 1-3), and learning outcomes; adding Experiential Learning designation.

Rationale for revisions: This lab has consistently offered students hands on, skills-based experiences in humanities research. It is therefore being proposed that it serve as a practicum and an EL-designated course.

The lab also counts towards the Humanities Engagement Certificate as a "contribute" activity of which certificate students need two.

IMS 470/570 Introduction to Esports (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides a high-level introduction to esports, but also allows for depth in the structure and business of esports.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 471/571 Esports Broadcasting (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides an introduction to casting techniques and business models. This foundation will be built upon in the advanced courses in the certificate.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 472/572 Esports Event Management (3)

Change in credit hours (from 2 to 3) and learning outcomes.

Rationale for revisions: This is one of three "base courses" in the Esports Management Undergraduate Certificate. It provides an introduction to the business and logistics of event management. This foundation will be built upon in the advanced courses and final practicum in the certificate.

Change in credit hours from 2-3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

IMS 474/574 Special Topics in Esports (3; maximum 6)

Change in prerequisites and credit hours (from 2 to 3).

Rationale for revisions: The change in repeat enrollment is due to different special topics being offered and students being able to learn and use multiple iterations.

Change in credit hours from 2 to 3 better meets student needs and is part of plan to go from 6 courses to 4 in esports.

ITS 333 Global Development and Inequality (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: Given the course learning outcomes either Econ 201 or Econ 202 will prepare students for the course material.

LAT 310 Special Topics in Latin Literature (3; maximum 12)

Delete course.

Rationale for deletion: The course is no longer offered.

LAT 410 Latin Seminar (3; maximum 12)

Delete course.

Rationale for deletion: The course will not be offered any longer due to changes in curriculum and major.

MAC/ENG 213 Film and TV Screenwriting (3)

Change in title (from "Writing for Film and TV"), description, and learning outcomes.

Rationale for revisions: This is part of a series of updates to course titles and bulletin description language in MAC's media production courses. Changes are generally minor and are meant to increase legibility for students. Also, added missing SLOs.

MME 432/532 Digital Manufacturing (3)

Change in description, instructional type, learning outcomes.

Rationale for revisions: Made small adjustments to the course description and the wording in a couple of learning outcomes.

MME 435/535 Process Engineering (3)

Change in bulletin description, pre-requisites, learning outcomes, and instructional type.

Rationale for revisions: Adjusted the course description, some of the student outcomes, and one of the prerequisites. Based on department approval on Dec 1st 2025

MME 443/543 Quality Control and Stochastic Process (3)

Conversion from MME 334; change in bulletin title, bulletin description, and learning outcomes.

Rationale for revisions: This is an existing course for Smart Manufacturing Engineering and Engineering Management - Manufacturing Concentration majors. The department is adjusting the level and adding new content, aligning with industrial needs.

MTH 025 Algebra Concepts for Precalculus (4)

Change in bulletin description, learning outcomes, and credit hours (from 5 to 4).

Rationale for revisions: MTH 025 provides an entry point for matriculating students who are not prepared for but ultimately need to take either College Algebra (MTH 122) or Precalculus (MTH 125). This includes a significant number of students who will eventually take Business Calculus (MTH 141, for which MTH 122 is prerequisite) or Calculus I (MTH 151, for which MTH 125 is prerequisite). Since the course was introduced on the Oxford campus in Spring 2019, we have found that students are hesitant to register for a five credit-hour course that does not count towards the degree. We have also found that many students who take MTH 025 are familiar with the material on lines and linear equations found at the beginning of the course. We are therefore proposing to reduce the number of credit hours to four, removing the material on lines and linear equations from the beginning of the course and placing slightly more emphasis on applications of other topics.

NSG 611 Psychotherapeutic Foundations and Modalities for PMHNPs (2)

Change in credit hours (from 3 to 2).

Rationale for revisions: This was entered as 3 credits in error when it was proposed in November. The correct number of credits was always intended to be 2 credits. This revision simply corrects the credit hours.

NSG 623 Psych Mental Health Nurse Practitioner Clinical II (3)

Change in description, credit hours (from 2 to 3).

Rationale for revisions: In effort to reduce required winter courses as a program requirement, we have eliminated the 1 credit (NSG 625) winter course from the Psychiatric-Mental Health Nurse Practitioner MSN. The clinical hours from that course will be absorbed into this clinical course NSG 623. An additional credit is needed to account for the additional required clinical hours.

NSG 646 Clinical Prevention and Population Health (3)

Change in description and learning outcomes.

Rationale for revisions: The course is now only offered to our Nurse Practitioner students, allowing us to better tailor outcomes and content. Previously, it was also offered to Nurse Executive Leadership students, which led to a more broad overview. Changes also reflect updated accreditation standards, updated associated materials, and the removal of a community-based component. Our nurse practitioners have 750

hours of clinicals within the community, so they do not need the extra community piece in this course.

POL 306 Applied Research Methods (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added to the pre-requisite list. SLOs were added.

POL 344 U.S. Congress (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as pre-req because that will be mostly taught instead of POL 241. SLOs were added.

POL/WGS 348 Gender Politics & Policy in the United States (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added as pre-requisite and SLOs added.

POL 351 Criminal Justice (3)

Change in prerequisites and learning outcomes.

Rationale for revisions: The POL 243 was added to the pre-requisite list. SLO's were added.

POL 352 Constitutional Law and Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 was added to the pre-requisite list. SLOs were added.

POL 353 Constitutional Rights and Liberties (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 course was added to the list of pre-requisites. SLOs were added.

POL 356 Mass Media and Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as a pre-req in the major which will replace POL 241. SLOs were added.

POL 357 Politics of Organized Interests (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 as a pre-req which will replace POL 241. SLOs were added.

POL 359 U.S. Campaigns and Elections (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are adding the new civics course POL 243 to replace our existing POL 241 as a pre-req. SLOs were added.

POL 362 Public Management, Leadership, and Administrative Politics (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: POL 243 was added for pre-requisite. SLOs were added.

POL 363 Administrative Law (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: The POL 243 pre-requisite was added along with SLOs.

POR/FST/LAS 204 Brazilian Culture Through Music and Film (3)

Change in description, prerequisites, instructional type, and learning outcomes; adding Signature Inquiry designation.

Rationale for revisions: The rationale is to update this course to meet the needs of students and the department.

SLM 276 Current Issues in Sport (3)

Change in title (from "Current Issues in Leisure and Sport"), description, and learning outcomes.

Rationale for revisions: This proposal is being submitted to a) change the name of the course, and b) confirm its designation as a Miami Plan course.

The name change is in response to a clearer focus on sport within the department.

Since becoming our own department, SLAM has moved towards a clear and consistent focus on sport to best serve our students' interests and career goals.

SLM 473/573 Children and Youth in Sport (3)

Change in title, description, and pre-requisites; adding dual-listing and learning outcomes.

Rationale for revisions: SLM 473 has existed as an undergraduate level course for many years. We would like to offer a graduate level option for the course as a 400/500 or slash course. We feel that the content of this course is essential for graduate students pursuing careers in sport coaching, sport management, or sport psychology fields (the typically careers post graduate study). The SLAM department will no longer offer SLM 673, which had some overlapping content but not all, due to a retirement and lack of personnel. Offering SLM 473/573 is an efficient use of the department's resources. There are no other graduate level youth sport classes.

SPA 210 Topics in Speech Pathology and Audiology (3, maximum 6)

Delete course.

Rationale for deletion: Not enough faculty to teach this course; it's an elective course on the 5-year deletion list.

SPA 402 Counseling Strategies for Speech Pathologists and Audiologists (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: We are updating learning objectives. We have removed SPA 127 as a prerequisite.

SPA 627 Pediatric Language and Autism Spectrum Disorders (3)

Change in prerequisites, instructional type, and learning outcomes.

Rationale for revisions: This course only requires graduate standing. Learning outcomes were added to this course.

STA 308 Scripting and AI for Data Processing (3)

Change in title (from “Introduction to Programming and Scripting for Data Analytics”), description, prerequisites, and learning outcomes.

Rationale for revisions: Spring 2026: Review student learning outcomes and course prerequisites based on feedback from the Data Analytics Major Program Assessment. Slightly revised student learning outcomes.

STA 367 Data Management and Predictive Modeling for Analytics (3)

Change in course number (from 309), title (from “Building, Managing and Exploring Data Sets in Analytics”), description, prerequisites, and learning outcomes.

Rationale for revisions: Spring 2026: We are revising this course based on feedback from the Data Analytics Major program assessment. We are changing the course number to STA 367 to make it more clear to students that the course comes after STA 308 and STA 363 (the prerequisite statistics courses).

TCE 362 U.S. Political/Economic Experience for Teachers (3)

Change in credit hours (from 4 to 3).

Rationale for revisions: TCE 362 credit change first reflects a realignment to balance among the other required program course credit hours. The program reviewed the course objectives, student learning outcomes, and assessments, and all are well-suited for three credits because this course is not associated with additional instructional components such as a lab hour, TA-supported office hours, or project hours. Second, the credit adjustment is to ensure the faculty's instructional workload. The current course structure requires more preparation, contact time, grading, and student engagement consistent with other three-credit courses in the department. However, this course still counts toward the faculty's teaching load. Maintaining a four-credit course can lead to an inequitable workload across courses and may distort teaching load calculations. Therefore, the credit change from 4 to 3 credits will support equitable workload distribution while maintaining instructional quality and course effectiveness.

TCE 425/525 TESOL in PK-12: English Literacy Development (3)

Change in description and learning outcomes; adding dual listing.

Rationale for revisions: We have 4+1 Literacy and Language Master's students who are looking for pathway coursework options. This dual-listed course will provide students with a course that will fulfill requirements in both grad and undergrad programs.

For the Record:

The following course changes only required divisional approval and are being reported here for the record only.

Subject	Number	Short Title	Hrs.	Reason for Change
BIO	699G	Rocky Mountains	3	New temporary course
BUS	302	Basics of Business	3	Change in prerequisites
BUS	406	Beyond the Degree	2	New temporary course
CEC	780	Doctoral Development Seminar	1; max 9	New temporary course
CIT	154	Personl Computr Concppts & Apps	3	Change in description
CPB	426/526	Tissue Engineering	3	New temporary course
CPB	427	Biomedical Engineering Lab	1	New temporary course
CPB	468/568	BME Signal and Imaging System	3	Change in prerequisites
EDL	499D/599D	Liberty's Echoes	3	New temporary course
ENT	152	Manufacturing Processes	3	Change in prerequisites
ENT	193	Circuit Analysis II	3	Change in prerequisites

ENT	272	Mechanics II:Material Strength	3	Change in prerequisites
ENT	291	Industrial Power Electronics	3	Change in title
ENT	301	Dynamics	3	Change in description & prerequisites
ENT	303	Digital Signal Processing	3	Change in prerequisites
ENT	310	Fluid Mechanics	3	Change in prerequisites
ENT	312	Thermodynamics	3	Change in prerequisites
ENT	313	Intro to Industrial Robotics	3	Change in prerequisites
ENT	317	Fundamentals of Fabrication	3	Change in prerequisites
ENT	403	Industrial Communication	3	Change in co-requisites
ENT	415	Heat Transfer With Application	3	Change in prerequisites
IMS	340	Internship	0-20	Change in description
IMS	351	Intro to Mobile App Dev	3; max 6	Change in prerequisites
IMS	431	Immersive & Reactive 2: Dev.	3	Change in prerequisites

IMS	487/587	Game Prototyping, Pipeline	3	Change in prerequisites
ITS	299C	Community-Led Development	3	New temporary course
MTH	124	Trigonometry	3	Change in prerequisites
NSG	620	Primary Care Skills	1	Change in title
NSG	621	PMHNP Clinical I	3	Change in description
NSG	627	PMHNP Clinical III	3	Change in title & description
POL	459	Solving Problems Through Gov	3	Change in prerequisites
TCE	418	TESOL PK12: Teaching Practicum	3	Change in description & prerequisites
UNV	212	Constitutionalism	3	New temporary course
UNV	405	Core Texts in Civic Thought	3	New temporary course

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-56

WHEREAS, Ohio Revised Code 3345.81 Strategic Completion Plan, states:

“Not later than June 30, 2014, the board of trustees of each institution of higher education, as defined by section 3345.12 of the Revised Code, shall adopt an institution-specific completion plan designed to increase the number of degrees and certificates awarded to students. The plan shall be consistent with the mission and strategic priorities of the institution, include measurable student completion goals, and align with the state’s workforce development priorities. Upon adoption by the board of trustees, each institution of higher education shall provide a copy of its plan to the chancellor of higher education.

The board of trustees of each institution of higher education shall update its plan at least once every two years and provide a copy of their updated plan to the chancellor upon adoption.”

THEREFORE, BE IT RESOLVED, that the Board of Trustees hereby accepts the attached Completion Plan Update Report, and directs the Provost to submit the document to the Ohio Department of Higher Education.

MIAMI UNIVERSITY

Completion Plan 2026-2028

Submitted in compliance with **Ohio Revised Code § 3345.81** (eff. March 2, 2021; S.B. 89, 133rd General Assembly), which requires each institution's Board of Trustees to adopt and maintain an institution-specific strategic completion plan designed to increase degrees and certificates awarded, consistent with the institution's mission, aligned with state workforce development goals, and submitted to the Chancellor of Higher Education upon adoption.

This plan covers the two-year period from 2026 to 2028 and updates Miami University's 2024 Completion Plan. Strategies are organized by type of intervention rather than by administrative division, reflecting Miami's conviction that durable gains in retention and graduation require coordinated action across the institution.

Statutory Context: ORC § 3345.81

Ohio Revised Code § 3345.81 requires the Board of Trustees of each institution of higher education to:

- Adopt an institution-specific strategic completion plan designed to increase degrees and certificates awarded;
- Ensure the plan is consistent with the institution's mission and strategic priorities;
- Include measurable student completion goals;
- Align with the state's workforce development priorities;
- Provide a copy to the Chancellor of Higher Education upon adoption;
- Update the plan at least once every two years and submit the updated plan to the Chancellor upon adoption.

The Miami University Board of Trustees adopts this plan in fulfillment of those obligations. This document constitutes the institution's updated completion plan for the 2026-2028 cycle.

Enrollment and Completion Data Snapshot

The following data reflect Miami University’s student profile as of Fall 2025, drawn from the 15th Day Official Enrollment Report, the STAIR Fact Book, and institutional research records. All figures are Fall 2025 unless otherwise noted.

Oxford Campus: Student Profile

16,405 Undergraduates	2,018 Graduate students	54.8% Female	68.0% Ohio residents
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Data Point	Value	Year
Total Undergraduate students (Oxford)	16,405	Fall 2025
Total Graduate students (Oxford)	2,018	Fall 2025
% of Female Students	54.8%	Fall 2025
% of Ohio Residents	68.0%	Fall 2025
First-time, full-time: Female %	54.3%	Fall 2025
First-time, full-time: Ohio residents %	66.8%	Fall 2025
% born in 2006 or 2007	96.8%	Fall 2025

Oxford: Financial Profile - First-time, Full-time Undergraduates

Indicator	Value	Year
% of Pell Grant recipients	14.2%	Fall 2025
% with financial need	45.4%	Fall 2025
% with need who received financial aid offers	99.8%	Fall 2025

Oxford: Academic Preparation - First-year, First-time Students

Indicator	Value	Year
% with 3.5+ GPA (replaces top-10% metric)	78.5%	Fall 2025
% entering with college credit (AP, CCP, other)	65%	Fall 2025
Average transfer credit hours	19.8 hrs	Fall 2025

Oxford: Retention and Graduation Outcomes

90%	75.5%	80.9%	95%
First year retention (2024 cohort)	4 year grad rate (2021 cohort)	Avg. 6 yr grad rate (last 4 yrs)	NCAA Graduation Success Rate 2024 25

Metric	Value	Year
First-year retention rate, full-time baccalaureate, Oxford	90.0%	Fall 2024
Four-year graduation rate	75.5%	Fall 2021 cohort
Six-year graduation rate (avg., last 4 years)	80.9%	2019-2022 cohorts
IPEDS four-year grad rate rank among Ohio public universities	2nd in Ohio	
NCAA Graduation Success Rate for student-athletes	95.0%	2024-25

Oxford: Gaps in Retention

83.1%	91.3%	82.7%	91.4%
First gen retained	Non first generation retained	Pell recipients retained	Non Pell retained

Population	Value	Year
First-generation students	83.1%	Fall 2024 cohort
Non-first-generation students	91.3%	Fall 2024 cohort
Gap (first-generation vs. non-first-generation)	-8.2 pts	Fall 2024 cohort
Students receiving Pell grants	82.7%	Fall 2024 cohort
Students not receiving Pell grants	91.4%	Fall 2024 cohort
Gap (Pell vs. non-Pell)	-8.7 pts	Fall 2024 cohort

Regional Campuses Data

Regional Campuses: Student Profile



Data Point	Value	Year
Regionals Undergraduate - Hamilton	2,724	Fall 2025
Regionals Undergraduate - Middletown	1,062	Fall 2025
Regionals Total	3,786	Fall 2025
First-time, full-time: Female %	51.5%	Fall 2025
First-time, full-time: Ohio residents %	84.3%	Fall 2025
% part-time students	32.5%	Fall 2025
% full-time students	67.5%	Fall 2025
% non-traditional (age 25+)	15.5%	Fall 2025
% female (all regional students)	53.4%	Fall 2025
% male (all regional students)	46.6%	Fall 2025
% CCP (College Credit Plus) students	20%	Fall 2025

Regional Campuses: Financial Profile - First-time, Full-time Undergraduates

Indicator	Value	Year
% of Pell Grant recipients	51.6%	Fall 2025
% with financial need	62.7%	Fall 2025
% with need who received financial aid offers	98.5%	Fall 2025

Regional: Academic Preparation - First-time Students

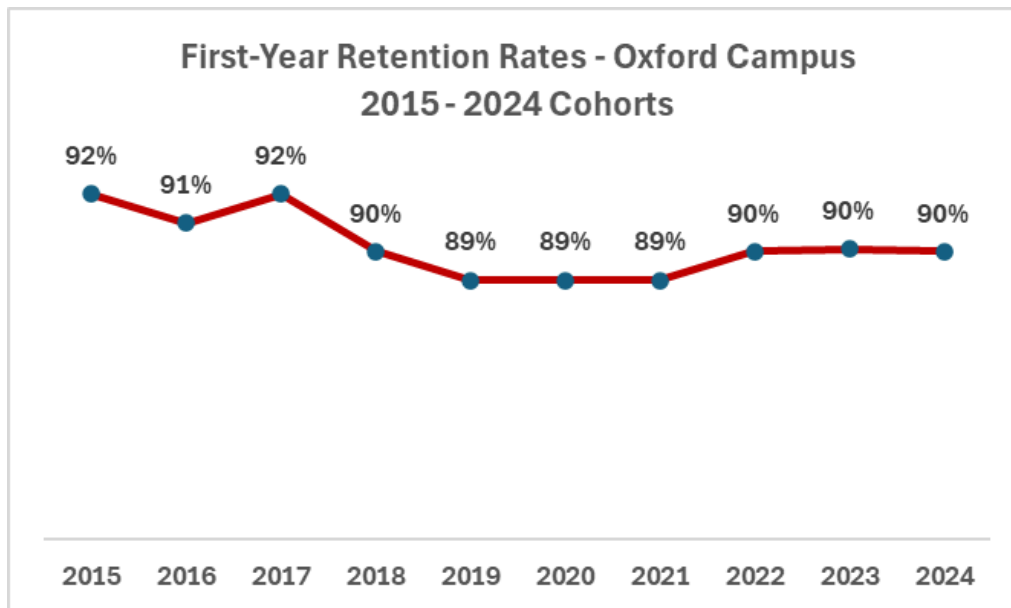
Indicator	Value	Year
% with 3.5+ GPA	26.5%	Fall 2025
% entering with college credit (AP, CCP, other)	47%	Fall 2025
Average transfer credit hours	20 hrs	Fall 2025

Regional: Retention and Completion Outcomes

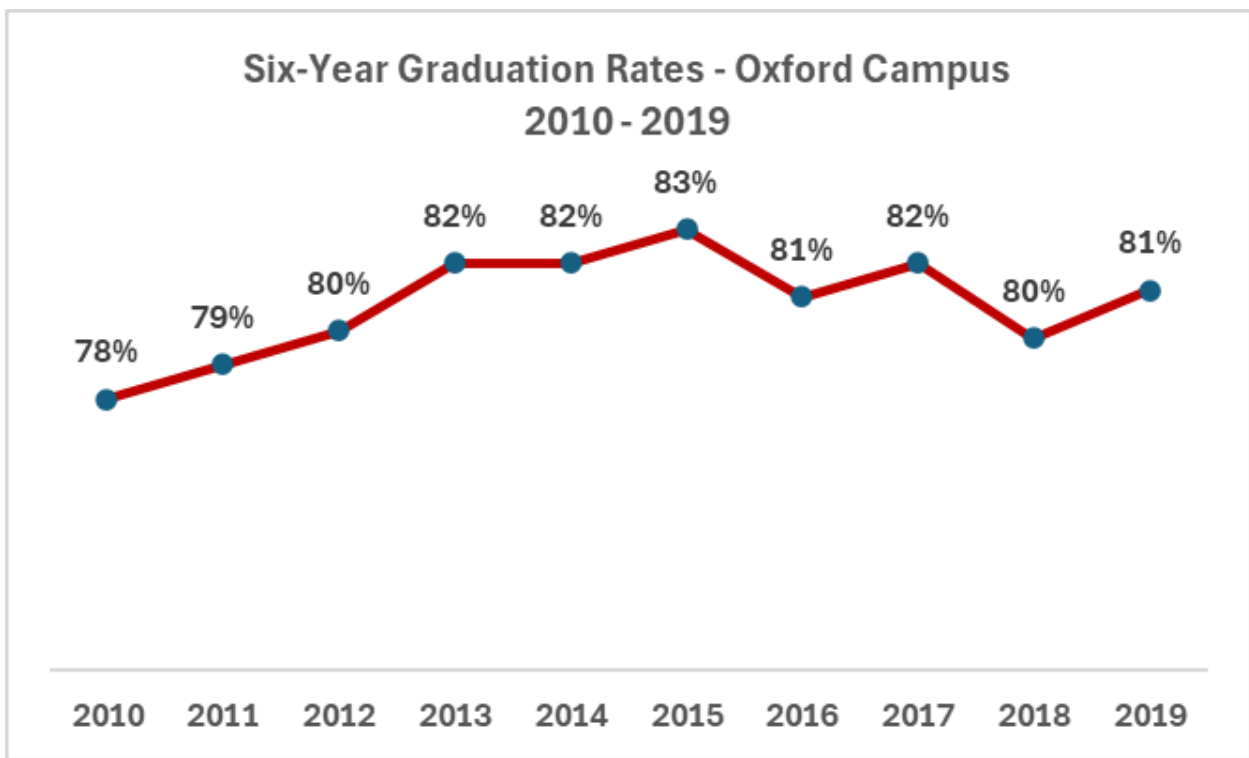
Metric	Hamilton	Middletown
Retention rates (2024 cohort)		
First-year retention rate	43%	67%
Six year graduation rates (2019 cohort)		
Bachelor’s degree earned in 6 years or less	21%	23%
<i>Hamilton and Middletown are reported as separate institutions to IPEDS and ODHE. Retention counts enrollment at either Regional campus; transfer to Oxford is not counted as retained. Graduation counts degrees awarded by Hamilton or Middletown within six years; Oxford completion counts as transfer-out.</i>		

The Hamilton and Middletown campuses are currently transitioning to [Miami Polytechnic with](#) an anticipated launch date of Fall 2027. The polytechnic model integrates applied, hands-on learning, industry-aligned curriculum, and career readiness into all programs, in partnership with regional employers. Because this structural transformation is expected to change the student population profile, program mix, and career outcomes of both campuses significantly, the retention and graduation baselines above should be interpreted as pre-transition figures. Measurable completion targets for Miami Polytechnic will be established as part of the 2028 Completion Plan update, once the inaugural cohort has been admitted and baseline data are available.

Historical Retention and Graduation Trends



Cohort Year	First-Year Retention Rate
2015	92%
2016	91%
2017	92%
2018	90%
2019	89%
2020	89%
2021	89%
2022	90%
2023	90%
2024	90%



Cohort Year	6-Year Graduation Rate
2010	78%
2011	79%
2012	80%
2013	82%
2014	82%
2015	83%
2016	81%
2017	82%
2018	80%
2019	81%

Progress on Prior Completion Plan Strategies

The 2024 Completion Plan established commitments across advising, curriculum, technology, policy reform, and support for special populations. The following summarizes progress against those commitments.

Academic Advising

In 2024-25, professional advisors conducted 17,680 scheduled appointments and 9,094 drop-in sessions. No-show appointments fell for the third consecutive year, from 3,165 in 2022-23 to 1,697 in 2024-25, a 46% reduction. Post-appointment survey response volume tripled; overall advising experience was rated 4.76/5.0 and academic planning scored 4.57, the largest single-year gain across all categories.

17,680	4.76/5	1,697	1,048
Scheduled appointments, 2024-25	Overall advising experience score	No shows, down 46% since 2022-23	Survey responses, up 170% YoY

Current-year data (2025-26, through April 12) show 18,117 scheduled appointments across 13,057 distinct students. Positive sentiment in qualitative feedback reached 97.7%.

Navigate and Early Alert

Miami University uses Navigate Student, an advising and student success platform developed by EAB, to support proactive student outreach and early intervention. Launched at Miami in Fall 2023, Navigate has grown to over 9,000 all-time users and is now embedded in advisor accountability structures, with Navigate usage standards incorporated into annual advisor performance reviews.

A core feature of the platform is its early alert system, which allows faculty and staff to flag students who may be struggling academically or personally. In 2025–26, Oxford campus advisors generated 615 fall and 550 spring progress report alerts, while Regional campus advisors generated 130 fall and 180 spring alerts. The platform also supports positive outreach: Oxford advisors issued 403 kudos and Regional advisors issued 155 kudos in Fall 2025, reinforcing a culture of recognition alongside early intervention.

Pathways and Exploratory Studies

After moving to a two-semester proactive advising model, [Pathways](#) fall-to-fall retention improved to nearly 70%, and 83% of Fall 2025 Pathways students earned a GPA above 2.0. Since the [Student Success Center](#) assumed oversight of [Exploratory Studies](#) in 2024, fall-to-fall retention for exploratory students rose from 81% to 83.6%.

Policy Reform

Over 30 registration hold categories affecting more than 3,500 students have been eliminated through Workday Student implementation. Academic policy review has produced changes to midterm grade reporting, the foreign language deficiency policy, and the two-strikes academic dishonesty policy. The Fresh Start Policy is undergoing targeted revision.

Career Services

Ninety-three percent of first-year students who attend a [career fair](#) are retained for their second year. In 2023-24, 487 unique organizations recruited on campus, more than three times the national average, and Miami’s overall graduate success rate reached 99%.

Financial and Material Support

Miami Cares distributed over 12,000 meal swipes and 17 laptops in 2024-25. [The Chrissy Taylor Last Mile Scholarship](#) provides targeted support for students nearing graduation.

I. Financial Supports and Aid Strategy

Closing the Pell gap | Need-aware aid | Material barrier removal

Data show a persistent +5% retention gap between Pell-recipient and non-Pell students at Miami, a gap that has held since 2020. Pell recipients are departing despite strong academic performance, citing fiscal and social factors. Addressing this gap requires a coordinated financial strategy that reaches students before a financial crisis becomes a withdrawal.

Need-Aware Aid Reform

Miami will pursue a shift in awarding for Ohio resident students toward a more need-aware scholarship model, ensuring financial barriers are identified at the point of aid packaging rather than at the point of crisis. The 2026-2028 period will focus on expanding the philanthropic pipeline for lower-income students through the Choose Miami Scholars THRIVE proposal and identifying additional grant and scholarship sources.

Coordinated Student Success Center Support

[The Student Success Center](#) currently reaches approximately 50% of the Pell cohort through [GradU8](#) and [Elevate First](#). Miami will move toward a coordinated point of contact model for Pell students, with shared data protocols enabling a unified view of each student's support engagement and risk level. Target: reach 80% of the Pell cohort through coordinated programming by Fall 2027.

Material Barrier Removal

Miami Cares and related emergency support programs will be sustained and expanded, with annual Board of Trustees reporting on students served, barriers addressed, and retention outcomes. A systematic referral pathway will ensure advisors, RAs, and faculty can connect students to support before circumstances force a withdrawal.

Responsible Offices: *Enrollment Management and Student Success; Student Success Center; Advancement*

Goals, 2026-2028

- Reduce the Pell-to-non-Pell retention gap from +5% to +3% by Fall 2028.
- Expand coordinated Student Success Center reach to 80% of the Pell cohort by Fall 2027.
- Report annually on [Miami Cares](#) and emergency support outcomes, including retention rates for supported students.

II. Academic Support and Momentum

Early intervention | Navigate | Gateway courses | Advising equity

Miami’s early alert and advising infrastructure has grown substantially. The challenge for 2026-2028 is ensuring that every at-risk student receives a meaningful, coordinated response regardless of which division they are in or which advisor they have.

Early Alert Restructuring

The current model includes three overlapping mechanisms: drop for non-attendance, early alerts, and midterm grade reporting. The Navigate Advisory Working Group’s recommendations will consolidate these into a cleaner intervention sequence: an earlier trigger based on absenteeism and non-submission, with coordinated follow-up from academic advisors and Student Life, and a midterm-grade routing process that moves off-pace students into sprint or accelerated sections rather than allowing a difficult midterm to become a withdrawal.

Navigate Standardization

Common Navigate protocols, including alert categories, advising note conventions, appointment workflows, and a revised services taxonomy, will be implemented across all professional advising staff and faculty advisors. Recurring campaigns will target defined at-risk populations each semester: students with low midterm grades, students unregistered approaching enrollment deadlines, and students in the murky-middle GPA band.

In 2025-26, Oxford advisors generated 1,165 total progress report alerts across fall and spring, with first-generation students representing 20-23% of Oxford alerts and 42-48% of Regional alerts.

Table 2. Navigate progress report alerts and kudos by campus and semester, 2025-26.

Metric	Oxford Fall 2025	Reg. Fall 2025	Oxford Spring 2026	Reg. Spring 2026
Total alert reports	615	130	550	180
Unique students alerted	537	115	500	159
First-generation (% of alerts)	138 (20%)	55 (42%)	114 (23%)	76 (48%)
Kudos issued	403	155	310	137

Closing the Advising Access Gap

In 2024-25, 360 Oxford first-year students had no documented advising appointment. Their fall-to-fall retention was notably lower than the cohort average. Miami will implement systematic first-year advising outreach protocols with a target of reaching at least 95% of Oxford first-year students with a documented advising touchpoint by the end of each spring semester.

Responsible Offices: *Academic Affairs (all divisions); Enrollment Management and Student Success; Student Life*

Goals, 2026-2028

- Implement the restructured early alert model in all divisions by Fall 2026, with documented follow-up for every flagged student.
- Achieve consistent Navigate campaign deployment each semester targeting at minimum three defined at-risk populations.
- Reach 95% of Oxford first-year students with at least one documented advising touchpoint by end of spring semester, beginning Spring 2027.

III. Administrative and Policy Reform

Workday Student | Hold elimination | Exception-based policy | Degree pathways

Many barriers that drive attrition are administrative: policies designed for institutional convenience that place disproportionate burden on students who can least afford to navigate them. Workday Student has created an opportunity to replace restriction-by-default with exception-by-need.

From Restriction to Exception

Across One Stop, the Bursar's office, and Financial Assistance, Miami is pursuing a model in which the system manages the rule and staff are empowered to intervene with reasonable exceptions. Target: at least 80% of students can complete standard administrative transactions without staff intervention. To date, over 30 registration hold categories affecting more than 3,500 students have been eliminated.

Leave and Enrollment Continuity

Students who leave Miami during a personal or financial crisis rarely return. Miami will develop and pilot a structured leave framework allowing students to remain enrolled in one or two credit units during a crisis, keeping institutional connection intact and significantly increasing the likelihood of completion.

Academic Policy Review

Academic policies governing repeat rules, add/drop windows, prerequisite restrictions, and late withdrawal procedures will be audited for their effect on student momentum and time-to-degree. The [Fresh Start](#) policy revision illustrates the approach: expanding the petition window, aligning the residency requirement with the standard Degree Residence Policy, and clarifying the honors calculation. The same logic will guide review of other policies, with recommendations to the Board of Trustees.

Student-Facing Degree Maps

All undergraduate programs will publish student-facing, four-year degree maps integrated with Workday Student planning tools by Fall 2026. Maps will make milestones, progression risks, and term-by-term credit expectations transparent. High-melt majors will publish both standard and accelerated variants, with progression risks annotated.

Responsible Offices: *Enrollment Management and Student Success; Academic Affairs; Registrar's Office*

Goals, 2026-2028

- Achieve 80% administrative process self-service rate for standard enrollment transactions by Fall 2027.
- Advance Fresh Start and at least two additional academic policy revisions to University Senate by Spring 2027.
- Publish student-facing four-year degree maps for all undergraduate programs by Fall 2026.
- Develop and pilot a structured enrollment continuity/leave framework by Spring 2028.

IV. Career Connection and Experiential Learning

MILE | AI in the Majors | CCES | Ohio workforce alignment

Ninety-three percent of first-year students who attend [a career fair](#) are retained for their second year. The 2026-2028 strategy formalizes and scales that connection by embedding experiential learning in the curriculum, integrating AI fluency across academic disciplines, and sustaining the career programming that drives both retention and graduate outcomes.

Miami Integrated Learning Experience (MILE)

MILE is Miami University's revised general education program, launching for incoming students in Fall 2027. Rather than organizing general education around a set of distribution requirements, MILE embeds applied learning directly into the undergraduate experience through two complementary structures: Applied Skills Courses and a co-curricular record culminating in a student portfolio.

Applied Skills Courses (ASCs) are designated courses, drawn from across the curriculum, that develop and assess a defined set of transferable competencies, including communication, collaborative problem-solving, entrepreneurship, and computational thinking. Students must complete three ASCs as part of their degree requirements, ensuring that applied skill development is woven across the undergraduate experience.

The co-curricular transcript and culminating portfolio give students a formal mechanism for documenting and reflecting on learning that occurs outside the classroom, including internships, research, service, leadership, and creative work. The portfolio, completed near the end of the undergraduate experience, asks students to synthesize their applied learning across courses and co-curricular activities, articulating how their competencies developed over time and how they connect to post-graduation goals. Together, the ASC framework and the portfolio create a coherent applied learning arc that spans the full undergraduate career and is visible to students, advisors, faculty, and employers.

MILE supports completion by making the purpose of general education legible to students. When students can see how their coursework connects to skills they will use, they are more likely to engage seriously with required courses rather than treating them as obstacles. The portfolio requirement creates a structured moment of reflection and forward-looking planning that research consistently associates with stronger retention and graduation outcomes.

AI in the Majors

AI in the Majors is Miami's initiative to integrate discipline-specific AI literacy into undergraduate programs across both the Oxford and Regional campuses. Rather than addressing artificial intelligence through a centralized elective or a single required course, the initiative embeds AI competencies directly into the major, ensuring that every Miami graduate encounters AI in the context of their own field and develops the capacity to use, evaluate, and think critically about AI tools as they are actually deployed in their discipline.

The initiative operates through a structured departmental process. Participating departments work with Provost Fellows to accomplish three interlocking tasks: establishing a program-level AI learning outcome specific to the discipline; mapping AI competencies onto the major curriculum map, identifying which required courses are the appropriate sites for AI-related learning; and designing AI-integrated assignments in those required courses. These assignments are embedded in courses students must take, ensuring that AI literacy reaches all students in a program rather than only those who seek it out.

By Spring 2027, all Oxford and Hamilton departments will have completed all three components of this process, establishing program-level AI learning outcomes, curriculum maps with AI competencies assigned to specific required courses, and department-approved AI assignments in those courses. This represents a comprehensive, institution-wide transformation of how AI is addressed in undergraduate education, one that is disciplinary in character, curricular in location, and universal in reach. It directly addresses Ohio's workforce development priorities by ensuring that Miami graduates in every field, from engineering to education to the arts, enter the workforce with AI competencies calibrated to the demands of their profession.

Career-Connected Retention Programming

[CCES](#) will deepen its partnership with academic divisions to expand non-credit and credit-bearing career experiences accessible during summer and winter sessions. This will reduce the risk that students who leave campus between semesters disengage permanently. [The Presidential Career Leadership Series](#) and [Career Academy](#) programs will be scaled to reach more students from Ohio's urban centers, connecting Miami's career-connected retention model to the workforce pipeline goals of the state. Exploratory and undecided students will continue to receive prioritized career intervention in their first year, given data showing the retention value of early career connection for this population.

Miami is rated #1 among Ohio public universities for return on investment (Payscale, 2023). The 2023-24 overall graduate success rate reached 99%, vs. a national average of 85.7%.

Responsible Offices: *Academic Affairs (MILO, AI in the Majors, Provost Fellows); Center for Career Exploration and Success; Enrollment Management and Student Success*

Goals, 2026-2028

- Launch MILE for incoming students in Fall 2027, with the ASC designation process fully operational, all approved ASCs listed in the course catalog, and MILO staffed and functional.
- Ensure all undergraduate students entering Fall 2027 and beyond have access to a co-curricular transcript and complete a culminating portfolio prior to graduation.
- By Spring 2027, ensure all departments have established a program-level AI learning outcome, mapped AI competencies onto the major curriculum map, and embedded AI assignments in relevant required courses.
- Increase first-year student career fair participation by 10% by Fall 2027, sustaining 93%+ second-year retention among participants.
- Expand outreach for the existing Internship and Research Grants program (\$500-\$3,000, rolling applications) to increase uptake among Pell-eligible students, and establish retention tracking for grant recipients beginning Fall 2026.

V. Student Community, Belonging, and Well-being

Peer connection | Sophomore transition | Health and well-being | Student support

Students who feel seen, connected, and that they belong at Miami persist at higher rates than those who do not. Student Life's contribution to the completion plan is the layer that makes all other strategies durable, particularly for first-generation students and those navigating the transition from high school to university for the first time.

Peer-Based Early Identification

Resident Assistants (RAs), Summer Orientation Undergraduate Leaders ([SOULs](#)), and [HAWKS Peer Educators](#) provide a peer-to-peer, front-line network that can identify students withdrawing socially before they withdraw academically or financially. Miami will strengthen protocols by which peer leaders connect observations to Navigate and advising follow-up, formalizing the human early-warning function Student Life already provides informally.

Sophomore Transition and the Second-to-Third Year Gap

Miami has observed a 5-8% drop in retention between the second and third years. Miami will launch structured sophomore supports, discipline-based seminars, major check-in campaigns, and proactive advising outreach for students navigating major changes or denials, targeted specifically at the second-to-third year transition.

Health, Well-being, and Student Case Management

The Miami University Care Team follows up on [student-of-concern reports](#) to connect struggling students with campus resources, utilizing a case management approach to track student success over time. Health and well-being programming equips students with capacity to handle personal, academic, and financial setbacks without those setbacks becoming permanent withdrawals. This programming is particularly important for Pell students who may have fewer informal support networks outside the institution.

Responsible Offices: *Division of Student Life; Dean of Students; Student Counseling Service; Academic Affairs*

Goals, 2026-2028

- Launch a structured sophomore transition initiative by Fall 2026, with second-to-third year retention tracked as a primary metric.
- Formalize peer-leader-to-Navigate connection protocols across all residential communities by Fall 2026.
- Complete root-cause analysis of second-to-third year attrition and publish findings to inform the 2028 Completion Plan update.

Alignment with Ohio Workforce Development Priorities

Ohio's WIOA Combined State Plan identifies advanced manufacturing, semiconductors, electric vehicles, aerospace, defense, broadband, and emerging technologies as the state's priority sectors for 2024–2027, and calls for scalable, industry-aligned talent pipelines from institutions of higher education.

MILE and Work-Based Learning

MILE directly addresses Ohio's emphasis on work-based learning as a pathway to employment. Miami's placement data reinforce this: 99% of 2023-24 graduates seeking employment secured placement, vs. a national average of 85.7%.

AI in the Majors

Ohio's WIOA plan notes that overlapping skill requirements across high-growth sectors create opportunities to scale foundational technical competencies. *AI in the Majors* responds by embedding AI literacy as a practice within the major, ensuring graduates in every field enter Ohio's workforce with the adaptive, technology-forward skills the state's priority sectors require.

Policy Reform and Priority Populations

Miami's policy reform agenda, Fresh Start Policy, hold elimination, and exception-based flexibility supports Ohio's priority population goals by reducing structural barriers that disproportionately affect Pell-eligible, first-generation, and returning adult learners. Ohio's WIOA plan specifically identifies low-income individuals as priority populations for credential attainment investment.

Career Programming and Ohio Employer Pipeline

Miami's career programming infrastructure, through CCES, [Urban Bridges](#), and the [Presidential Career Leadership Series](#), connects students to Ohio employers in the state's priority sectors, reinforcing the direct pipeline from Miami enrollment to Ohio workforce participation.

Miami Polytechnic and Regional Workforce Development

The transition of the Hamilton and Middletown campuses to Miami Polytechnic represents Miami's most direct and concentrated response to Ohio's workforce development priorities. Anchored by the Advanced Manufacturing Workforce and Innovation Hub and developed in partnership with Butler Tech, Butler County, REDI Cincinnati, the cities of Hamilton and Middletown, and regional employers, the polytechnic model integrates technical education, applied hands-on learning, and career readiness into every program, with curriculum shaped directly by industry input. Miami Polytechnic is designed to produce graduates who are career-ready on day one, addressing the skills gap that leaves millions of Ohio jobs unfilled and positioning southwest Ohio as a regional talent development hub aligned with the state's priority sectors in advanced manufacturing, semiconductors, healthcare, and emerging technologies. With an anticipated launch of Fall 2027, Miami Polytechnic will expand completion pathways for the Pell-eligible, part-time, and non-traditional learners who make up the majority of the Regional campus population, directly serving the priority populations Ohio's WIOA plan identifies for credential attainment investment.

2026-2028 Completion Goals Summary

The following goals guide Miami University’s completion strategies for the 2026-2028 period, consistent with ORC § 3345.81.

Goal	Target	Timeline
Six-year graduation rate (Oxford)	83%	Spring 2028
Four-year graduation rate (Oxford)	78%	Spring 2028
Pell-to-non-Pell retention gap	Reduce from +5% to +3%	Fall 2028
Pell cohort coordinated support reach	80% of Pell cohort	Fall 2027
First-year advising touchpoint rate	95% of Oxford first-years	Spring 2027
Administrative self-service rate	80% of standard transactions	Fall 2027
Student-facing degree maps published	All undergraduate programs	Fall 2026
Early alert follow-up protocol	100% of flagged students	Fall 2026
MILE participation pathway	Available to all undergrads	Fall 2027
AI in the Majors cohort expansion	Second cohort launched	Fall 2027
Graduate success rate	Sustain 97%+	Ongoing
Second-to-third year retention	Close 5-8% gap by 3 pts	2028
BRIDGES retention rate	Sustain 91%+	Ongoing



UCM Update

May 2026



Introduction | Topics

- **Highlights**
 - Basketball publicity value; royalties and licensing; video series
- **Personalizing the Web Experience**
 - Consolidation; new content management system; leveraging new technologies and tools
- **Developing a Differentiated Polytechnic Brand**
 - Color palette and logo; concepts; messaging
- **Coming Soon: Brand Concept**

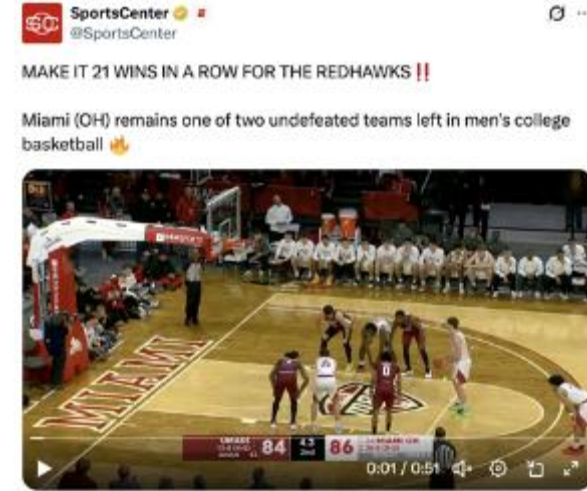
Recent Highlights



Basketball Publicity Value

Undefeated basketball and March Madness

- **Publicity Value: At least \$120M**
 - More than 19,000 stories in news and sports media in all 50 states
 - More than 76.3k unique authors made more than 157 posts that resulted in more than 3.1M engagements and nearly 19.2B potential impressions
 - The top contributors were:
 - **ESPN** on X who posted about us 20 times to their 58M followers,
 - **New York Times** on X with the Athletic story for their 53M followers,
 - and **Sports Center** on X who posted about us 19 times to their 42M followers



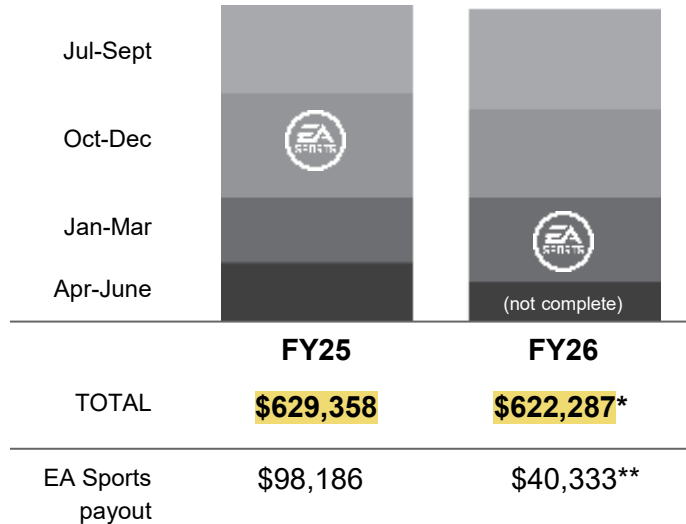


Royalty Revenue

FY25 **\$629,358**
 FY26 (YTD) **\$622,287***
 Miami Share **\$555,630**
 (FY26 YTD)

FY26 YTD revenue on pace to be greater than FY25
 even with a change in the EA payout model reducing overall game payout by approx. 50% less than the prior year.

Total Royalties (by quarter)



RevShare between ICA and Academics April 1, 2025 – March 30, 2026

Q2 (April – June 2025)

Total Royalties: **\$116,879.15**
 Miami Share: \$90,268.89

Q4 (Oct – Dec 2025)

Total Royalties: **\$173,882.95**
 Miami Share: \$147,800.51

Q3 (July – Sept 2025)

Total Royalties: **\$199,828.31**
 Miami Share: \$175,064.55

Q1 (Jan – Mar 2026)

Total Royalties: **\$167,642.37**
 Miami Share: \$142,496.02

Revshare paid across ICA and Academics (crossing fiscal years)

sent in May 2025 **\$436,000**
 sent in May 2026 **\$658,233**

50+% increase

* Miami will not have final numbers for FY 26 until end of July 2026



Licensed Vendor Spotlight



- For **March Madness** sideline product (replicas of what the athletes wore for the tournaments) available at retail, **Miami was serviced by Adidas directly** and not TCA (licensed vendor for Adidas)



- **BreakingT** added a license to push out product directly related to **hot market and viral moments**



- Local to **Ohio vendors** created new designs; many had not updated their product offerings for a few years



NIL snapshot via Athlete's Thread (NIL specific licensed vendor)

2025

- March sales: \$1,247.00
- April sales: \$430.00

2026

- March sales: \$7,323.58
- March sales growth: **+1,174.50%**
- April sales: \$2,735.46
- April sales growth: **+1,016.80%**

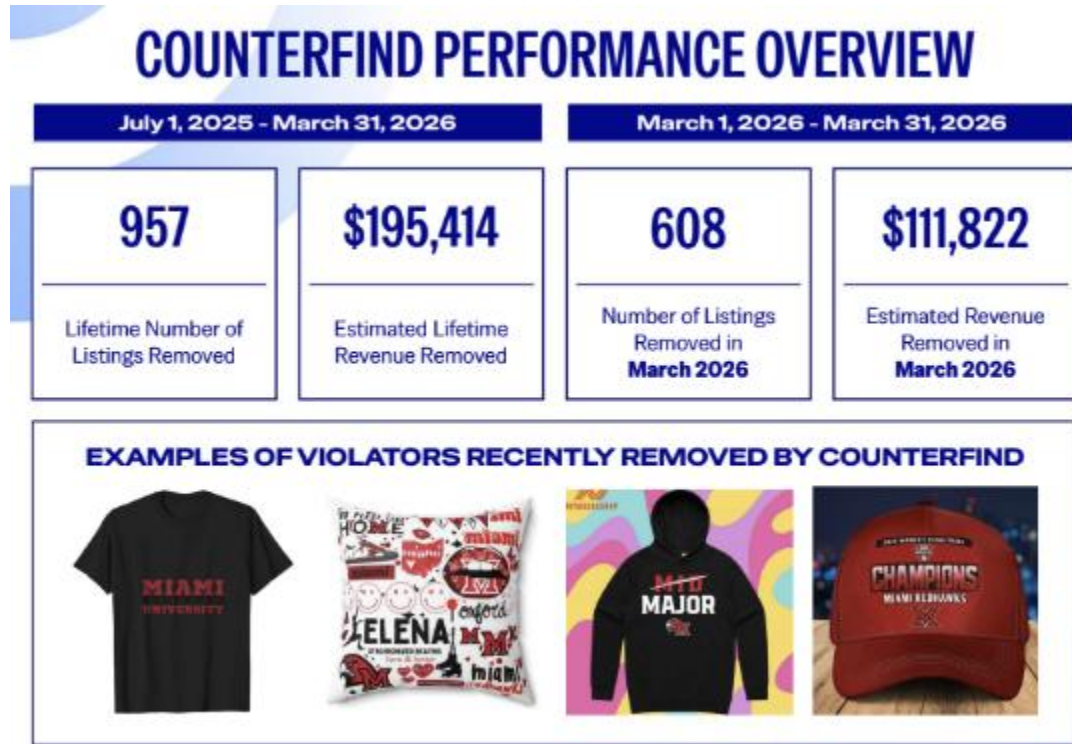
FY26 Year-to-Date Performance (July 2025 – April 2026)

- YTD Sales: **\$40,322.75**
- **YTD Sales Growth: +702.60%** ←
- YTD Opt-Ins: 210 / Opt-In Rate: 41.70%
- YTD Sign-Ups: 222 / Sign-Up Rate: 44.00%
- YTD Athletes w/ Sales: 87 / Activation Rate: 41.40%

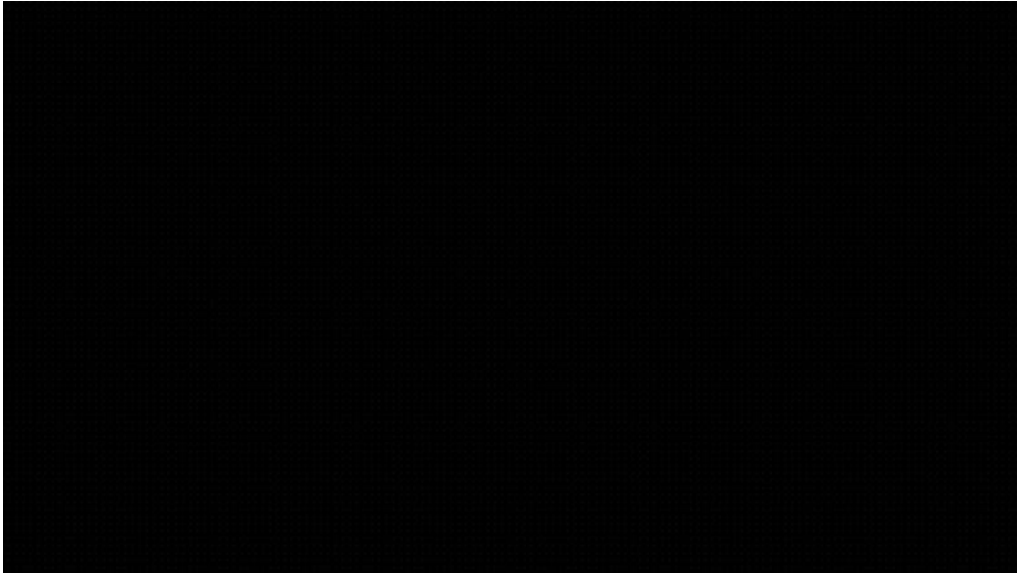
Removing Counterfeit Goods

Basketball publicity led to increase in counterfeit goods in the marketplace. We **removed more than \$110,000 in counterfeit goods** in March.

- This effort removed illegal basketball goods, illegal deepfaked NIL ads with players and Coach Steele, and illegal digital asset downloads.
- The March takedowns were more than the prior 8 months combined.



Riding with the President



- Connects students to President and welcomes them into the Miami Family
- Topics resonate with college-seeking families.
 - Move in, Welcome Weekend.
 - Health/Wellness
 - Athletics
 - First Dogs
 - Living in Oxford
 - Commencement
 - Undergraduate Research

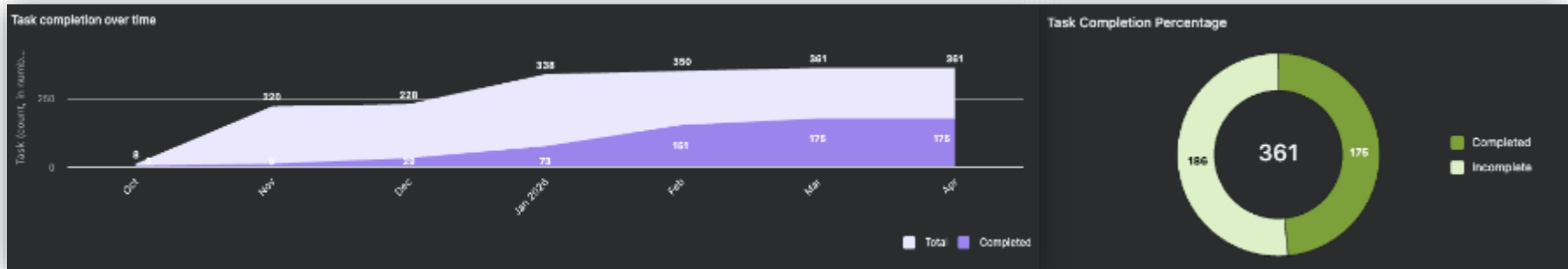
Personalizing the Web Experience

The Connected Journey



Consolidation (“Shrink the Web”)

- About half way through the 33K pages
- Continuing to find new opportunities for consolidation

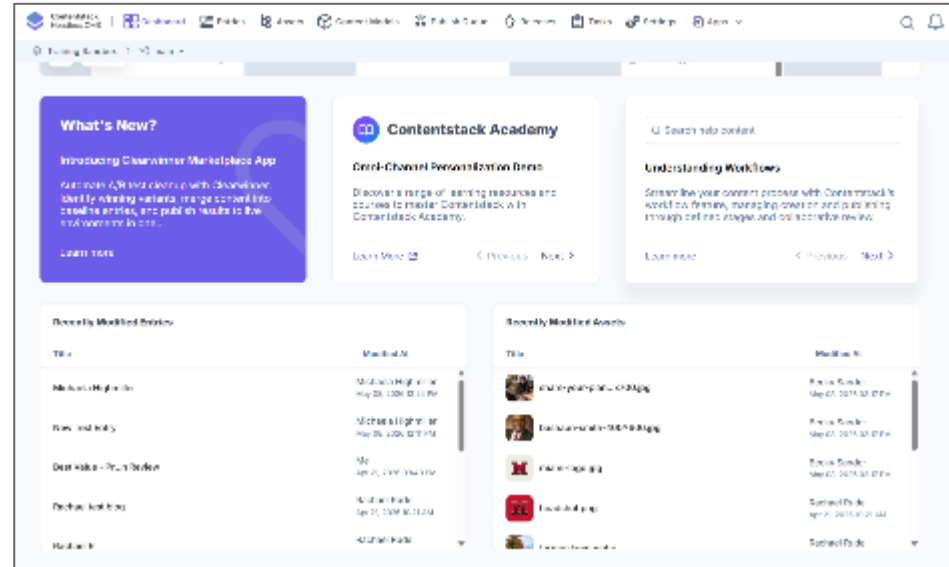


Contentstack: The Agile Foundation

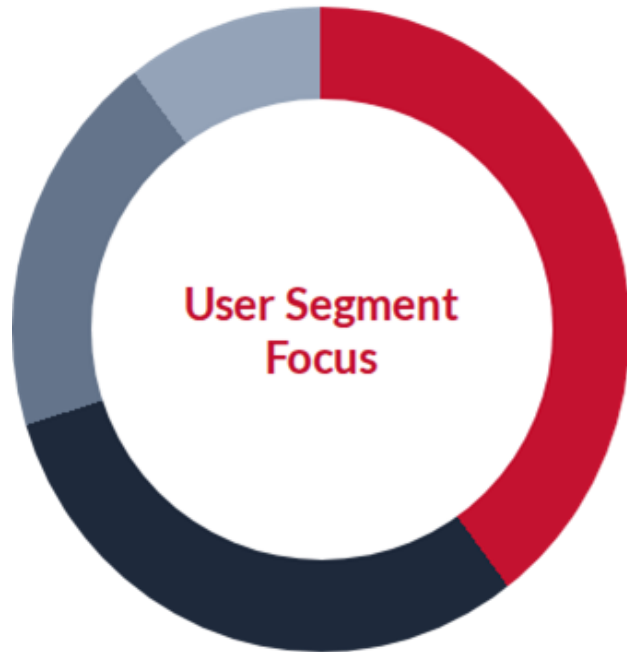
Flexible CMS & Integration

To achieve operational efficiency, we must break down digital silos. Contentstack's API-first design acts as the "glue" for our entire stack.

- ✓ **Create Once, Publish Everywhere:** Push content to web, mobile, and portals simultaneously.
- ✓ **Scalable Integration:** Seamless connections to our other marketing technologies.
- ✓ **Agile Delivery:** Rapid iteration of site content without backend bottlenecks.



Contentstack: Data-Driven Personalization



Dynamic Audience Delivery

We move from static profiles to behavioral intent models.

- Prospective Students
- Current Students
- Alumni
- Parents & Community

Profiles are built based on real-time interactions, surfacing academic programs and aid info dynamically.

SEMRush: Generative Optimization

Visibility & Organic Growth Trends

Target Audience Intent

Identifying what prospective students and parents are searching to drive high-value traffic.

Generative Content

Using SEO insights to power content ideation, ensuring we answer queries proactively.



CollegeVine: Oxford Recruitment

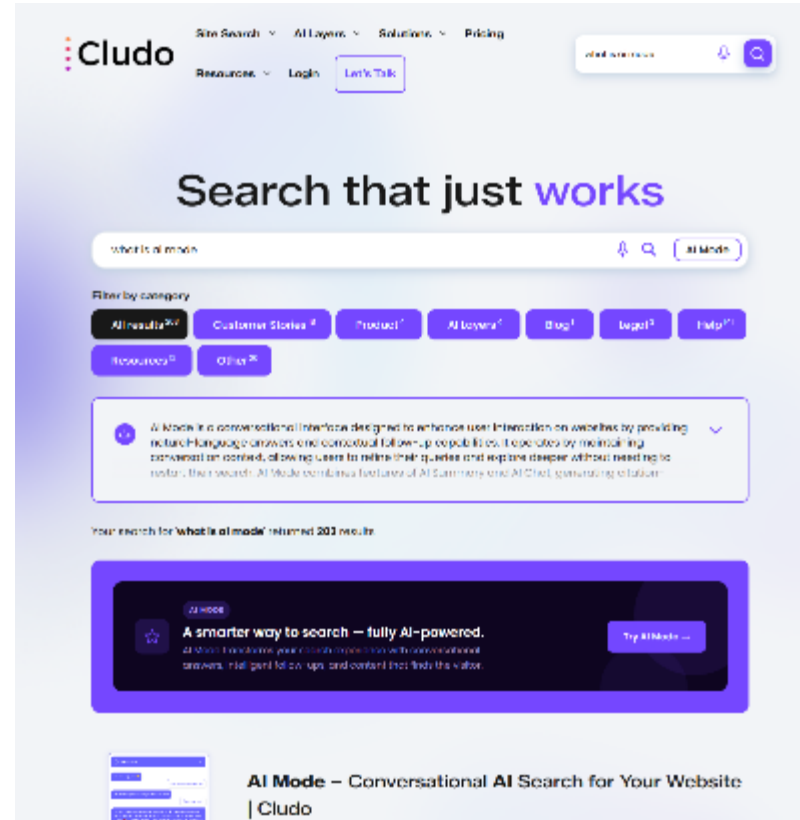
The Closer for Elite Prospects

- ✓ Direct active network engagement.
- ✓ AI-assisted student matching.
- ✓ Championing the "Oxford Experience."



Cludo: Enterprise Search with AI

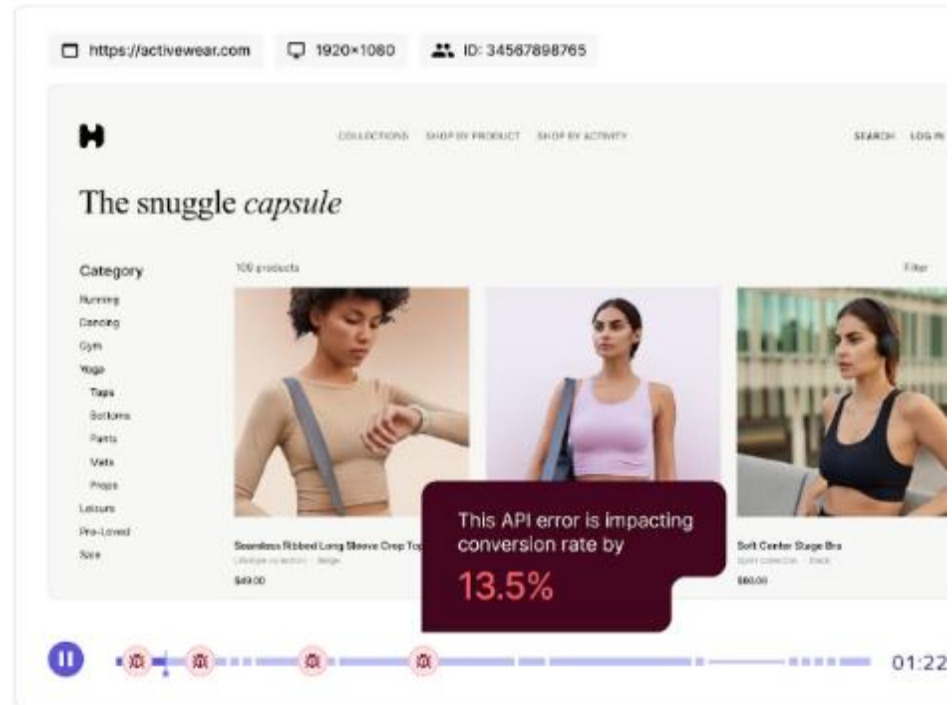
- ✓ AI-driven site search, conversational chat, and analytics solution
- ✓ Powered by Miami's content.
- ✓ Captures user intent and delivers instant answers to search queries.
- ✓ Chatbot and search-bar interfaces.



Contentsquare: UX & Commitment

Digital Experience Tracking & Audit

Deep behavioral analytics (heatmaps, journey analysis) help us refine personalization based on actual human behavior, ensuring unwavering excellence.



Developing a Differentiated Polytechnic Brand

These slides are conceptual

Color Palette

Miami Polytechnic introduces navy and bright blue as supporting brand colors alongside Miami's core red and white.

The blue palette helps distinguish the Polytechnic identity as innovative, industry-connected, centered on applied learning, and career-oriented while complementing Miami University's established identity. The use of blue also reinforces Miami's connection to the state of Ohio through the colors of the state flag.





Logo Concepts

Miami Polytechnic Logomark

The Miami University Polytechnic logomark is a powerful symbol that shows our commitment to Ohio by combining our iconic Beveled-M with the state outline.



Templates

The following examples showcase how the Polytechnic brand extends across multiple touchpoints, creating a cohesive and recognizable experience across print materials, digital advertising, and responsive web design.



Additional Concepts





You may have noticed an increase in the number of students who are choosing to study at Miami University Polytechnic. We are proud to be a part of the future of Ohio's healthcare industry. Our students are not only highly skilled, but they are also highly motivated. They are the future of Ohio's healthcare industry. We are proud to be a part of the future of Ohio's healthcare industry.

START YOUR
FUTURE
HERE.





Messaging Concepts



MIAMI UNIVERSITY POLYTECHNIC
MESSAGING GUIDE

MORE THAN *a name.*
A NEW
direction.

This is **not** a rebrand or "Regionals 2.0." Building on our existing strengths, it represents a **purposeful evolution**, aligning degree offerings more closely with **industry needs and standards.**



OVERVIEW



USE FOR PROJECTS AND TALKING POINTS AFTER JULY 1

For Admission Recruitment, Industry Partners,
Current Students, Donors, and Alumni

TAGLINES

Rooted in Tradition. Built for the Future.
Career Ready on Day One.
Built with the Industry. Powered by Miami University.

PILLARS FOR STORYTELLING

Career-ready. Life Changing.

Polytechnic course offerings are infused with applied learning and internships, equipping our students with the skills and industry connections they need to succeed in the workforce. **The curriculum is being built over the next few years to deliver applied learning in every class, at every level, across every major.**

Fueling your passion, igniting your career.

The polytechnic curriculum is designed to provide students with the industry connections and practical experience they need to succeed in the workforce. **Building on our existing strengths, it represents a purposeful evolution, aligning degree offerings more closely with industry needs and standards.**

Learning that fits your life for a lifetime.

Miami Polytechnic offers a variety of learning options, including online, hybrid, and in-person courses. **Building on our existing strengths, it represents a purposeful evolution, aligning degree offerings more closely with industry needs and standards.**

What is Miami University Polytechnic?

Miami University Polytechnic equips students with a **hands-on, employer-integrated education** designed to meet the needs of today's workforce and the future. We combine applied learning, industry collaboration, and a **strong foundation in both technical and transferable skills** — this means our learners are set for their career in STEM and non-STEM fields alike on day one.

Miami Polytechnic blends proven, academic-level courses with fast-moving, workforce-aligned innovation, rooted in Miami University's enduring commitment to educational excellence. Clear job pathways, meaningful real-world experience, and the knowledge to **contribute immediately and adapt as careers and industries evolve** help our learners to the next level faster.



OVERVIEW



USE FOR PROJECTS AND TALKING POINTS AFTER JULY 1

For Admission Recruitment, Industry Partners,
Current Students, Donors, and Alumni



CAREER OUTCOMES

97.4% post-graduation success rate

AND 100% OF OUR STUDENTS ARE EMPLOYED

Top 500 employer partnerships

More than 100 industry partners are involved in our curriculum, providing students with real-world experience and industry connections. **Building on our existing strengths, it represents a purposeful evolution, aligning degree offerings more closely with industry needs and standards.**

POLYTECHNIC-COURSED COURSEWORK DELIVERS

**TECHNICAL + PROFESSIONAL SKILLS
+ REAL WORKPLACE EXPERIENCE
+ INDUSTRY-LED CURRICULUM**

→ **CAREER-READY ON DAY ONE**

PLUS, THE SUPPORT THAT HELPS YOU GET THERE

Plus, our students get the support they need to succeed in the workforce. **Building on our existing strengths, it represents a purposeful evolution, aligning degree offerings more closely with industry needs and standards.**

More Than a Name. A New Direction.

Miami University Polytechnic is forging pathways for students through applied learning, industry partnerships, and career readiness in every course, at every level — our graduates are skilled and prepared to contribute on day one and adapt for a lifetime.

This brand evolution is "Regionals 2.0," building on our existing strengths. It represents a purposeful evolution, aligning degree offerings more closely with industry needs and standards.

AT MIAMI UNIVERSITY POLYTECHNIC, APPLIED LEARNING IS MORE THAN AN OPPORTUNITY FOR OUR STUDENTS; **IT IS THE EXPECTATION.**

POLYTECHNIC IS NOT

- A rebrand of Miami University
- A new degree program
- A STEM-only model

POLYTECHNIC IS

- A new way of learning
- A new way of learning
- A new way of learning
- A new way of learning
- A new way of learning

Coming Soon: New Brand Concept

What is a Brand Concept?

A brand concept is a framework within which an organization can tell its story across campaigns, channels, and audiences.

A concept should be **Versatile**, **Extendable**, and **Long-lasting**.



VERSATILE: It can be used across communication types, print, email, web, social media, digital, billboards, and more.



EXTENDABLE: It can speak to any fact or news item and extend easily to all relevant audiences.



LONG-LASTING: It is designed to last for a longer period of time.



The Approach to a Brand Concept

A brand concept fuels recognition, amplifies differentiation, and makes big ideas and meaning accessible.

A concept should be **Authentic**, **Strategic**, and **Connected**.



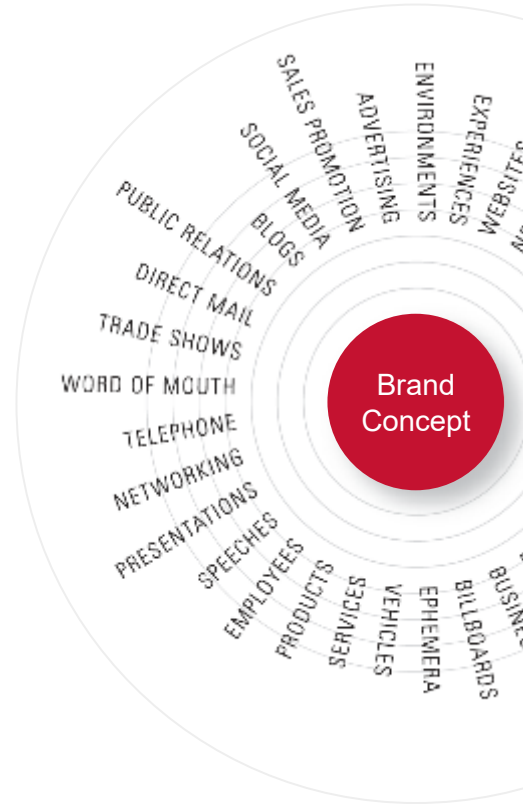
AUTHENTIC: Rooted in your unique personality and draws upon elements from your story in deep and powerful ways



STRATEGIC: Informed by research, it works to combat negative perceptions and respond to key positioning needs



CONNECTED: Sends the right message to the right audience — unified in tone, style, and creating deep connections





Steps to Create a Successful Concept

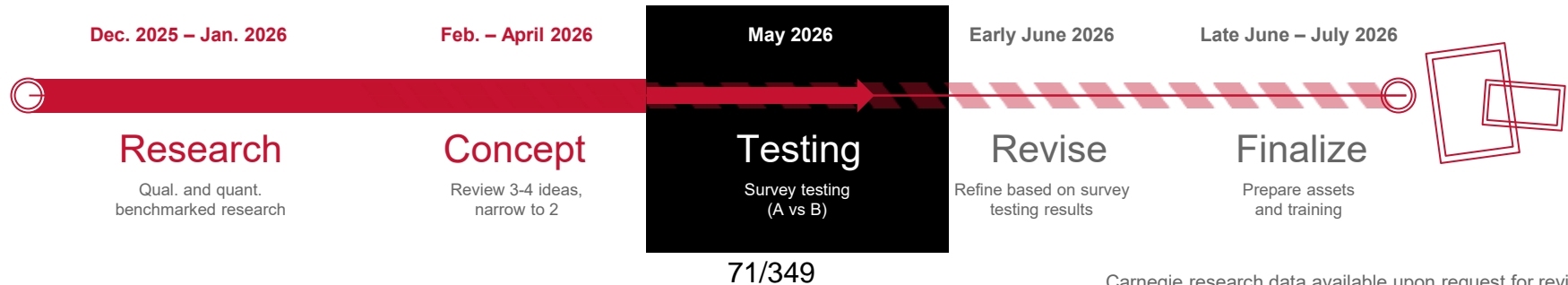
Starting with research, we engaged Carnegie to ask “What makes Miami University special?” and “How has the market’s view of Miami changed?”

QUANTITATIVE RESEARCH:

- Opt-in surveys (3,067) from eligible households across targeted geographies. 32% of participants were ages 14–24.
Oxford/Cincinnati, Columbus, OH, Cleveland, OH Southern Markets (Nashville, TN and Louisville, KY), Midwest Markets (Detroit, MI; Elgin, IL; Indianapolis, IN; Chicago, IL; Minneapolis/St. Paul, MN; St. Louis, MO, and Milwaukee, WI), Northeast Markets (New Haven, CT; Boston, MA; Montgomery, Newark, Buffalo, Nassau and Suffolk Counties in NY; White Plains, NY; and Pittsburgh, PA), NEW MARKETS: Charlotte, NC, Atlanta, GA, Southwest Markets (Texas, Arizona, and Nevada), and West Coast Markets (Northern CA, Oregon, and Washington.)

QUALITATIVE RESEARCH (1:1 interviews):

- 1:1 virtual interviews of current students (7) and alumni leaders (6).



Thank you!

Jessica Rivinius rivinius@miamioh.edu



Enrollment Management and Student Success Update Board of Trustees Meeting

May 2026



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS



Oxford First Year Enrollment Update



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

Miami Continues to Secure Market Position



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

4726 Total Confirms

4350 Oxford / 376 Pathways

2973 Ohio Resident

1703 Domestic Non-Resident

50 International

608 Honors Students

22 Presidential Fellows



Fall 2026 Applications

Residency

	2022	2023	2024	2025	2026	Δ 25 - 26
NON-RESIDENT	16,160	19,541	21,466	23,299	21,118	-9.4%
DOMESTIC NON-RESIDENT	13,236	15,063	16,366	18,694	17,946	-4.0%
INTERNATIONAL NON-RESIDENT	2,924	4,478	5,100	4,605	3,172	-31.1%
OHIO RESIDENT	15,187	16,399	17,819	19,423	19,807	2.0%
INDIANA RECIPROCITY	-	-	-	-	517	-
TOTAL	31,347	35,940	39,285	42,722	40,925	-4.2%

Data as of May 15 for 2024, May 1 for other years



Fall 2026 Applications

Academic Division

	2022	2023	2024	2025	2026	Δ 25 - 26
COLLEGE OF ARTS AND SCIENCE	12,050	12,374	13,241	14,211	13,242	-6.8%
FARMER SCHOOL OF BUSINESS	8,566	9,892	10,855	12,286	12,176	-0.9%
COLLEGE OF ENGINEERING AND COMPUTING	4,446	5,623	6,276	6,110	5,066	-17.1%
COLLEGE OF EDUCATION, HEALTH, AND SOCIETY	2,826	3,785	4,023	4,520	4,763	5.4%
COLLEGE OF CREATIVE ARTS	1,798	2,097	2,239	2,128	2,005	-5.8%
NURSING	1,661	2,169	2,651	3,465	3,673	6.0%
TOTAL	31,347	35,940	39,285	42,722	40,925	-4.2%

Data as of May 15 for 2024, May 1 for other years



Fall 2026 Admits

Residency

	2022	2023	2024	2025	2026	Δ 25 - 26
NON-RESIDENT	14,038	14,368	15,390	15,417	14,594	-5.3%
DOMESTIC NON-RESIDENT	12,202	13,286	13,664	14,414	13,850	-3.9%
INTERNATIONAL	1,836	1,082	1,726	1,003	742	-26.0%
OHIO RESIDENT	12,416	13,795	14,335	14,581	14,832	1.7%
INDIANA RECIPROCITY	-	-	-	-	384	-
TOTAL	26,454	28,163	29,725	29,998	29,424	-1.9%

Data as of May 15 for 2024, May 1 for other years



Fall 2026 Admits

Academic Division

	2022	2023	2024	2025	2026	Δ 25 - 26
COLLEGE OF ARTS AND SCIENCE	11,996	11,467	12,676	13,666	13,121	-4.0%
FARMER SCHOOL OF BUSINESS	6,384	7,292	6,891	6,675	7,011	5.0%
COLLEGE OF ENGINEERING AND COMPUTING	3,681	3,843	4,347	4,153	3,650	-12.1%
COLLEGE OF EDUCATION, HEALTH, AND SOCIETY	2,277	3,050	3,167	3,469	3,742	7.9%
COLLEGE OF CREATIVE ARTS	1,438	1,606	1,378	1,246	1,163	-6.7%
NURSING	678	905	1,266	789	739	-6.3%
TOTAL	26,454	28,163	29,725	29,998	29,426	-1.9%

Data as of May 15 for 2024, May 1 for other years



Fall 2026 Confirmations

Residency and Pathways

	2022	2023	2024	2025	2026	Δ 25 - 26
NON-RESIDENT: OXFORD	1,613	1,577	1,623	1,474	1,590	7.9%
DOMESTIC NON-RESIDENT	1,521	1,509	1,523	1,391	1,540	10.7%
INTERNATIONAL	92	68	100	83	50	-39.8%
OHIO RESIDENT: OXFORD	2,528	2,501	2,732	2,799	2,760	-1.4%
INDIANA RECIPROCITY	-	-	-	-	83	-
TOTAL: OXFORD	4,141	4,078	4,355	4,273	4,350	1.8%
PATHWAYS	65	99	220	343	376	9.6%
TOTAL: OXFORD & PATHWAYS	4,206	4,177	4,575	4,616	4,726	2.4%

Data as of May 15 for 2024, May 1 for other years



Fall 2026 Confirmed

Academic Division

	2022	2023	2024	2025	2026	Δ 25 - 26
COLLEGE OF ARTS AND SCIENCE	1,633	1,463	1,605	1,701	1,572	-7.6%
FARMER SCHOOL OF BUSINESS	1,217	1,342	1,304	1,299	1,382	6.4%
COLLEGE OF ENGINEERING AND COMPUTING	469	425	511	421	401	-5.0%
COLLEGE OF EDUCATION, HEALTH, AND SOCIETY	398	436	470	477	576	20.8%
COLLEGE OF CREATIVE ARTS	293	261	268	216	243	12.5%
NURSING	131	151	197	159	176	10.7%
TOTAL	4,141	4,078	4,355	4,273	4,350	1.8%

Data as of May 15 for 2024, May 1 for other years





Highlights from Yield Season

- 3,289 students attended Make it Miami! (+3% YOY)
- Introduced Winter Welcomes and weekly admitted student tours to manage early demand
- A record 77% of Cleveland Red Brick Roadshow attendees confirmed



Fall 2026 Domestic Student Yield by Pre-Enrollment Campus Engagement

	NO EVENT OR VISIT ATTENDED	VISIT ONLY	EVENT ONLY	ATTENDED AT LEAST ONE EVENT	ATTENDED MULTIPLE EVENTS	TOTAL
ADMIT # IN CATEGORY	17,411	7,312	1,836	1,572	553	28,684
CONFIRM # IN CATEGORY	756	1,410	774	1,031	331	4,302
OVERALL YIELD IN CATEGORY	4.34%	19.28%	42.16%	65.59%	59.86%	15.00%
DOMESTIC NON- RESIDENT	2.96%	15.83%	38.13%	56.78%	48.91%	11.09%
OHIO RESIDENT	6.01%	21.19%	46.91%	69.82%	70.85%	18.57%
IN-OH RECIPROCITY	3.47%	22.61%	62.50%	85.71%	62.50%	21.61%

Lessons from 2026



Real-time intel keeps us ahead

Market shifts have greater impact
Agility is core to our competitive advantage



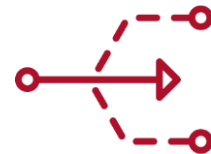
Athletics can change the game

Miami checked “all” the boxes this year
Instagramable experiences and influencers on campus



Price, even over academics, drives more decisions

Requests for additional funds increased by 28% YoY
Low-cost options are now top competitors



Pathways Program is in demand

Students and families want direct access
Additional support = added value



Opportunities in 2027



Design more opportunities for admitted students to visit campus

Increase capacity, preserve customization
Additional focus on honors students



Saturate top markets and continue to push in emerging non-resident markets

Metro opportunities in South and West
Emphasize “Return on Experience”
Share the vibe: Athletics, Greek Life, Mega Fair, Springfest, Oxford



Differentiate from in-state competition

Be Miami: Highlight selectivity, value, and small size / big opportunity
Clearly articulate the opportunity position of our programs and campuses



Engage school counselors and alumni

Expanded school counselor advisory board and added programming
Refer a Future RedHawk



Workday Student Update



ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS

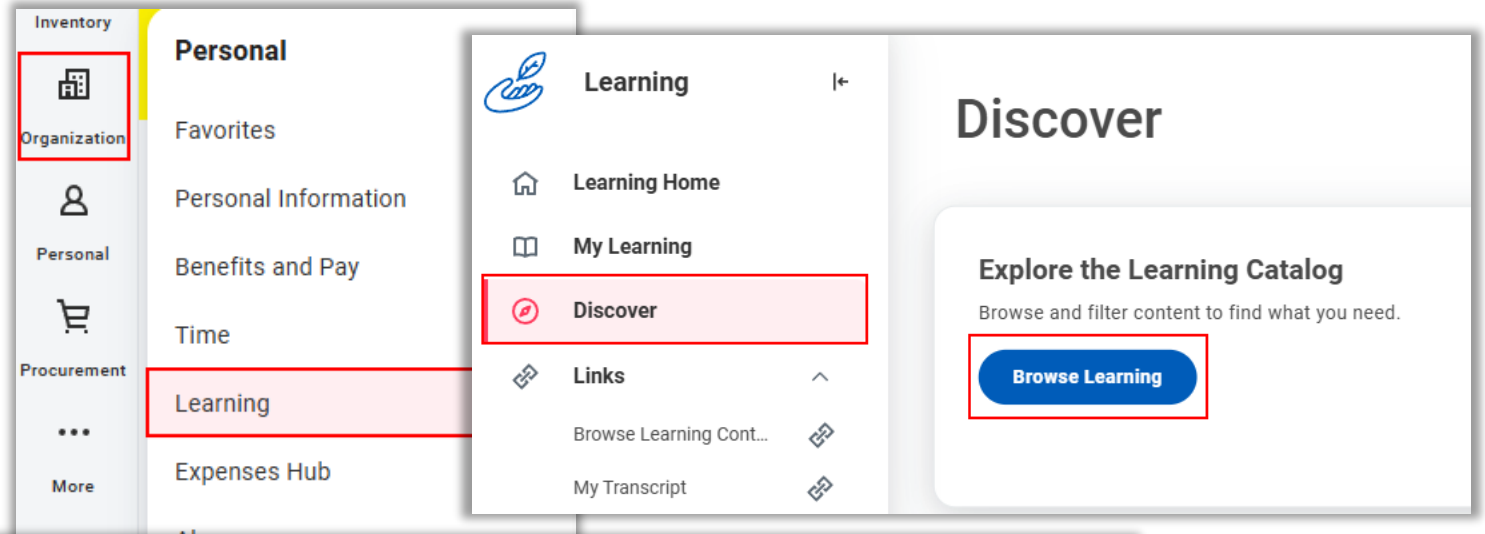


Campus Engagement: Workday Demos

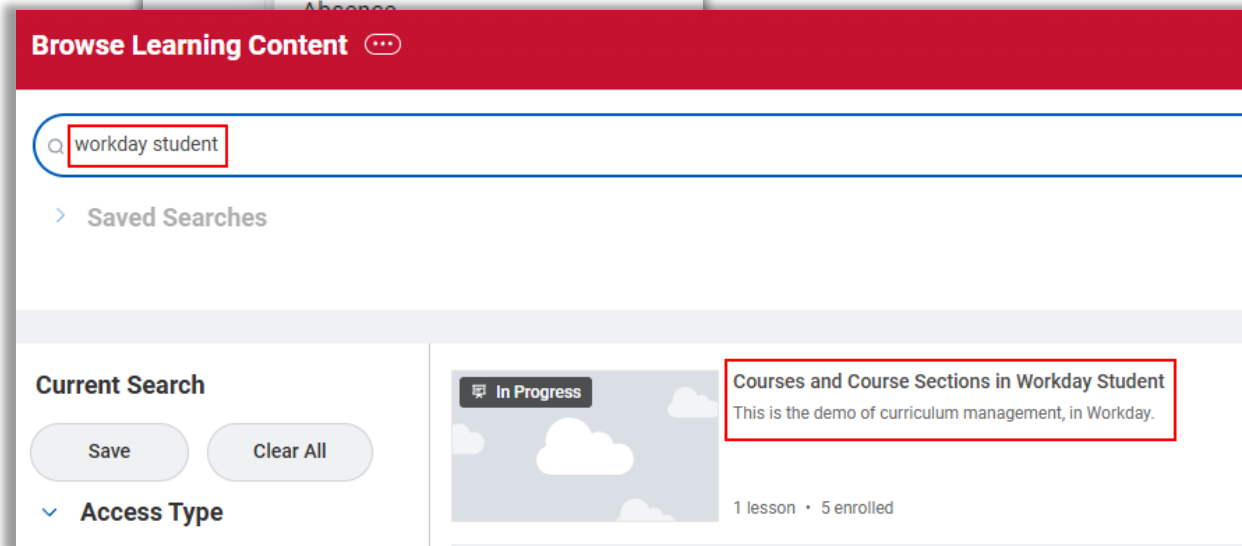
Access in Workday Learning.

The following topics have been released:

1. Courses & Course Sections
2. Advising Tools



A screenshot of the Workday Learning navigation menu. The 'Organization' icon is highlighted with a red box. The 'Learning' menu is open, and the 'Discover' option is highlighted with a red box. The 'Discover' option is also highlighted in the main navigation bar. The 'Discover' section shows a 'Browse Learning' button highlighted with a red box.



A screenshot of the 'Browse Learning Content' search results page. The search bar contains 'workday student' and is highlighted with a red box. Below the search bar, there is a 'Saved Searches' section. The 'Current Search' section shows 'Courses and Course Sections in Workday Student' highlighted with a red box. The search results show '1 lesson • 5 enrolled'.





Thank you



**ENROLLMENT MANAGEMENT
AND STUDENT SUCCESS**



Office of Student W



Green Beer Day



Origins and Early Development



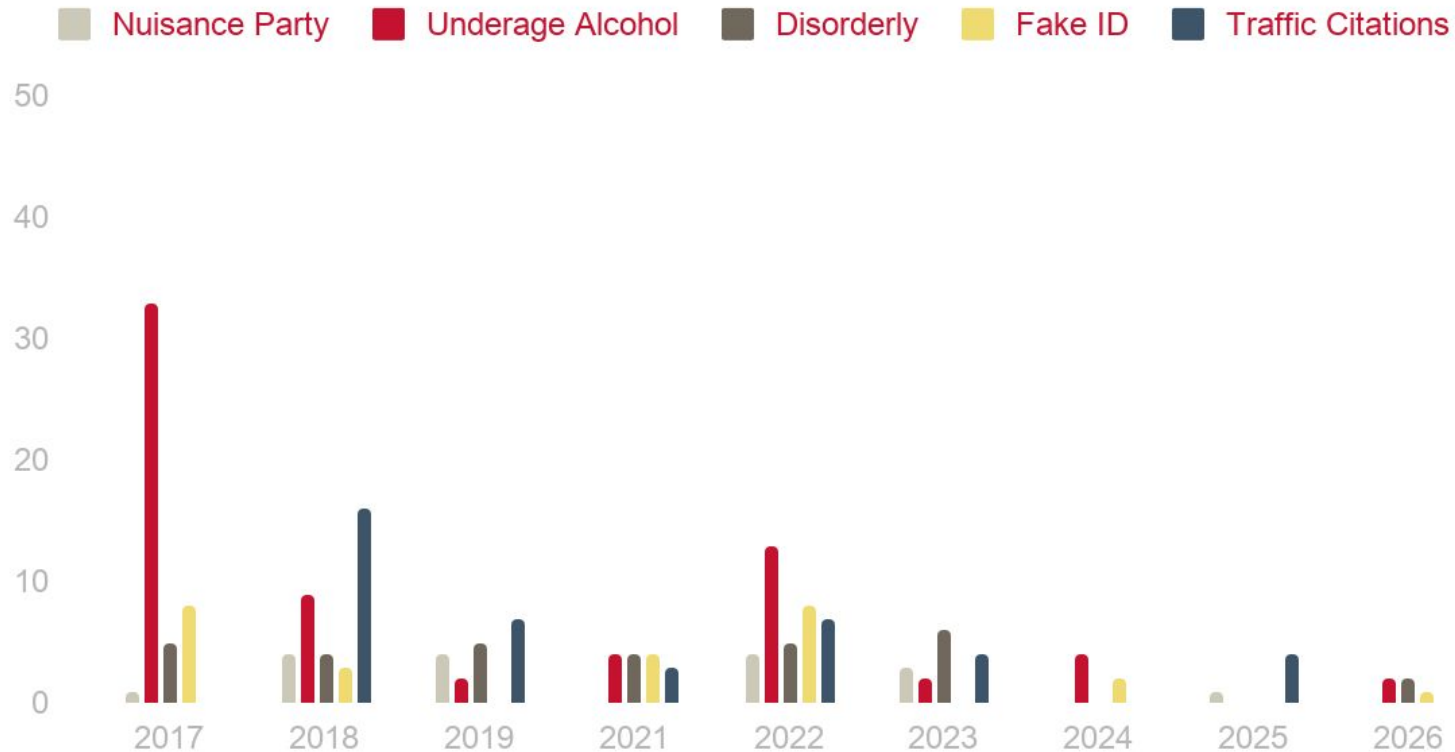
Growth and Cultural Significance



Institutional Response



GBD Citations by Category



GBD Citations



GBD Citations (cont.)



Today: Prevention-Focused



Students Change Culture



Key Messages to Students

|

|

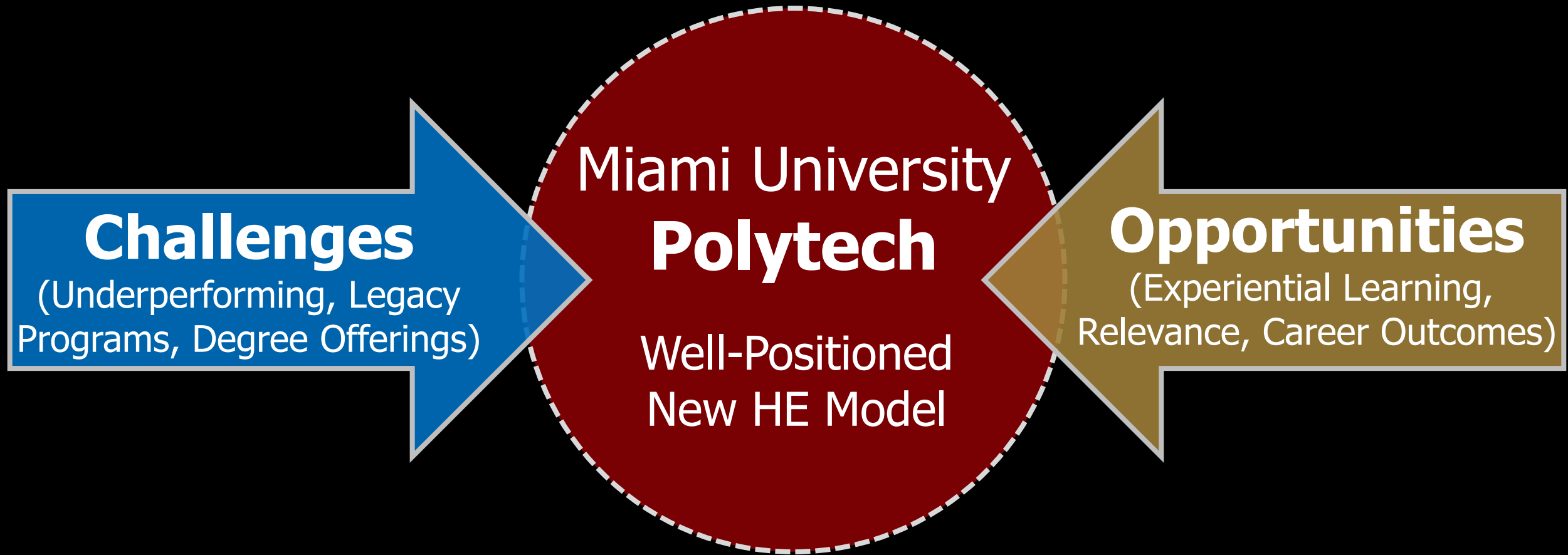




Miami University Polytechnic

April 2026

M Challenges Meet Opportunities



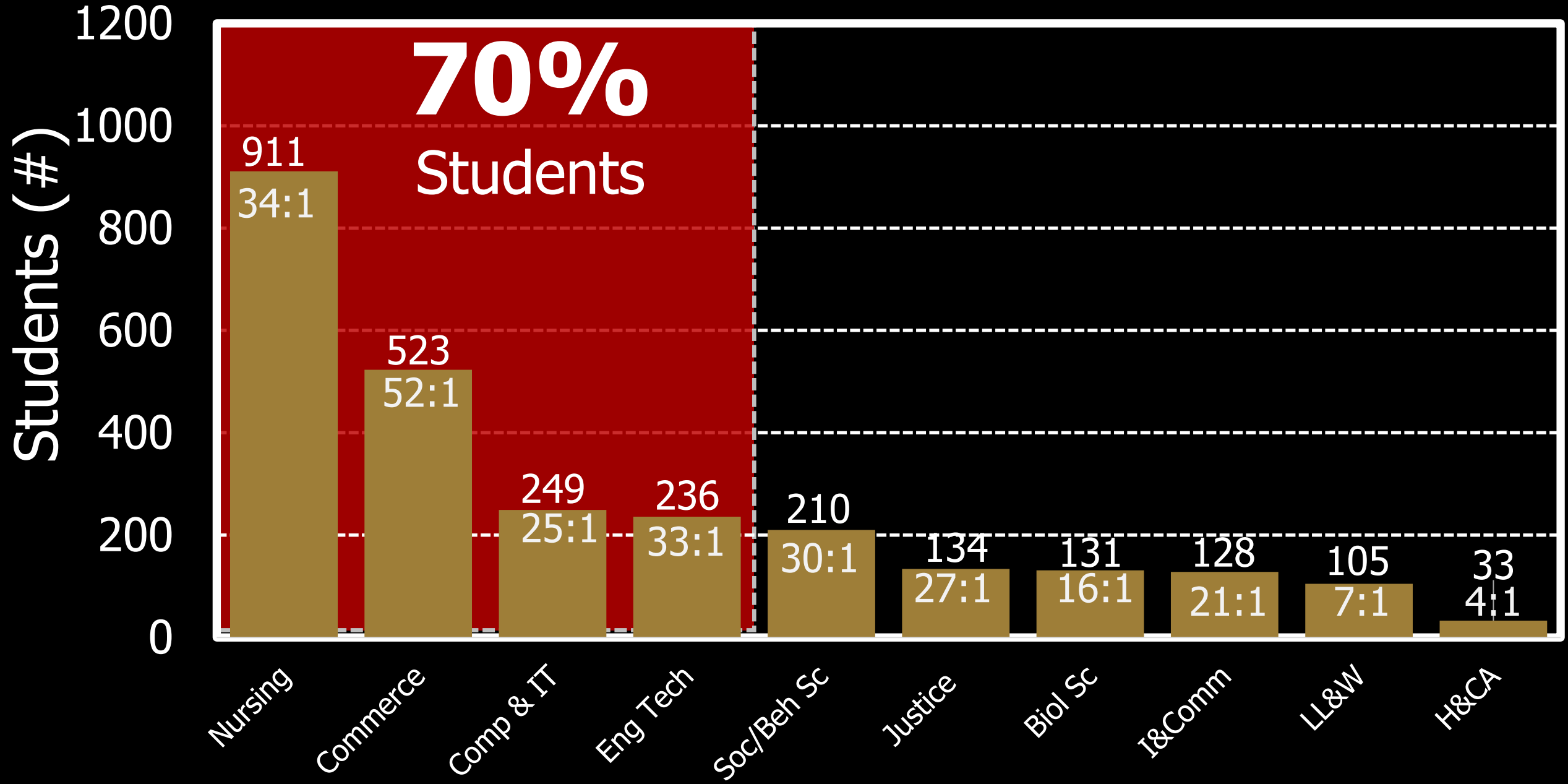


• the ONLY unrounded back vowel in English!
NOTE: this is *not* /a/
of the English point
wels
contacized with /r/: "art",
C

- /ækt/
- /bɒk/
- /kʌp/
- /hɜːt/
- /hɔːd/
- /rɔːt/
- /pænd/
- /blɒd/
- /fɒst/
- /kʌpt/
- /kʌdrɪk/

Challenges

M Fall 2025 Enrollments by Departments



M High Level Finance Regionals

	2022	2023	2024	2025	2026 (Forecast)	2027 (Prelim)
Enrollment	3,223	3,084	2,907	3,089	3,134	2,703
Reg. Student Revenue	\$39.4 M	\$37.6 M	\$38.3 M	\$39.5 M	\$42.4 M	\$39.8 M
Oxford Student Revenue	\$5.0 M	\$7.8 M	\$7.9 M	\$9.7 M	\$6.5 M	\$6.7 M
Expenses	\$44.5 M	\$44.6 M	\$46.2 M	\$48.2 M	\$49.6 M	\$51.0 M

Largely nursing & pathway, some online

M Current Reality

- Structural enrollment decline, not cyclical
- Demographic headwinds constraining pipeline
- Underutilization driving persistent deficits
- Academic portfolio misaligned with market demand

Regional Realignment Cost/Invest Actions	Middletown Reductions
Consolidation (12→6 Units) ~\$200 K	Reduced Expenses ~\$2.8 M
Σ Cost Reductions (2024) ~\$6.7 M	Consolidate Faculty/Staff
Invest Manufacturing Hub	ECA, Renters, Book Depository

M Spectrum of Options

Exit / Divest
Redeploy Capital

Status Quo
Manage Decline

Bold Transformation
Reposition

Exit

Drift

Reinvent

Exit/Divest

Student Continuity

Community Impact

Reputation/Brand Risk

Community

Manage Decline

Subvent

Cost Rationalization

Yield Management

Portfolio Stabilization

Transformation

Diversify Learner Pipeline

Capture New Market Share

Deepen Industry Partners

Align with State Priorities



Opportunities

M Market Expectations

Affordability & Transparency



Affordability & cost transparency as primary decision drivers

ROI & Expected Value



Demand for demonstrable return on investment

Career Aligned Outcomes



Preference for direct, career-aligned pathways and measurable outcome

Alternative Pathways



Accelerating migration toward alternative education models

M Student Interest Trends



Demand for hands-on & earn-while-you-learn pathways is accelerating faster than system capacity, creating a significant unmet market opportunity

- +20% enrollment growth in vocational pathways (CC)
- 75% demand for earn-and-learn models (HS & College)
- 52% wait-listed—capacity gap (HS)
- \$5.1 B market, +41% growth for trade & technical schools.

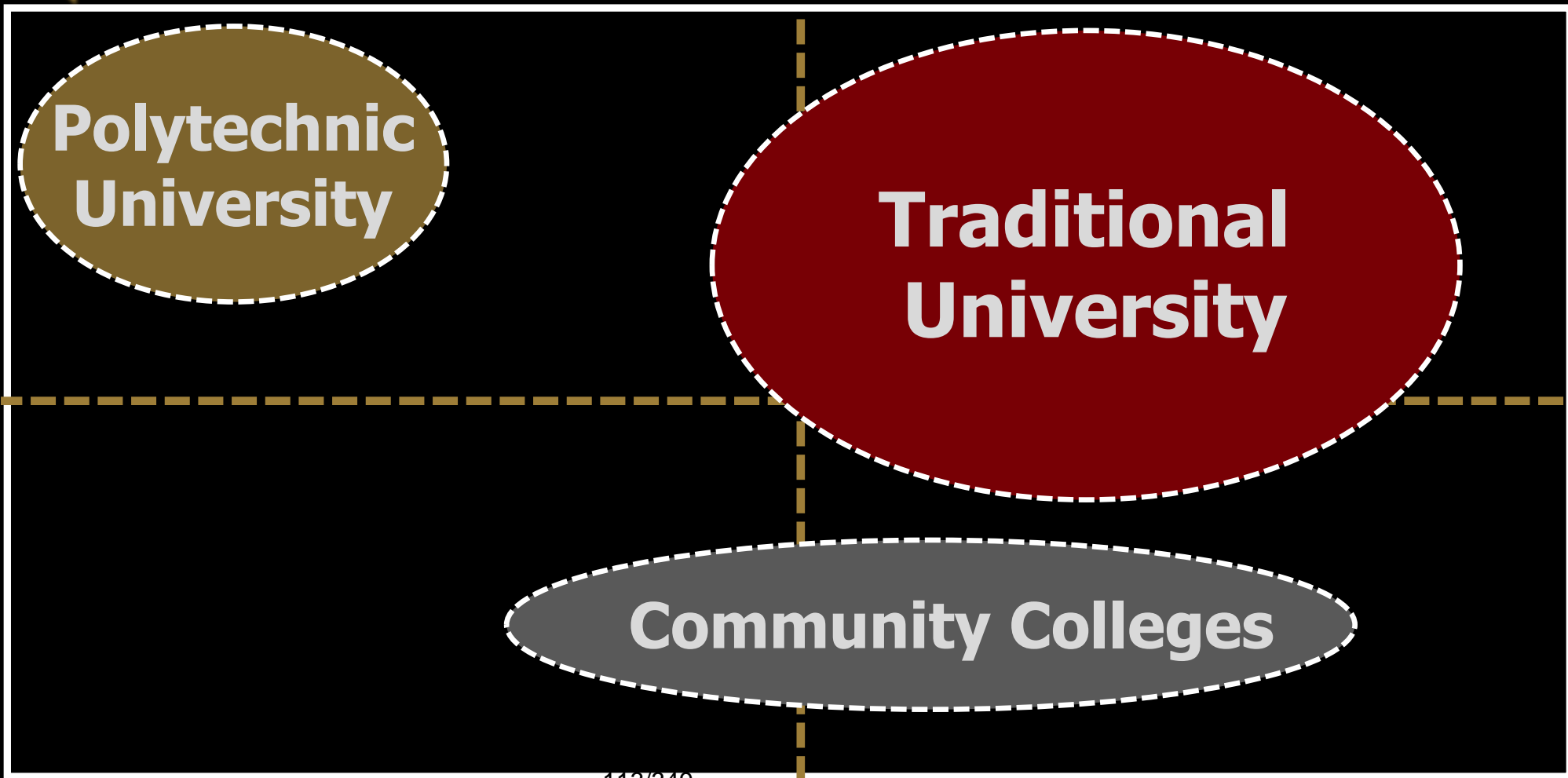
Distinction & Unique Market Position

Experiential Learning & Industry Collaboration

More ↔ Less

Academic Success
Career Success

More
↕
Less

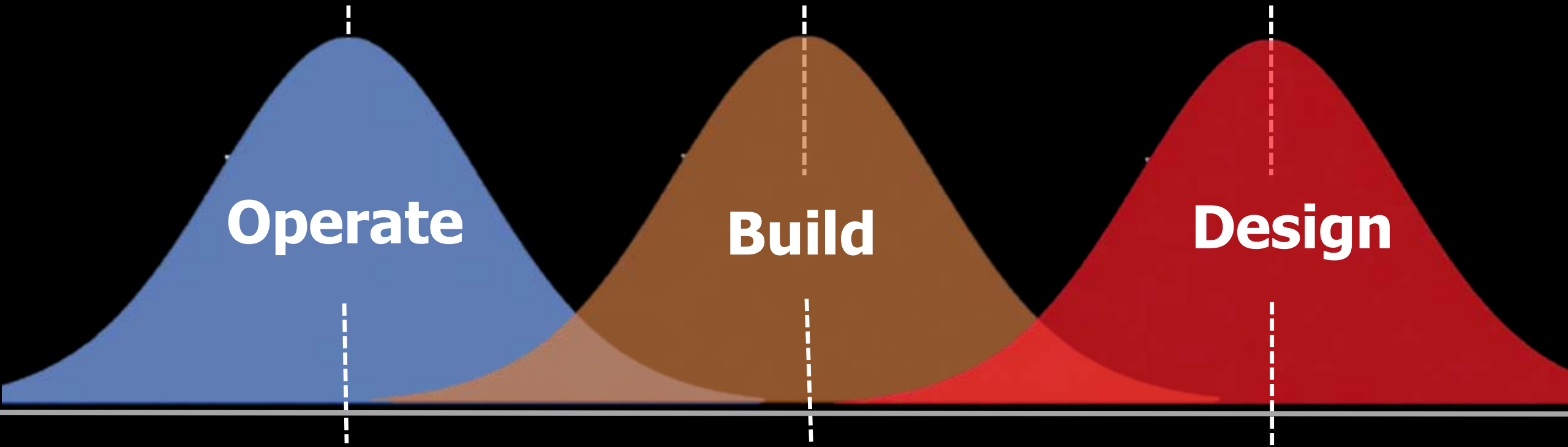


M Workforce Roles & Overlap for Ohio

Specialist
(Career Tech)

Technician
(Polytechnic University)

Engineer
(University)



Operate

Build

Design

Operate & maintain advanced manufacturing systems to deliver consistent production

Translate design into executable systems—programming, configuring, & optimizing machinery

Define product design, performance, and specifications aligned to customer & market needs

M Recent Headlines

"FL-Polytech Enrollment Hits Record High"

"Cal Poly Sees Highest Enrollment in University History"

"UW-Stout Stands Out Among Peers as Enrollment Grows..."

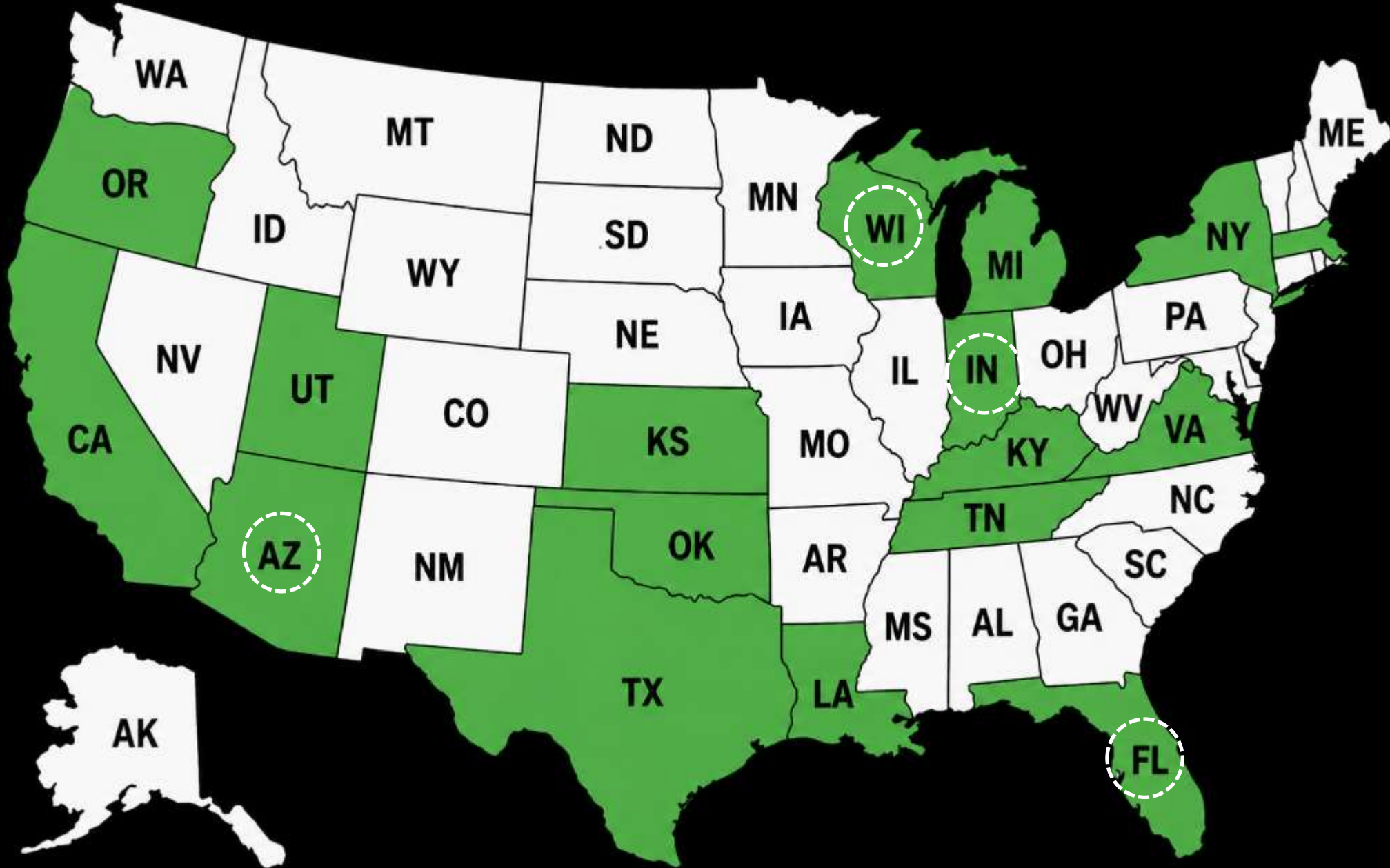
"Purdue Poly Enrollment Holds Steady after 8 Record-Breaking Years"

M Polytechnic Movement

16 %
Growth

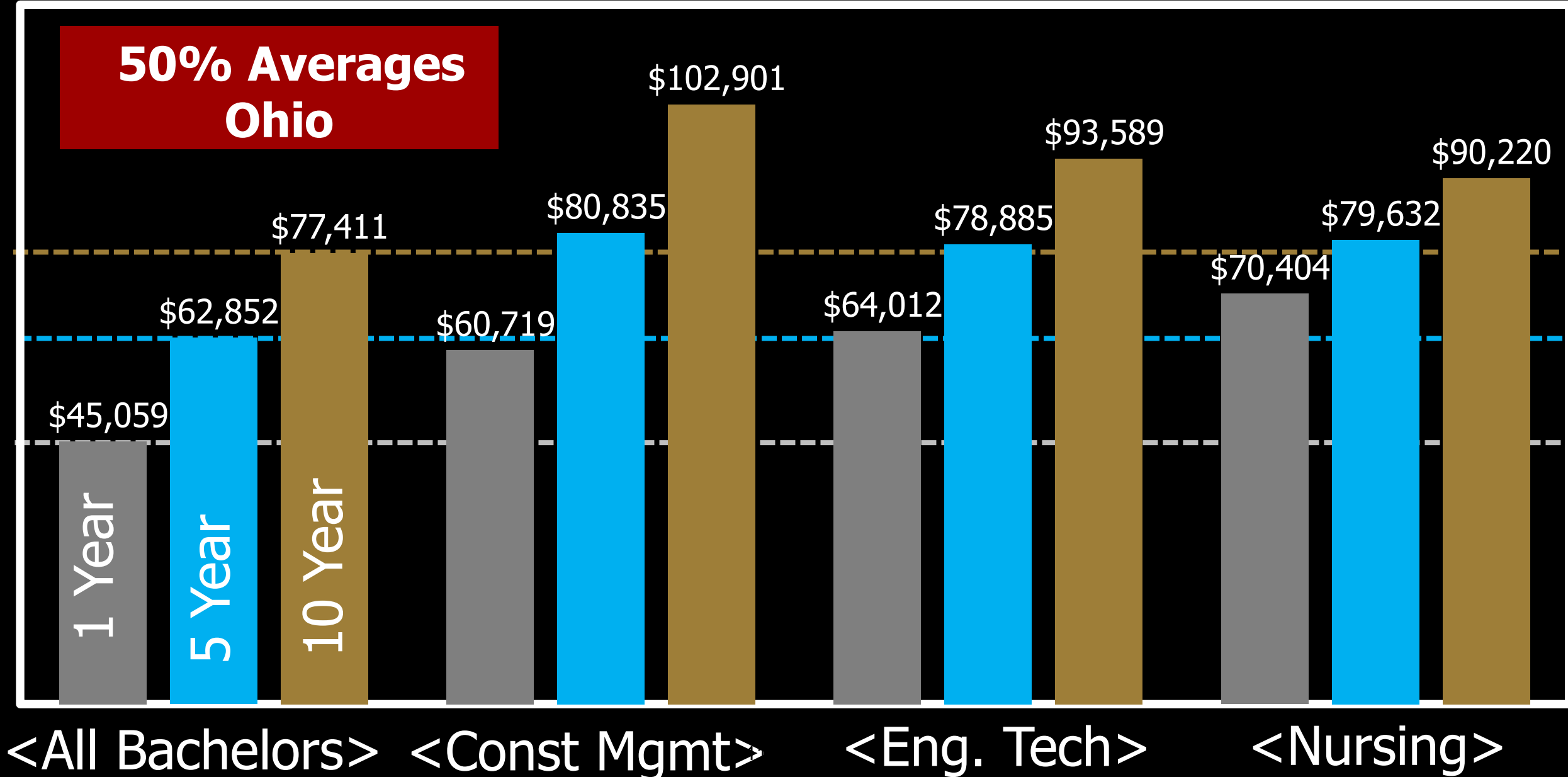
(Ref—EAB Unpacking)

 (Visits)



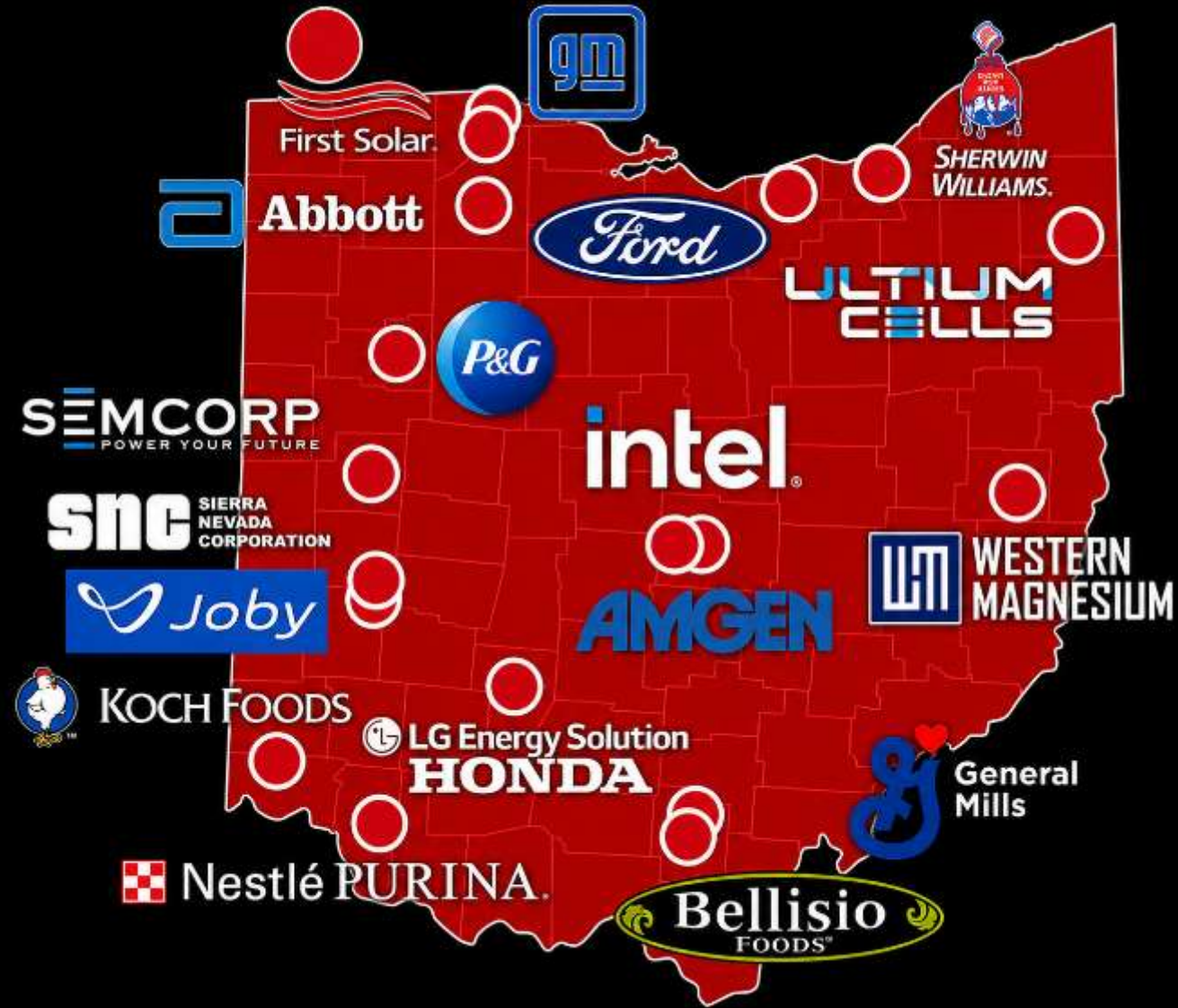
M Average Salaries (Ohio Grads)

**50% Averages
Ohio**



M Jobs & Careers in Ohio

JobsOhio (Targeted Industry)	Sectors (Estimated #)
Aerospace & Aviation	6,271
Automotive	24,998
Finance	2,640
Healthcare	10,947
Adv. Manufacturing	51,839
Energy & Petro	19,608
Food Processing	8,538
Information Technology	8,502
Logistic & Distribution	6,867
Military & Federal	Data Limitations
Total	>140,000





Our Model

M New Model—"Come Join Us"



- Experiential Learning
- Industry Collaboration
- Partnership Driven
- Cycle Back, Level Up
- Faculty at Frontier
- "Stakeholder Senate"
- Strong Career Outcomes

M Well Positioned—Ready to Lead!

TIER 1 — GLOBAL ELITE



TIER 2 — NATIONALLY ELITE



TIER 3 — HIGH-END & SPECIALIZED



TIER 4 — STRONG APPLIED / INDUSTRY-FOCUSED INSTITUTIONS



TIER 5 — SOLID REGIONAL TECH UNIVERSITIES



TIER 6 — NEW COMERS

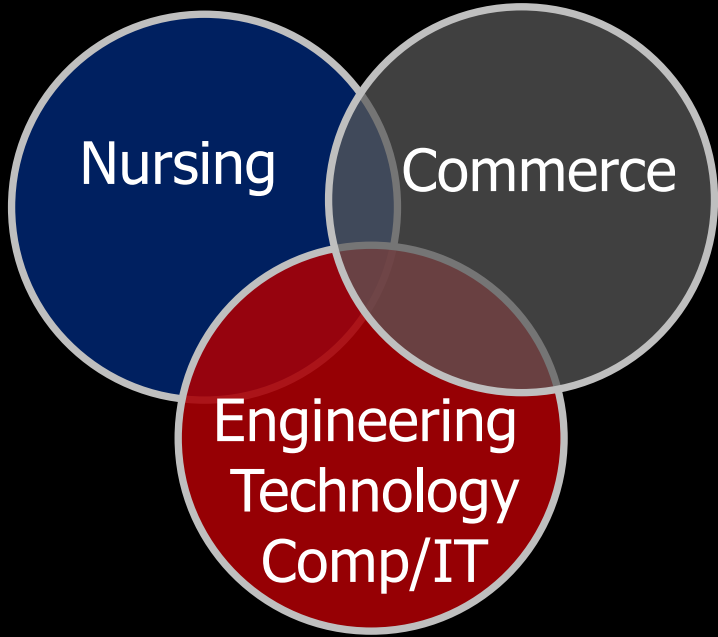


Strength
First Mover (Ohio)
Positioned to Define

**NOT FROM
SCRATCH**

M Not Starting From Scratch

Polytech Degrees



Partners



Industry Collaborators (~30)

- Teach
- Internships
- Placement
- Equipment
- Projects
- Research

Work + (~22)

- Part-time Salary
- Tuition Reimburse
- 4 Year Resume

ECA (~11)

- HS Diploma
- Free Associates
- Pathway to Miami

Big Support

- County
- State/ODHE/JobsOH
- Community

State-of-Art AM Hub

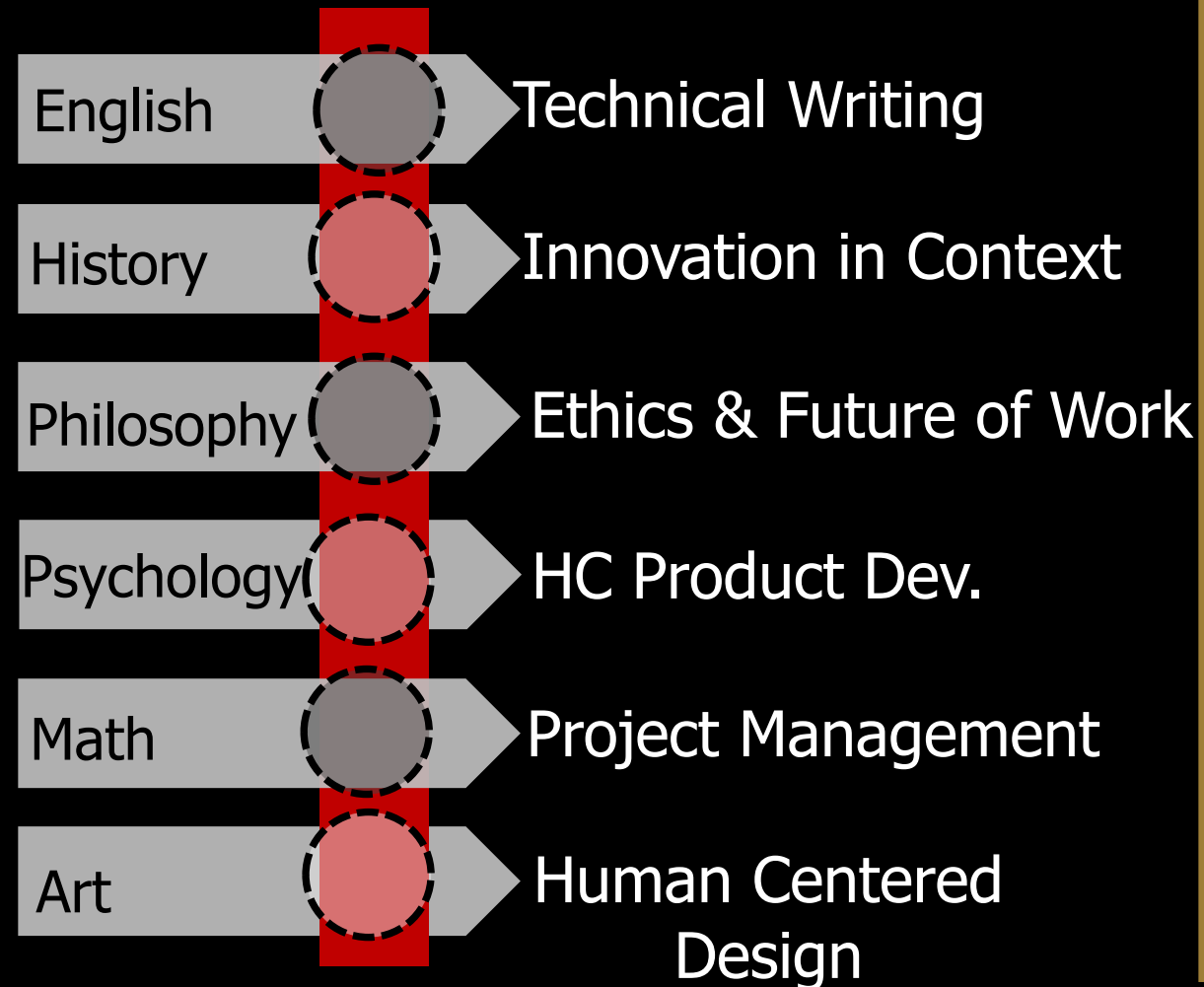


M Build From Base

Global Miami Plan (OT-36)

(Branded & Marketable)

Workforce



Possible New Degree Programs

(Don't Recreate the Wheel—Quick to Market)



Biomedical Engineering Technology
(Biology + Nursing + Engineering Technology)

Engineering Technology Management
(Commerce + Engineering Technology)

Engineering Mathematics
(Math + Physics + Engineering Technology)

Construction Management
(Commerce + Engineering Technology + New)

M Collaboration Both Ways

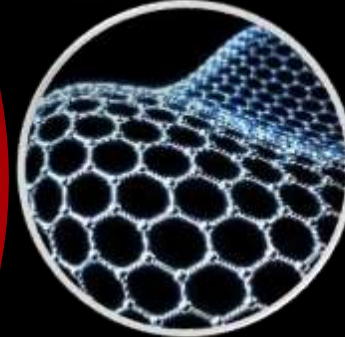
Advanced
Manufacturing



Smart
Manufacturing



Materials
Research



Entrepreneurship



Data Science



Seamless
Collaboration

Miami Poly

Miami Oxford

Extend Cycle Back Level Up

Eng.Tech
(Miami Poly)

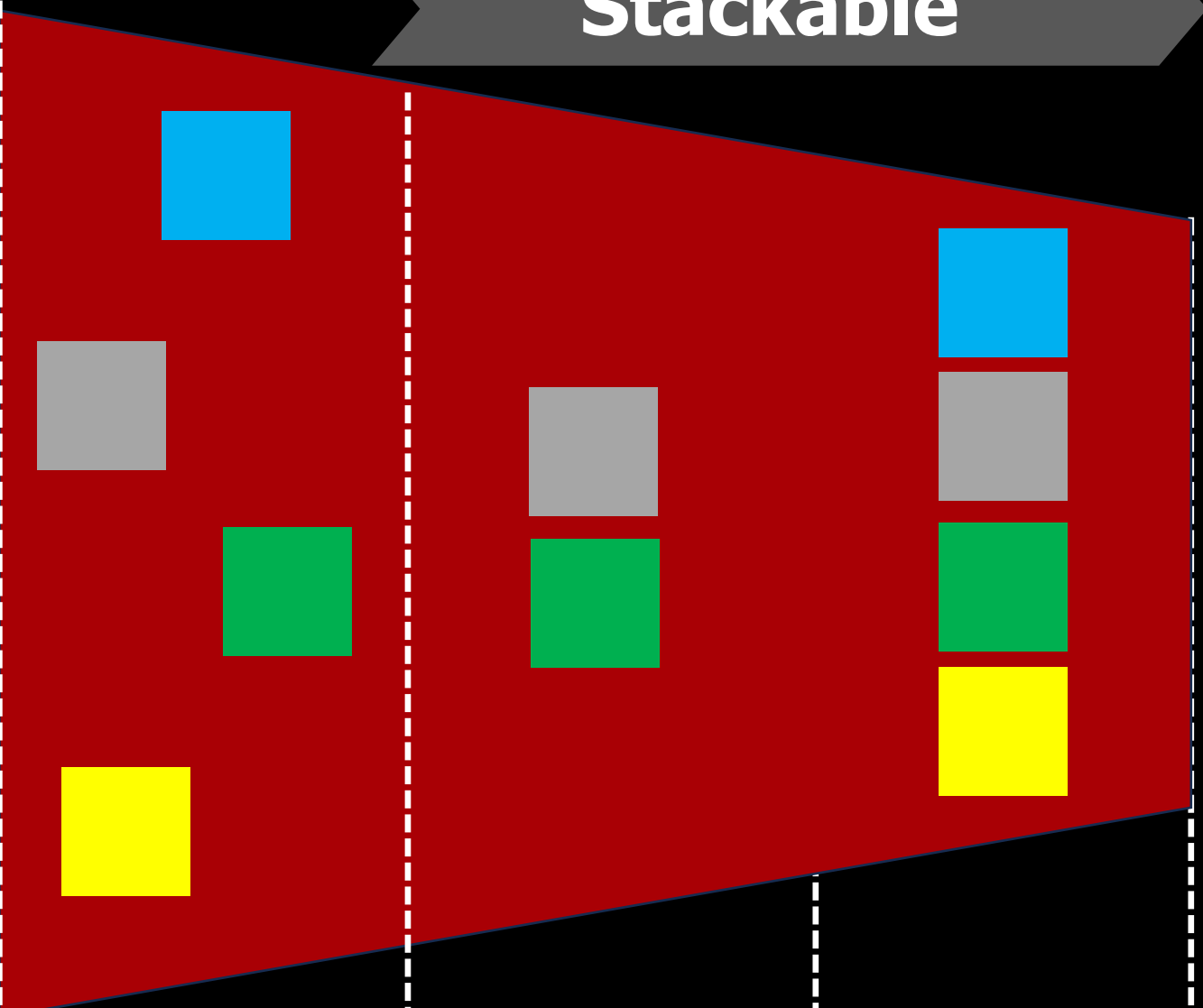
Masters
(Miami Oxford)

Ph.D.
(Miami Oxford)

M Market Capture Strategy (Orbits)

Stackable

- Butler Tech
- Butler Tech Satellites
- Other Career Techs
- Poly ECA
- SW Ohio HS
- Transfers
- Adult Learners
- Incumbent Workers
- Industry Reskill



Career
Outcomes
Workforce
Economic
Vitality

Credentials

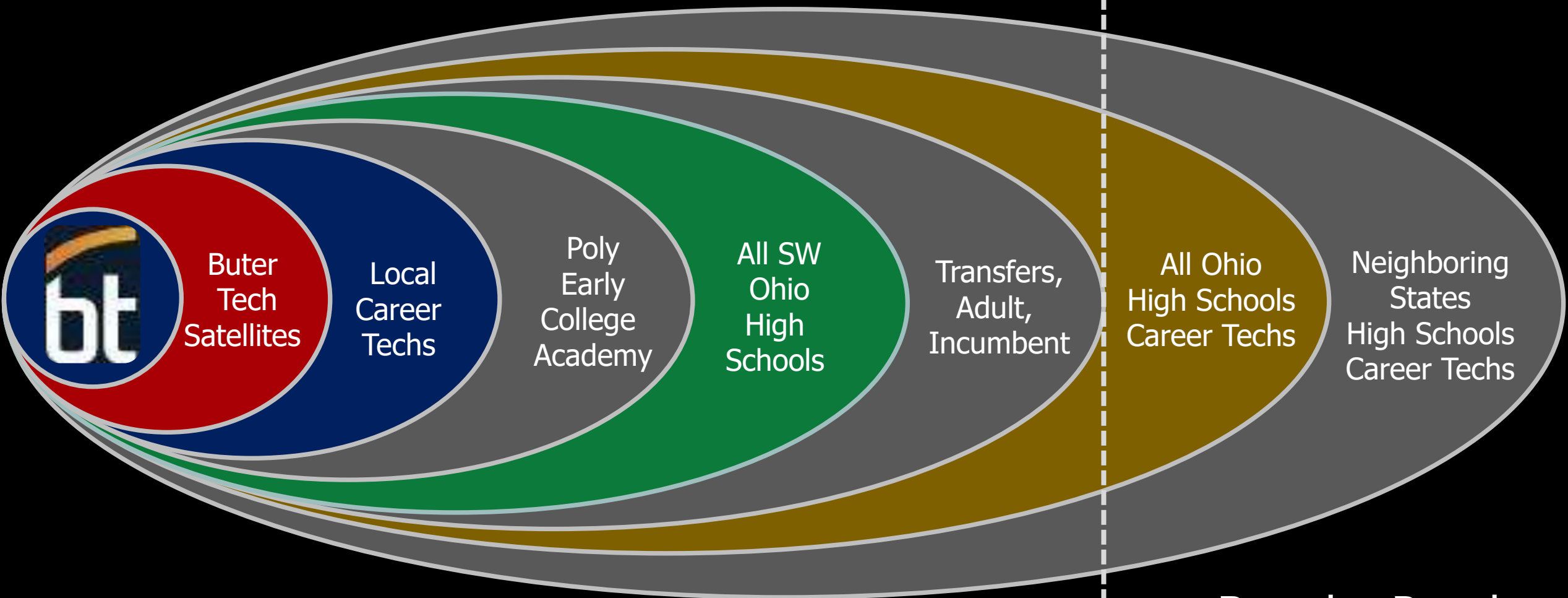
Associate

Bachelor

M Market Capture Strategy (Orbits)

Build Brand in SW Ohio

Ohio & Midwest



Broader Reach

M Expansion Strategy

Southwest Ohio

1

- Build Guaranteed Pipelines
- Target HS Graduates w/ Affinity
- Advance Differentiated Brand
- Win on Brand, Price, & Outcomes

Ohio

2

- Expand Superior Experience—Leverage Brand, Price, & Outcomes

Neighboring States

3

- Experience, Excellence, and Outcomes Others Cannot Match

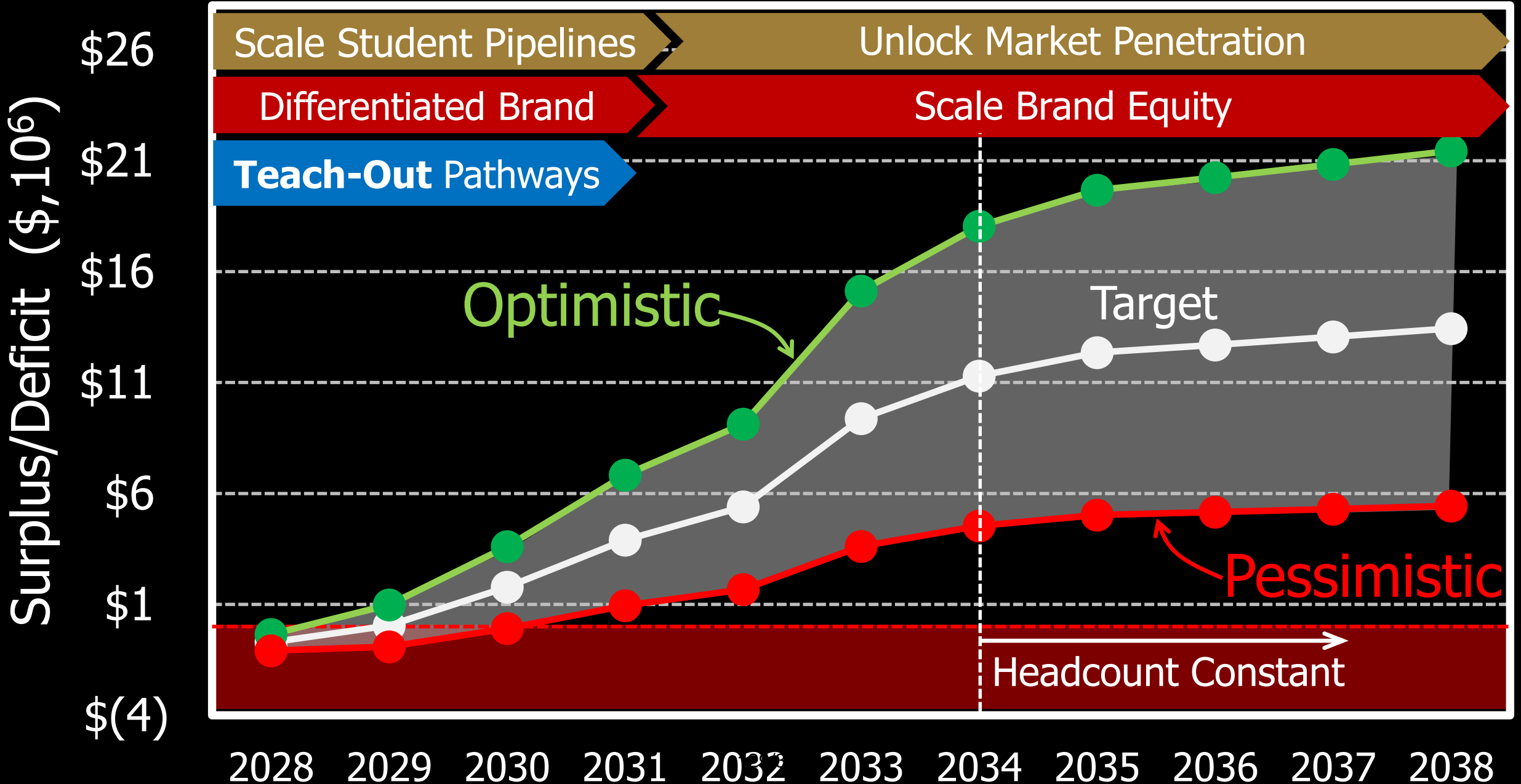


Tuition (\$) - Analysis (SW Ohio Only)

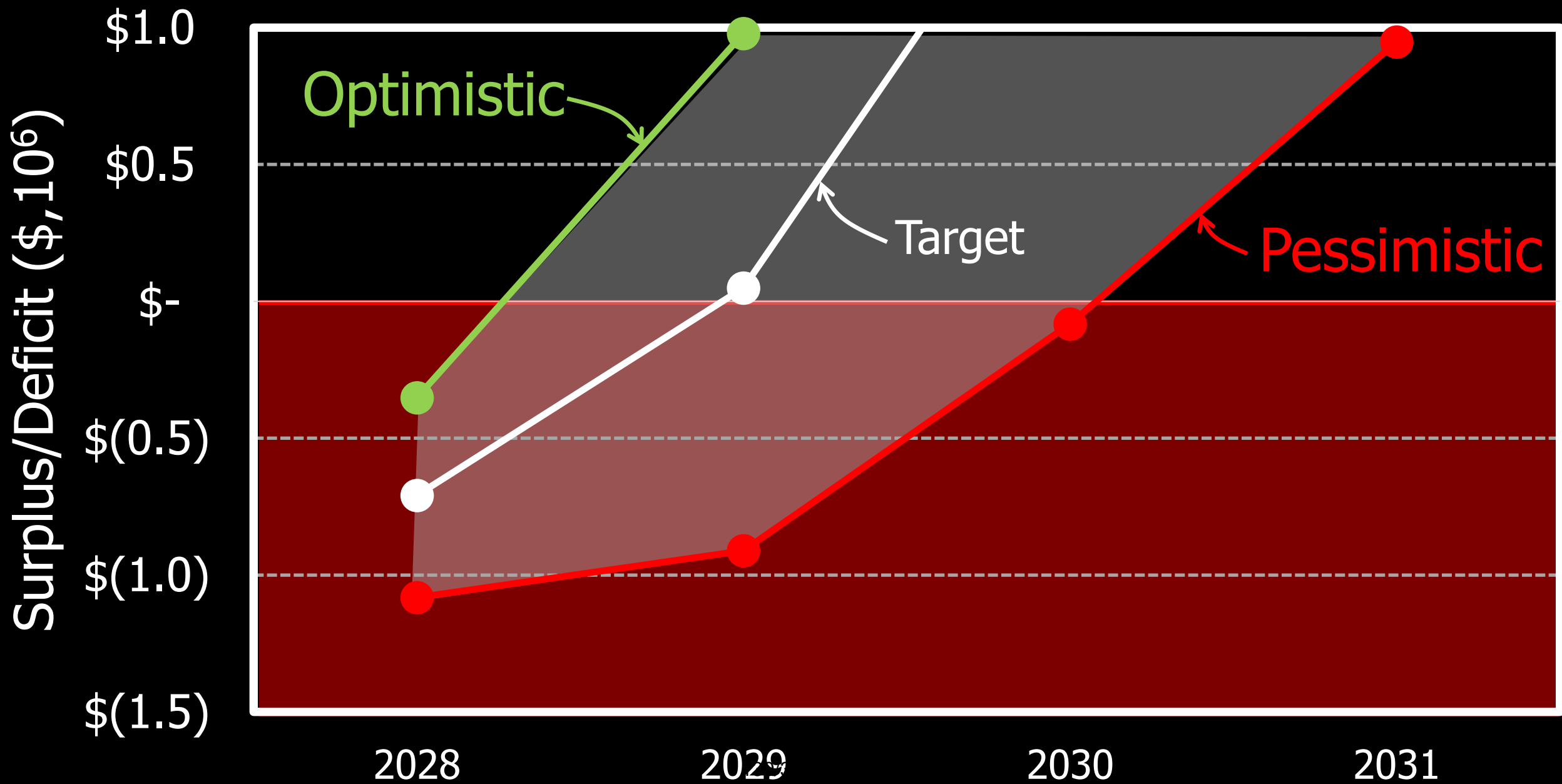
Pipelines (*)	FY28	FY29	FY30	FY31	FY32	FY33
Eng/ Tech (BT)	25	50	75	125	150	200
Info. Tech. (BT)	12	25	40	60	80	100
CTE High School (BT)	25	40	60	80	120	150
Local Career Tech	25	40	75	100	150	200
Poly ECA	12	25	50	75	100	100
Direct Recruit HS	25	40	80	120	150	200
Transfer	12	25	40	60	80	100
Adult Learners	10	15	20	30	40	50
Incumbent Workers	10	15	20	30	40	50
Total	144	250	420	620	830	1,050
Micro-credentials	200	400	600	800	1000	1000

* 1st Year Local Enrollment for Engin. Tech & IT Only (Tuition Model—Next Slide—is Cumulative)

M Tuition (\$) - Flow Analysis & Strategy



M Tuition (\$) - Flow Analysis & Strategy



M Summary

- Solution for Regionals
- Well-Positioned
- Attracted Investment
- First Mover Advantage
- Burgeoning Marketplace
- All Levels (HS→College)
- Other Campus

The infographic features a glowing red outline of the state of Ohio. In the center is the Miami University Polytech logo, which includes a large 'M' and the text 'MIAMI UNIVERSITY POLYTECH BUILDING OHIO'S FUTURE. DELIVERING FOR ALL.' Below the logo is a city skyline. Six key impact areas are arranged around the center, each with an icon and a brief description:

- INTERACTING WITH INDUSTRY**: PARTNERING WITH OHIO BUSINESSES TO SOLVE REAL-WORLD CHALLENGES AND DRIVE INNOVATION.
- DELIVERING TALENT**: PREPARING GRADUATES WITH IN-DEMAND SKILLS TO POWER OHIO'S WORKFORCE.
- GROWING COLLEGE GRADUATES**: EXPANDING ACCESS TO HIGH-QUALITY EDUCATION AND INCREASING THE NUMBER OF GRADUATES ACROSS OHIO.
- BOOSTING THE ECONOMY**: STRENGTHENING OHIO'S PIPELINE OF TALENT, SUPPORTING BUSINESS GROWTH, AND ATTRACTING NEW INVESTMENT.
- CREATING VALUE FOR OHIO CITIZENS**: ENHANCING COMMUNITIES, IMPROVING QUALITY OF LIFE, AND BUILDING A STRONGER OHIO FOR GENERATIONS TO COME.

At the bottom of the infographic, the text reads: **ONE UNIVERSITY. ALL OF OHIO. STRONGER TOGETHER. GREATER TOGETHER.**

M Question to Answer?



The Risk of Inaction

“What happens if we do nothing—and are we prepared to fund decline?”



The Power of Naming

“If our name doesn’t signal value, why would the market choose us?”



Talent Pipelines

“Why aren’t we fully capturing the fastest-growing pipeline of career-aligned students?”



State Alignment & Economic Development

“If Ohio’s economy runs on talent, are we leading—or watching from the sidelines?”

Proposed Board Resolution

Propose renaming the Regional Campuses

.....be it resolved the Miami University Regional Campuses are hereby renamed the Miami University Polytechnic.

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-xx

WHEREAS, Miami University's Regional Campuses are positioned to align the academic portfolio with workforce need and student demands as a way to serve the community and counter the pressures of reduced program interest and enrollment decline driven by long term national and state demographic trends, and;

WHEREAS, students, families, employers, and the broader higher education marketplace increasingly demand affordability, measurable return on investment, career-aligned outcomes, experiential learning opportunities, and alternative educational pathways that connect directly to workforce needs and economic opportunity, and;

WHEREAS, emerging student interest trends demonstrate rapidly growing demand for hands-on, technical, industry-driven, and workforce-oriented educational models, including significant growth in technical education pathways, and expanding employer demand for graduates prepared through experiential and industry-connected learning environments, and;

WHEREAS, the proposed transformation of the Regional Campuses into “Miami University Polytechnic” would reposition the institution to capitalize on a burgeoning marketplace by emphasizing experiential learning, industry collaboration, partnership-driven education, strong career outcomes, and alignment with the workforce priorities of the State of Ohio, while creating a distinctive and innovative institutional model capable of attracting investment, supporting economic development, and strengthening Ohio’s talent pipeline, and;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of Miami University hereby endorses the strategic transformation and renaming of the Miami University Regional Campuses as “Miami University Polytechnic,” reflecting a renewed mission centered on applied learning, workforce alignment, experiential education, industry partnership, innovation, and economic impact, and;

BE IT FURTHER RESOLVED, that the President and administration are authorized to develop and implement the operational, academic, branding, and strategic planning actions necessary to develop the Miami University Polytechnic model, including the pursuit of partnerships, investments, workforce initiatives, and programmatic innovations aligned with the educational and economic needs of the State of Ohio and the region.



OFFICE OF THE PROVOST

Provost Update

Academic and Student Affairs
May 14, 2026



Miami Integrated Learning Experience (MILE)

Supported by the *Miami Integrated Learning Office*

The Miami Integrated Learning Experience (MILE) is the university's general education program, coordinated by the Office of Integrated Learning. MILE intentionally integrates academic, co-curricular, and applied learning through experiential coursework, an e-Portfolio and reflection, to prepare students for life and career.

Connecting Learning to Life



Miami Integrated Learning Experience (MILE)

Integrated Learning Core (ILC)

- **ILC 1: Formal Reasoning & Communication (6 hours)**
 - Mathematics & Formal Reasoning (3 hrs.)
 - Composition (3 hrs.)
- **ILC 2: Science & Society (12+ hours)**
 - Social Sciences (6 hrs.)
 - Natural Sciences (6+ hrs.', must include lab)
- **ILC 3: Arts & Humanities (6 hours)**
 - Creative Arts (3 hrs.)
 - Humanities (3 hrs.)
- **ILC 4: Civic Literacy Course (3hrs)**

Application & Integration

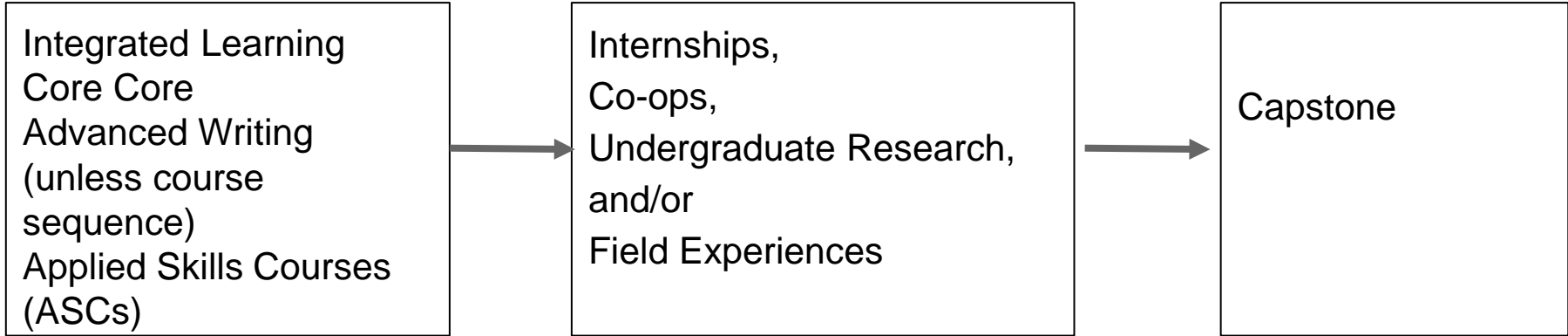
- **Capstone** (3 hours) (can satisfy in major)
- **Advanced Writing** (3 hrs.) (can satisfy in major)
- **Applied Skills Courses** (9 hours) (can be ILC and/or major course)

e-Portfolio

Co-curricular transcript



Miami Integrated Learning Experience (MILE)



Learning Portfolio -----> **Professional Portfolio**

Co-Curricular Transcript

A holistic and developmental approach



Miami Integrated Learning Office (MILO)

Program development & assessment: Assist depts/faculty in creating courses and programs that connects coursework to real-world skills and career readiness, design and implement assessment of the gen ed program.

Professional & Experiential Learning and Undergraduate Research: UG research and publication, experiential learning support & tracking, integrated coordination with Career Services, service learning support & tracking, co-curricular transcript support.

Curricular strategy & implementation: ASC planning, approval and oversight, petitions, strategic curricular planning including ASC course demand/supply forecasting, ODHE/OT36 alignment.

MILO Staffing Structure

Positions supporting the Miami Integrated Learning Experience

Director

MILE

Lead MILE vision and coordinate partnerships with academic and university partners

Asst. Director

Curricular Strategy

Work with deans to help coordinate curricular offerings & programming

Asst. Director

Prof & Experiential Learning

Connect coursework to real-world skills and career readiness

Asst. Director

Undergraduate Research

Coordinate research, mentorship, and national opportunities

Coordinator

Assessment & Reporting

Track data to ensure MILE improves student success and proves MILE value add to parents

Supporting Student Success

MILO staff will advance every student's education and career prospects by supporting faculty teaching Gen Ed courses & partnering with Career Services, CTE and the academic divisions.

Curricular Strategy & Implementation

- Ensure students graduate on time with requirements met
- Resolve transfer credit so prior learning counts

Undergraduate Research

- Coordinate access to research, fellowships, and publication
- Make (micro-)research opportunities available to more students.

Assessment & Reporting

- Report co-curricular experiences to demonstrate the MILE value-add
- Identify problem classes/areas so that adjustments can be made.

Board Resolution

Resolution: Approval of the Miami Integrated Learning Experience (MILE) as the university's general education program, effective for all students entering Miami University beginning in Fall 2027, with the following requirements:

Integrated Learning Core (ILC) ILC 1 — Formal Reasoning & Communication (6 cr. hours)

ILC 2 — Science & Society (12 cr. hours)

ILC 3 — Arts & Humanities (6 cr. hours)

ILC 4 — Civic Literacy: (3 cr. hours)

Application & Integration

Advanced Writing: (3 cr. hours)

Applied Skills Courses (ASC): (9 cr. hours)

Capstone: (3 cr. hours)

Integrative Components (non-credit but mandatory)

Portfolio & Co-Curricular Transcript

Board Resolution

Resolution: Establishment of the Miami Integrated Learning Office (MILO), to be organized within Academic Affairs under the direction of the Provost, with responsibility for administering and coordinating the Miami Integrated Learning Experience.

AI in the Majors Initiative

Preparing every Miami
graduate to work confidently
with AI in their chosen field.

THE CORE IDEA

AI is changing every profession

Employers across all fields expect graduates who can work with AI.

Faculty lead the work in their own disciplines

Each department designs its own AI integration, grounded in the norms of their field.

The goal is full institutional coverage

By working through cohorts, Miami will reach all undergraduate majors systematically.

AI IN THE MAJORS | SCALE AND SCOPE

45 departments. Reaching every student by Spring 2028.

13

Foundation Cohort
Departments
(already completed)

32

Departments
next academic year

45

Total departments
reached by
Spring 2027

HOW IT WORKS *Each department starts with one major. Integration expands to additional majors.*

1 Assemble a team

Department chair + 3 faculty
select one major to focus on

2 Map 9+ credit hours

Identify where AI
competencies fit within
existing courses

3 Work with a facilitator

Expert facilitators provide
structured support all
semester

4 Adopt a program outcome

New AI/digital literacy
outcome formally entered
into CIM

Board Resolution

Resolution: Endorse the AI in the Majors Initiative as an indication of Miami University's commitment to preparing graduates for an AI-integrated world.



OFFICE OF THE PROVOST

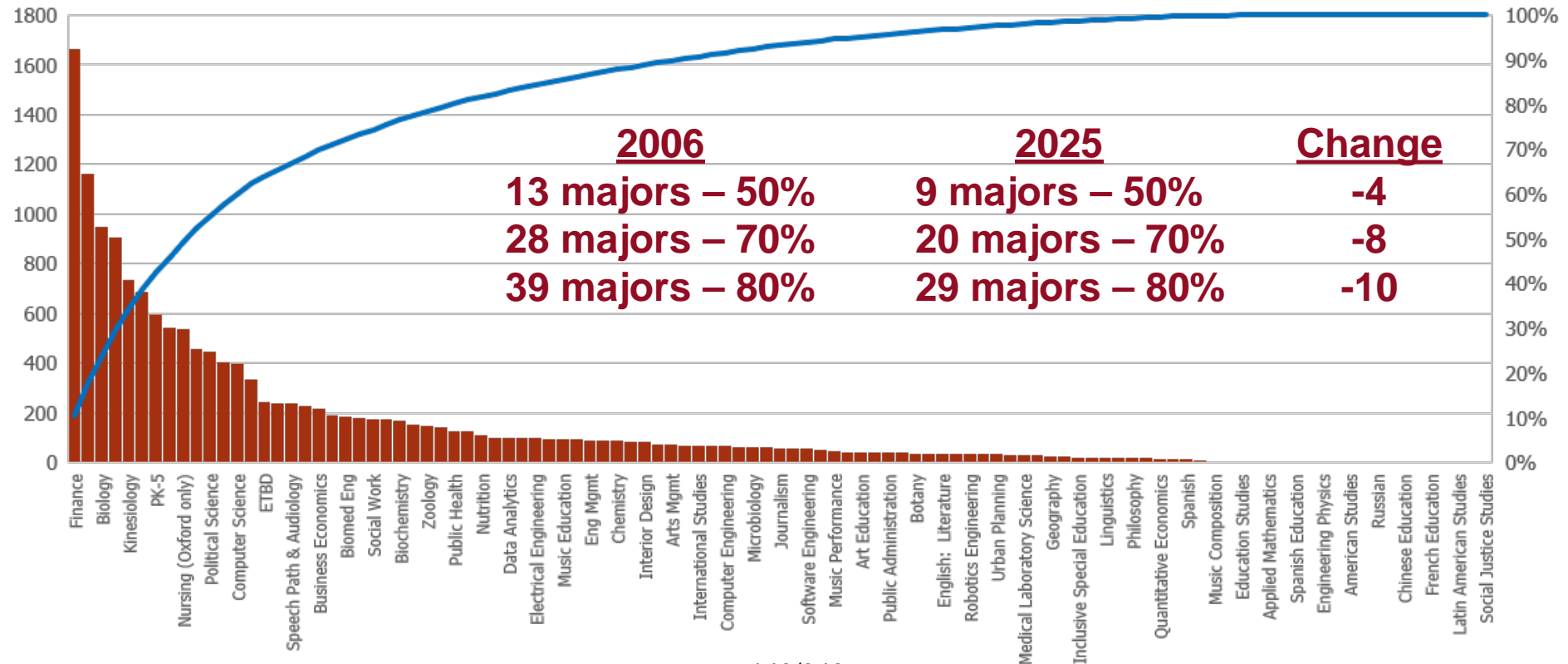
Zero Base Budget Updates

Rapidly Changing Trends in Incoming Student Enrollment

- Student demand for professional degrees and away from traditional majors has continued to increase.
- Not only are many traditional majors declining, but students are bringing in more credits reducing the demand for many Miami Plan courses.

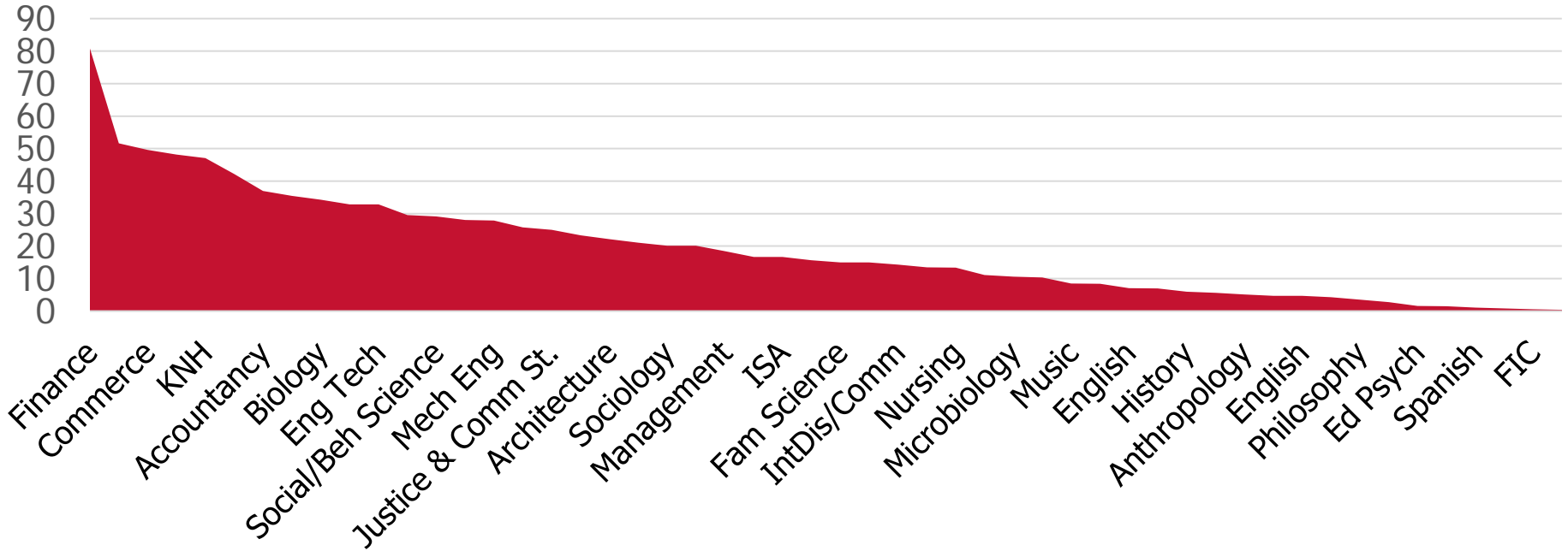


Only 29 majors compose 80% of total undergraduate enrollment at Miami, compared to 39 majors in 2006



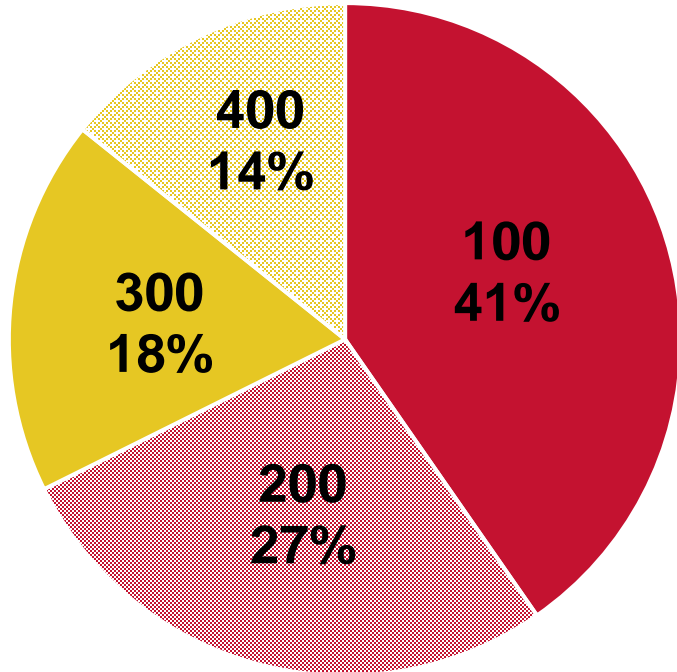
Dramatic Range in UG Major to Faculty Ratios

Undergraduate Student to Faculty Ratios by Academic Department
Fall 2025 Primary Major Enrollment

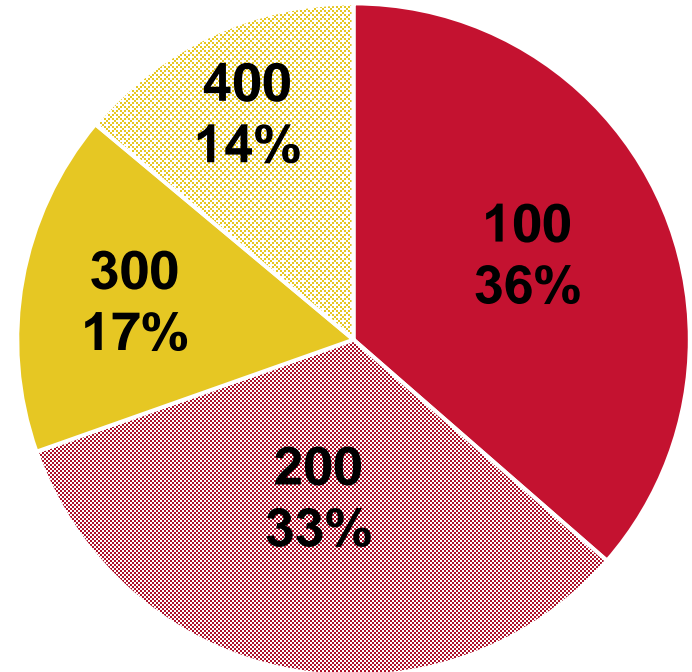


Students are enrolling in fewer 100 level courses due to increased transfer credits

41% 100 level courses in Fall 2005



36% 100 level courses in Fall 2025



5% is a decline of 4,507 credit hours taken at 100 level 151/349

Departmental Budget Performance

>\$500K

Major Reset Required

\$100K-\$500K

Modest Reset Required

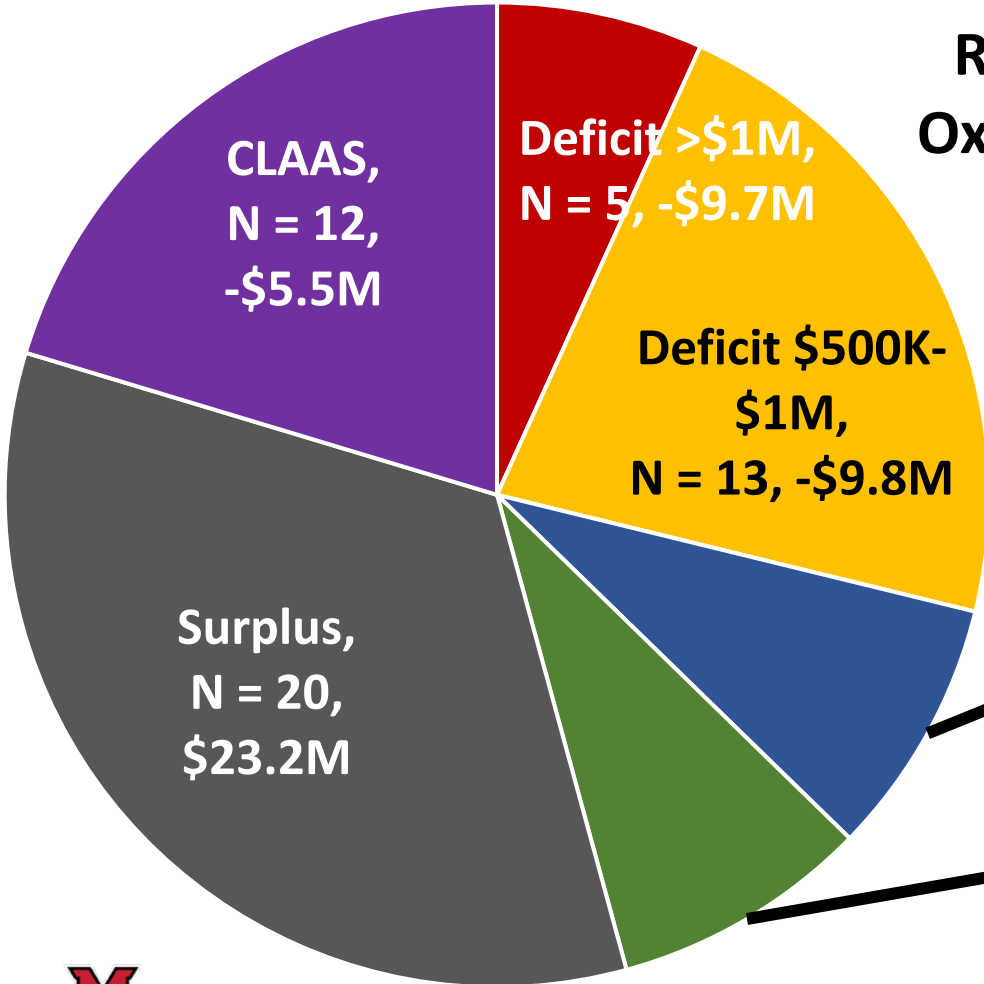
Continue to optimize,
grow, evolve,
and improve culture

Types of Problems

- Decline in undergraduate majors
- Decline in Miami Plan students
- High cost of Instruction, small class size requirements
- Faculty count and mix not consistent with student demand/interest
- 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

RCM 4.0: Zero Based Budgeting

Oxford = 48 / Regional CLAAS = 12

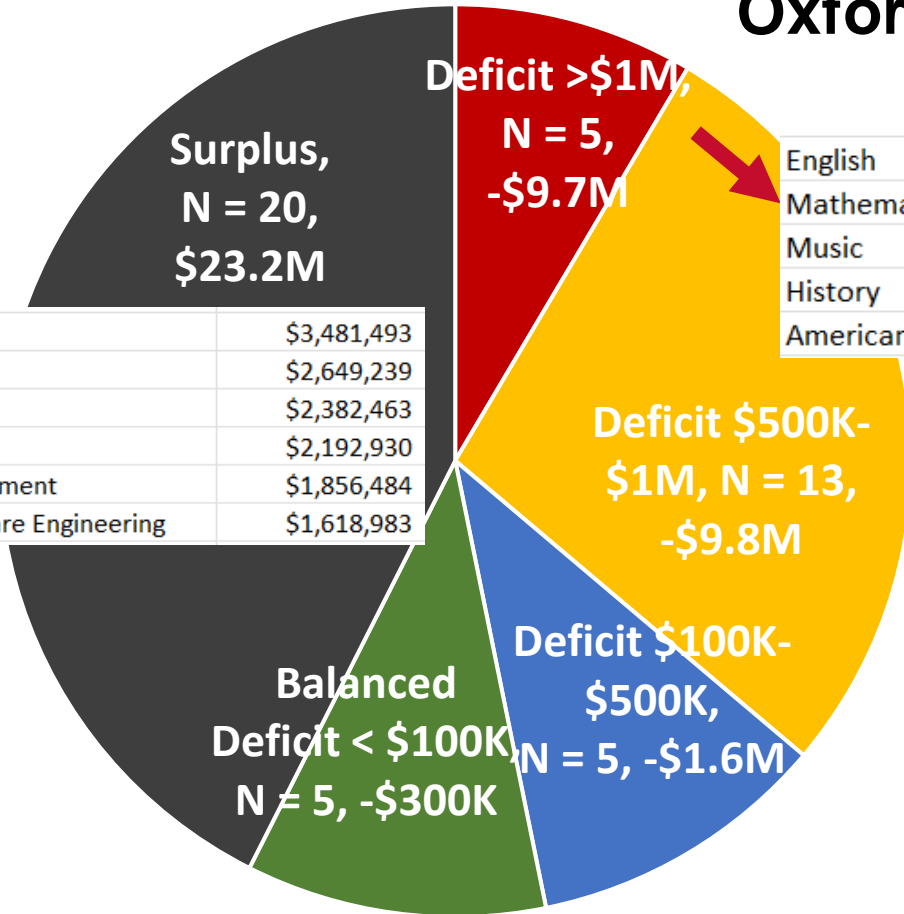


Deficit \$100K-\$500K,
N = 5, -\$1.6M

Essentially Balanced
Deficit < \$100K,
N = 5, -\$300K



Oxford Departments N=48



English	(\$3,060,608)
Mathematics	(\$2,522,610)
Music	(\$2,032,667)
History	(\$1,079,748)
American Culture and English Program	(\$1,044,896)

Biology	\$3,481,493
Finance	\$2,649,239
Chemistry & Biochemistry	\$2,382,463
Psychology	\$2,192,930
Sport Leadership & Management	\$1,856,484
Computer Science & Software Engineering	\$1,618,983



Oxford Budget Progress to Date

Deficit Range	Number of Depts	Initial Deficit	Planned Savings	Annual Subvention	Remaining Deficits to Address
		2024-25	2026-29		
> \$1M	5	-\$9,740,529	\$6,611,489	\$3,143,880	\$0
\$500K - \$1M	13	-\$9,785,422	\$6,307,679	\$1,788,853	-\$1,688,890
\$100K - \$500K	5	-\$1,570,909	\$791,003		-\$779,907
< \$100K	5	-\$302,837	\$168,402		-\$134,435
	48	-\$21,399,697	\$13,878,573	\$4,932,733	-\$2,603,232

Regionals are implementing the Polytechnic Campus Strategy



Continued Academic Budget Efforts

- Revise Miami Plan
- Continue to optimize course offerings
 - 1.Revise/consolidate/eliminate low enrolled majors
 - 2.Carefully monitor schedules and monitor class sizes
- Monitor workload and revise model as needed. Areas of attention: compliance, recognition of UG and GS mentoring, service
- Reallocate or eliminate open faculty lines where appropriate
- Reduce vacancy spending.

Academic Changes

	FY22	FY23	FY24	FY25	FY26
Eliminated Department			1	1	2
Eliminated Majors, Co-majors, and Minors (no certificates)	3	5	14	18	6
Eliminated Courses - senate process	21	54	28	91	68
Eliminated Courses - MUPIM 11.1	293	313	272	338	318
Added Department	1	0	0	1	2
Added Majors, Co-majors, and Minors (no certificates)	13	12	9	16	7
Added Courses	59	90	53	72	83
<i>updated as of 4.20.26</i>					



Board Resolution

Resolution: Approve merger between the Department of Biology and the Department of Microbiology to form the **Department of Biology**

Board Resolutions

Resolution: Approve merger between the Departments of Education and Society, Justice and Community Studies, and Social and Behavioral Sciences to form the **Department of Social Sciences and Education**

Resolution: Approve merger between the Departments of Humanities and Creative Arts, Languages, Literatures, and Writing, Interdisciplinary and Communication Studies to form the **Department of Communication, Humanities, and Professional Studies**

Resolution: Approve merger between the Departments of Engineering Technology, Computer and Information Technology, and Mathematical and Physical Sciences to form the **Department of Applied Computing and Engineering Technology**





Course Enrollment

All Campuses

TERM	Enrollment	Total	Total Sections	All Sections % <15	Exclude	Include	Included Sections	Included Sections % under 15
Fall 2023	<15 15+	1,782 3,023	4,805	37%	1,128 113	654 2,910	3,564	18.4%
Spring 2024	<15 15+	1,901 2,778	4,679	41%	1,264 105	637 2,673	3,310	19.2%
Fall 2024	<15 15+	1,722 2,967	4,689	37%	1,096 101	626 2,866	3,492	17.9%
Spring 2025	<15 15+	1,528 2,916	4,444	34%	1,097 78	431 2,838	3,269	13.2%
Fall 2025	<15 15+	1,290 3,106	4,396	29%	865 171	425 2,935	3,360	12.6%
Spring 2026 *	<15 15+	1,557 2,943	4,500	35%	1,146 85	411 2,858	3,269	12.6%

*Senior capstones are included in Spring 2026 because of intentional effort



Senior Capstone Course Enrollment

SENIOR CAPSTONE courses by enrollment category			
Section Count	<15	15+	All Sections % <15
Fall 2023	37	80	31.6%
Spring 2024	46	101	31.3%
Fall 2024	26	87	23.0%
Spring 2025	27	122	18.1%
Fall 2025	22	78	22.0%
Spring 2026	22	129	14.6%



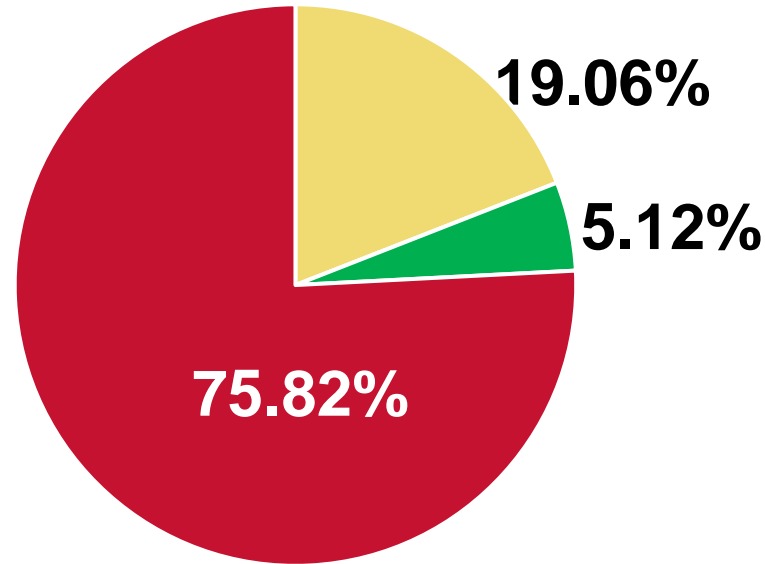
Faculty Workload Model



	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 162/349	20% 8 work hours	20% 8 work hours	0-20% 0-8 work hours

Workload Outcomes

AY26/27 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

Academic Efforts to Grow Revenue

- Increase Retention
 - Proactive Advising
- Grow Research & Scholarship
- Thrive Initiatives
 - Develop Polytechnic Campus
 - Grow Online Offerings and Graduate Programs
 - Expansion of Nursing Programs
- Increase National Profile

Academic Advising 2025-26



33,473

**Total
Advising
Appointments**

13,057

**Distinct
Students
Reached**

4.80 / 5.0

**Student
Satisfaction
Score**

~50%

**Fewer
No-Shows
Over Three
Years**

Early Alerts 2025-26



Progress report alerts by semester and campus

615

Oxford
Fall Alerts

130

Regional
Fall Alerts

550

Oxford
Spring Alerts

180

Regional
Spring Alerts

Students Reached

Oxford Fall	537
Regional Fall	115
Oxford Spring	500
Regional Spring	159

First-Generation Students

Oxford Fall	138	(20%)
Regional Fall	55	(23%)
Oxford Spring	114	(23%)
Regional Spring	76	(48%)

Kudos & Outcomes

Oxford Fall kudos	403
Regional Fall kudos	155
Oxford Spring kudos	310
Regional Spring kudos	137

5 Fall withdrawals from among those alerted <1% of alerted students

0 Spring withdrawals from among those alerted

Academic Advising Priorities Planned for 2026-27



1 Standardize Navigate Use Across All Advisors

All appointments scheduled through Navigate by professional and faculty advisors. Appointment summaries required at every meeting.

2 Focus Early Alerts on High-Risk Signals Only

Narrow alerts to absenteeism and failure to submit work. Residence Life leads follow-through for residential students.

3 Expand Midterm Grade Reporting

Expand eligibility to all students under 75 or 90 credit hours, capturing second and third-year students currently invisible to the alert system.

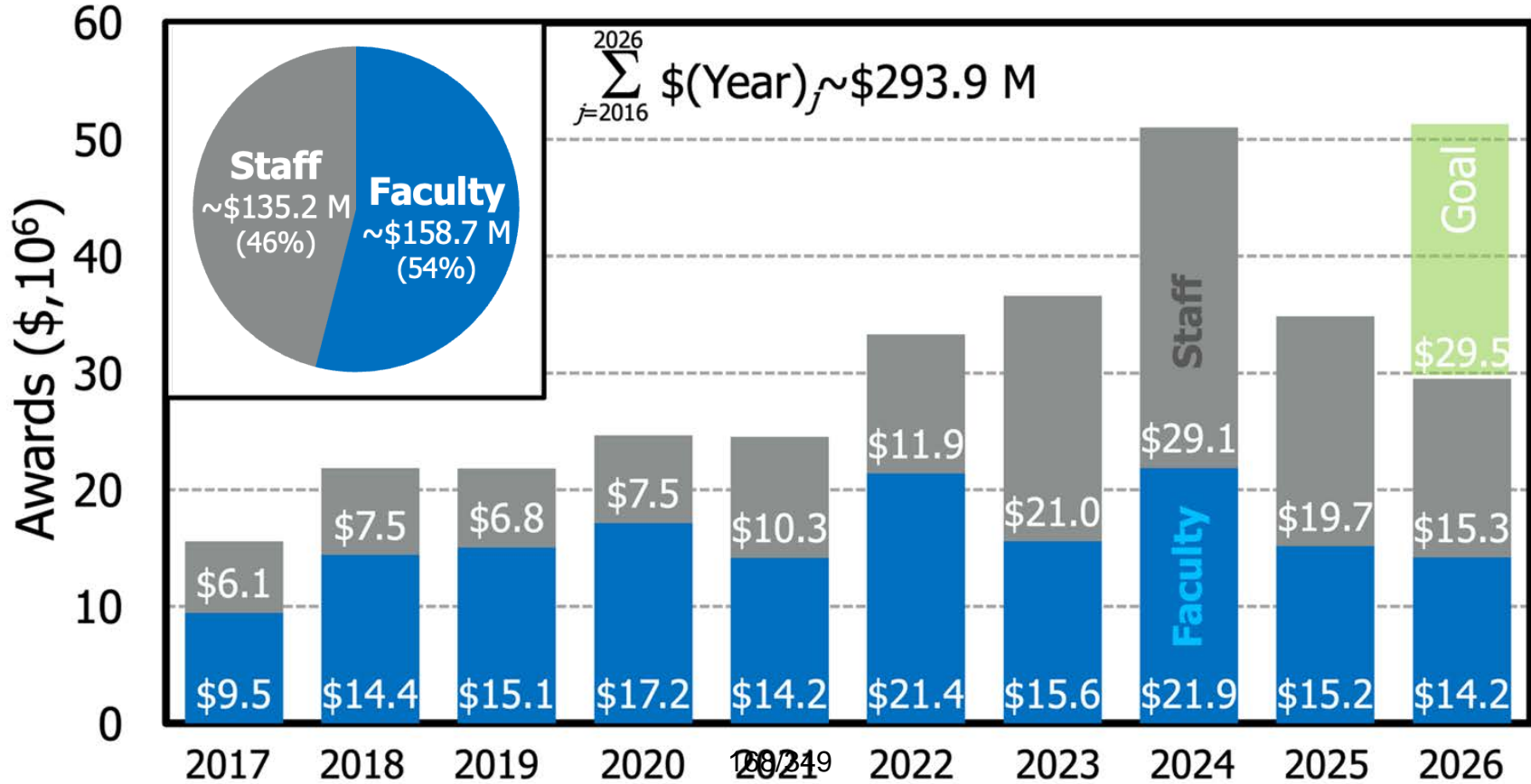
4 Link Advising More Consistently to Student Outcomes

Consistently link advising interventions to GPA, retention, and persistence. First cohort-level comparison of alerted vs. non-alerted students by Spring 2027.

Grounded in 2026 Provost Navigate Metrics Work groups' recommendations



Research Funding in Support of Academics



New/Revised Graduate Online Programs for AY2026-27

- MSN - Mental Health Nurse Practitioner
- Updated MBA with stackable graduate certificates
 - Flexible – fully online, in-person, blended to serve both recent graduates as well as executives
- MEd Health Professions in collaboration with Cleveland Clinic
- MS in Clinical Engineering moving online
- Deep Learning and Generative AI Graduate Certificate
- Updated MS in Student Affairs and Higher Education (SAHE) - Stackable Certificates with capstone course



New Online Undergraduate Programs for AY2026-27

- Small Business Management - Accelerated Option*
- Information Technology - Accelerated Option*
- Liberal Studies updated to Professional Studies- Degree Completion
- Criminal Justice – available fully online in Fall 2026

* Pending ODHE and HLC approval anticipate Spring 2027 start

Board Resolution

Resolution: Approve Three New Certificates:

EDP -- Access Miami Certificate One

EDP -- Access Miami Certificate Two

ISA – Applied Artificial Intelligence for Business

Questions?



OFFICE OF THE PROVOST

172/349



Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-59
Miami Integrated Learning Experience (MILE)

WHEREAS, the Miami Plan has served as the university's general education framework since 1990, grounded in the liberal arts and aligned with the Ohio Department of Higher Education's Transfer Assurance Guidelines (OT36), and;

WHEREAS, changing workforce expectations, the emergence of artificial intelligence, and the evolving needs of students and employers call for a modernized general education framework that integrates applied learning, experiential education, and reflective practice alongside academic breadth, and;

WHEREAS, Miami University's THRIVE strategic plan called for transformative undergraduate experiences that connect learning to life, career, and community, and;

WHEREAS, the THRIVE Streamline Curriculum Committee conducted an extensive process of review, consultation, and deliberation, drawing on peer institution benchmarks, employer and student surveys, and national best practices in general education, and;

WHEREAS, the University Senate, recommended on April 20, 2026 that the Board of Trustees approve the Miami Integrated Learning Experience (MILE) as the successor to the Miami Plan, with implementation effective for students entering Miami University in Fall 2027.

THEREFORE BE IT RESOLVED, that the Board of Trustees of Miami University hereby approves the Miami Integrated Learning Experience (MILE) as the university's general education program, replacing the Miami Plan, effective for all students entering Miami University beginning in Fall 2027, with the following credit hour requirements:

Integrated Learning Core (ILC)

ILC 1 — Formal Reasoning & Communication: 6 credit hours

Mathematics & Formal Reasoning: 3 credit hours

Composition: 3 credit hours

ILC 2 — Science & Society: 12 credit hours (minimum)

Social Sciences: 6 credit hours

Natural Sciences: 6 credit hours (minimum, must include laboratory)

ILC 3 — Arts & Humanities: 6 credit hours

Creative Arts: 3 credit hours

Humanities: 3 credit hours

ILC 4 — Civic Literacy: 3 credit hours

Application & Integration

Advanced Writing: 3 credit hours (may be satisfied within the major)

Applied Skills Courses (ASC): 9 credit hours (may overlap with ILC and/or major coursework)

Capstone: 3 credit hours (may be satisfied within the major)

Integrative Components (non-credit but mandatory)

Portfolio

Co-Curricular Transcript

BE IT FURTHER RESOLVED, that the Provost, or the Provost's designee, is authorized to develop and approve the policies, procedures, and operational guidelines necessary to implement the Miami Integrated Learning Experience, including the Applied Skills Course designation process, the Co-Curricular Transcript, and the Learning Portfolio, in advance of the Fall 2027 effective date.

BE IT FURTHER RESOLVED, that the Provost, or the Provost's designee, is authorized to take all additional actions necessary and appropriate to implement this Resolution.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026

Academic and Student Affairs

RESOLUTION R2026-60

Miami Integrated Learning Office (MILO)

WHEREAS, the Board of Trustees has, by concurrent Resolution of May 14, 2026, approved the Miami Integrated Learning Experience (MILE) as Miami University's general education program, effective Fall 2027, and;

WHEREAS, successful implementation of MILE requires a dedicated administrative unit to coordinate curricular strategy, professional and experiential learning, undergraduate research, assessment, and reporting on behalf of students, faculty, and the institution, and;

WHEREAS, the Provost has recommended the creation of the Miami Integrated Learning Office (MILO) as the unit responsible for administering and supporting MILE across all academic divisions, and;

WHEREAS, MILO will serve students by ensuring timely degree completion, connecting academic coursework to career readiness, and tracking program outcomes that demonstrate the educational value of MILE to students, families, and employers.

THEREFORE BE IT RESOLVED That the Board of Trustees of Miami University hereby authorizes the establishment of the Miami Integrated Learning Office (MILO), to be organized within Academic Affairs under the direction of the Provost, with responsibility for administering and coordinating the Miami Integrated Learning Experience, and;

BE IT FURTHER RESOLVED, That the Provost is directed to take such budgetary and administrative actions as are necessary to recruit, hire, and support MILO staff in advance of the Fall 2027 implementation of the Miami Integrated Learning Experience, and;

BE IT FURTHER RESOLVED, That the Provost, or the Provost's designee, is authorized to take all additional actions necessary and appropriate to implement this Resolution.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-61
Academic Department Mergers

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Education and Society, Department of Justice and Community Studies, and the Department of Social and Behavioral Sciences, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Social Sciences and Education.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Humanities and Creative Arts, Department of Languages, Literatures, and Writing, and the Department of Interdisciplinary and Communication Studies, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Communication, Humanities, and Professional Studies.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Engineering Technology, Department of Computer and Information Technology, Department of Mathematical and Physical Sciences, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Applied Computing and Engineering Technology.

BE IT RESOLVED that the Board of Trustees hereby approves the merger between the Department of Biology and the Department of Microbiology, and;

BE IT FURTHER RESOLVED, the newly merged Department will be named the Department of Biology.

Approved by the Board of Trustees

May 15, 2026



T. O. Pickerill II

Secretary to the Board of Trustees

May 15, 2026
Academic and Student Affairs

RESOLUTION R2026-62
New Certificates

WHEREAS, University Senate on April 13, 2026 endorsed a proposed New Certificate; Educational Psychology, Access Miami Certificate One.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Educational Psychology, Access Miami Certificate One.

WHEREAS, University Senate on April 13, 2026 endorsed a proposed New Certificate; Educational Psychology, Access Miami Certificate Two.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Educational Psychology, Access Miami Certificate Two.

WHEREAS, University Senate on March 09, 2026 endorsed a proposed New Certificate; Information Systems and Analytics, Undergraduate Certificate in Applied Artificial Intelligence for Business.

NOW THEREFORE BE IT RESOLVED, that the Board of Trustees hereby approves the establishment of a New Certificate; Information Systems and Analytics, Undergraduate Certificate in Applied Artificial Intelligence for Business.

New Program Proposal

Date Submitted: 2026-02-23T18:20:17Z

Viewing: : **Access Miami Certificate One**

Last edit: 2026-03-05T14:40:10Z

Changes proposed by: cartelae

Contact(s)

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

General Bulletin Edition

2027-2028

Proposed start date

Fall 2027

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

320101 - Basic Skills and Developmental/Remedial Education, General.

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

General Bulletin Title

Access Miami Certificate One

Program Code

Rationale for the proposal

The Access Miami Program (AMP) is a specialized program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. AMP will address a significant need for postsecondary academic and career-readiness opportunities for students with intellectual disabilities. The Access Miami Certificate One is the first of two certificates in the Access Miami Program. The AMP certificates are grounded in existing course offerings in the Disability Studies Minor and provide opportunities for students enrolled in the Disability Studies Minor and the Inclusive Special Education Major to earn credit for peer mentorship to AMP students.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

25

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

Yes

Description of the program to display in the *General Bulletin.*

The Access Miami Program (AMP) is a two-year specialized academic certificate program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. The Access Miami Certificate One is the first of two AMP certificates and offers a series of courses with a disability studies concentration, electives from a pick-list of specially designed inclusive courses, and

individualized academic support credits. Courses in the AMP certificates are taught by faculty designated by the Provost Office as Access Fellows.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
Required Courses		
<u>UNV 101</u>	I Am Miami	1
<u>DST 272</u>	Exploring Disability Studies	3
<u>DST 315</u>	Disability History in America	3
<u>DST 375</u>	(Dis)Ability Allies: To be or not to be? Developing Identity and Pride from Practice	3
<u>DST 177</u>	Independent Studies	3
<u>DST 177</u>	Independent Studies	3
Electives		
Select nine hours from the following:		9
<u>ART 188</u>	Art and Society: Renaissance to Modern	
<u>ART 371</u>	Sculpture Studio	
<u>ART 460</u>	Special Topics Design Seminar	
<u>ART 480</u>	Seminar in Art History	
<u>BIO 201</u>	Human Anatomy	
<u>CCA 190</u>	CCA Special Topics	
<u>CCA 195</u>	Creativity and Code Thinking	
<u>CEC 222</u>	Socio-Environmental Responsibility in Engineering and Computing	
<u>DST 177</u>	Independent Studies	

Course List

Code	Title	Credit Hours
<u>EDP 101</u>	Psychology Of The Learner	
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	
<u>EDP 345</u>	Integrated STEM PK-5	
<u>ENG 111</u>	Composition and Rhetoric	
Total Credit Hours		25

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

As a free-standing certificate, the AMP Program Coordinator will assess student learning and will provide the assessment report and continuous improvement plans. The Program Coordinator will directly observe AMP student work and participation. The Coordinator will also collect self-assessment survey data at the mid-term and final of every semester on students' perceptions of their achievement of the AMP student learning outcomes and the goals identified in their person-centered plan. Students will work with the Coordinator to develop academic, career-readiness, self-determination, and independence goals at the beginning of each school year. AMP students will be responsible for leading their own person-centered planning meeting with the Coordinator, faculty, family, and other support persons, and for tracking the progress of their goals. The Coordinator will collect data on the progress of student goals.

AMP Student Learning Objectives:

- Students will increase their self-determination skills and will participate in person-centered planning meetings to create and track personal, academic, student life, and career-readiness goals.
- Students will apply academic, career-readiness, self-determination, and independence skills to prepare for gainful employment.
- Students will actively engage and put forth their best effort in classes and will strengthen academic skills, including communication, collaboration, and technology literacy.
- Students will identify and express their personal and academic preferences, interests, needs, and strengths, and will communicate access support needs with faculty and peer mentors.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or

platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

The Access Miami Program is a free-standing certificate and does not have contractual or cooperative agreements.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

Dr. Ashley Cartell Johnson will support AMP as the Program Coordinator. Ashley has a Bachelor's degree in special education, a Master's degree in special education for students with intellectual disabilities, and a PhD in curriculum studies. Ashley has extensive experience supporting academic and general access needs for students and adults with IDD as a former special education teacher for students with complex support needs, as the coordinator of five weeklong summer workshop iterations of the Access Miami Program, and as a former Director of a residential service agency and program for adults with autism and feels confident about providing the day-to-day academic and general supports and meeting the wellbeing and safety needs of our incoming AMP students. Additionally, Ashley has taught undergrad and graduate coursework in inclusive and special education methods at Miami since 2009.

Ashley and Dr. Pepper Stetler have facilitated a Faculty Learning Community with faculty across campus to receive professional development on inclusive and accessible course design for students with disabilities. Additionally, FLC faculty members redesigned identified in-load courses to increase accessibility and practices in universal design to be offered as inclusive pick-list certificate elective courses for AMP students. Faculty who participate in dedicated professional development in inclusive and accessible course design for AMP students receive a designation from the Provost Office as Access Fellows. Ashley, Pepper, and Access Fellows will continue to provide professional development for faculty interested in becoming Access Fellows to grow and sustain the program and its pick-list elective offerings.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional <i>necessary</i> resources.

All courses in the Access Miami Certificate One are existing courses and will not require additional library resources.

A Miami librarian is a member of our Faculty Learning Community and is receiving professional development to further expand accessibility of library materials to meet the access needs of students with intellectual disabilities.

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

AMP will enroll five full-time students in the Access Miami Certificate One in the fall of 2027. We will continue to enroll five students every fall in Certificate One for a total of 10 AMP students enrolled in both certificates each academic year. As the program is successful in supporting faculty and meeting the access needs of all AMP students, AMP will increase enrollment up to eight new students each academic year.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

AMP will be housed in EDP and will receive departmental and programmatic support. AMP students will enroll in existing Disability Studies (DST) minor courses with their Miami peers. Inclusive Education majors will support AMP students as part of their field hours for licensure. Ashley will continue her teaching load of two teacher preparation courses and one disability studies course every semester. The EDP Inclusive Education and Disability Studies faculty are committed to supporting AMP programming and students.

Pepper Stetler will support AMP as an affiliate faculty member in EDP and will continue teaching sections of DST 375, ART 188, and ART 480 as part of her teaching responsibilities, and will make seats available in each course as an inclusive option for AMP students.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

AMP will have a dedicated and separate admissions process. We have partnered closely with admissions to develop an online application portal. Like other inclusive college programs, AMP will have specific criteria for applicants. Applicants will need to meet the criteria specified in the eligibility requirements for the Comprehensive Transition Postsecondary (CTP) Program to access federal financial aid.

Admissions criteria to the Access Miami Program:

Applicants:

- are between the ages of 18 and 26
- have a documented intellectual or developmental disability
- have completed a high school diploma or a certificate of completion
- were formerly eligible for special education and related services under the Individuals with Disabilities Education Act
- had a good attendance and disciplinary record in high school
- have the capacity to maintain college-level independence and to navigate campus with minimal support (following transition supports to campus life)
- demonstrate functional communication skills (independent or with the use of assistive

technology)

- provide two letters of Recommendation that address the applicant's readiness for a college experience
- participate in an in-person or Zoom interview

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

One course release per semester for the Program Coordinator and any miscellaneous program marketing expenses will be covered by gift funds that have already been provided.

Additional comments

There are currently 361 inclusive college and university certificate programs in the US and 10 programs in Ohio for students with intellectual disabilities. While an increasing number of colleges and universities have inclusive certificate programs, only 3.2% of people with intellectual and developmental disabilities (IDD) aged 18-25 are enrolled in a college or university (National Core Indicators, 2022). Graduates of these certificate programs are twice as likely as their peers with intellectual disabilities to be employed full-time and earn 51% more than their peers without postsecondary certificates (Papay, C., et al., 2025). AMP will address a significant need for postsecondary opportunities for students with intellectual disabilities and will ensure this population has access to the higher education opportunities they deserve. Further, AMP will change the culture and attitudes among Miami students, faculty, and staff about intellectual disability and will provide meaningful opportunities for friendship and peer mentorship for Miami students in disability studies, inclusive education, and across campus.

Some additional important details:

- AMP began as an annual weeklong program from 2015-2019 for students to live on campus and partner with mentor Miami students. AMP students enrolled in a series of disability studies courses from the DST minor with an option to take the courses for credit. The AMP summer program operated through a workshop model with Global Initiatives.
- AMP received MAPI support and approval in February of 2025.
- The screening form for HLC is complete.
- There is a high demand for inclusive college programs across the country. There is a particularly high demand in Ohio. For example, the Transition and Access Program (TAP) at the University of Cincinnati has an average of 30-35 applications for 10-12 spots in each annual cohort, and the TOPS Program at The Ohio State University has 35-40 applications for 10 spots in each annual cohort.
- Once the certificate proposals are approved, the Provost Office will submit a Comprehensive Transition and Post-Secondary Program (CTP) Application in partnership with Student Financial Aid, which will allow AMP students to apply for and use federal financial aid.
- AMP students will only be able to enroll in the Access Miami certificates.
- Any Miami student can earn either or both Access Miami certificates; however, we anticipate Miami students will prefer our 15-hour Disability Studies minor to a 25-hour certificate option.

- AMP students will receive individualized daily supports from the Program Coordinator and will develop a person-centered plan at the beginning of each school year to create and track personal, academic, and career readiness goals.
- AMP has developed partnerships and collaborations with Butler Tech's Project Search Program, Talawanda, and other local high schools' transition programs to establish a pipeline of applicants.
- AMP has established a strong partnership with the Miller Center. AMP students will go through the intake and registration process with the Miller Center to access a SAM profile to communicate accommodations with faculty. AMP students will not receive direct supports from a dedicated SDS Accommodations Coordinator. The AMP Program Coordinator will provide resources and will support the access needs for all AMP students.
- Miami peer mentors will enroll in DST 177/277/377/477 to earn independent study credit to provide dedicated academic supports and mentorship for an AMP student. Ashley will supervise the independent studies as part of her Program Coordinator responsibilities. These credits can apply to a DST minor.
- Students will enroll in a career-readiness practicum with on-campus supported job skill development in their second year of the program.
- AMP students can take some classes for credit/no-credit. They will follow the policy that 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis.
- Initially, AMP will be an academic program only and will not have an on-campus housing option.

Reviewer Comments

Jennifer Craddock (cradduj) (Mon, 22 Dec 2025 20:20:24 GMT): Rollback: Have you worked with Beth Johnson in SFA to allow the certificate to be aid eligible? Also, please update the bulletin table so that it shows all of the required courses and electives to total 25 hours. Electives should be indented so that their individual hours are not adding up in the total. Typically bulletin listings do not show a breakdown by semester.

Courtney Thompson (kuhlmace) (Thu, 05 Feb 2026 15:42:49 GMT): Rollback: There is a process that must be completed with SFA before the certificate can be aid eligible.

Courtney Thompson (kuhlmace) (Mon, 23 Feb 2026 18:17:39 GMT): Rollback: Please change aid eligibility to "No" for now.

Supporting documents

Concept Paper Screening Rubric2-21-25 (1).docx

Key: 621

New Program Proposal

Date Submitted: 2026-02-23T18:20:35Z

Viewing: **Access Miami Certificate Two**

Last edit: 2026-03-05T14:42:07Z

Changes proposed by: cartelae

Contact(s)

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

General Bulletin Edition

2027-2028

Proposed start date

Fall 2027

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

320101 - Basic Skills and Developmental/Remedial Education, General.

Department

Educational Psychology

Related Department

College

Col of Educ, Health & Society

Related College

General Bulletin Title

Access Miami Certificate Two

Program Code

Rationale for the proposal

The Access Miami Program (AMP) is a specialized program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. AMP will address a significant need for postsecondary academic and career-readiness opportunities for students with intellectual disabilities. The Access Miami Certificate Two is the second of two certificates in the Access Miami Program. The AMP certificates are grounded in existing course offerings in the Disability Studies Minor and provide opportunities for students enrolled in the Disability Studies Minor and the Inclusive Education Major to earn credit for peer mentorship to AMP students.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

24

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

Yes

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

The Access Miami Program (AMP) is a two-year specialized academic certificate program for students with intellectual disabilities that provides academic and career-readiness opportunities with dedicated student-centered supports. The Access Miami Certificate Two is the second of two AMP certificates and offers a series of courses with a disability studies concentration, electives from a pick-list of specially designed inclusive courses, and

individualized academic support credits. Courses in the AMP certificates are taught by faculty designated by the Provost Office as Access Fellows.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
Required Courses		
<u>DST 378</u>	Media Illusions: Creations of "The Disabled" Identity	3
<u>DST 494</u>	Disability in Global and Local Contexts	3
<u>DST 177</u>	Independent Studies	3
<u>DST 177</u>	Independent Studies	3
<u>EDP 359</u>	<u>Course EDP 359 Not Found</u>	3
Electives		
Select ten hours from the following:		10
<u>ART 188</u>	Art and Society: Renaissance to Modern	
<u>ART 371</u>	Sculpture Studio	
<u>ART 460</u>	Special Topics Design Seminar	
<u>ART 480</u>	Seminar in Art History	
<u>BIO 201</u>	Human Anatomy	
<u>CCA 190</u>	CCA Special Topics	
<u>CCA 195</u>	Creativity and Code Thinking	
<u>CEC 222</u>	Socio-Environmental Responsibility in Engineering and Computing	
<u>DST 177</u>	Independent Studies	
<u>DST 277</u>	Independent Studies	
<u>EDP 101</u>	Psychology Of The Learner	

Course List

Code	Title	Credit Hours
<u>EDP 201</u>	Human Development and Learning in Social and Educational Contexts	
<u>EDP 345</u>	Integrated STEM PK-5	
<u>ENG 111</u>	Composition and Rhetoric	
Total Credit Hours		25

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

As a free-standing certificate, the AMP Program Coordinator will assess student learning and will provide the assessment report and continuous improvement plans. The Program Coordinator will directly observe AMP student work and participation. The Coordinator will also collect self-assessment survey data at the mid-term and final of every semester on students' perceptions of their achievement of the AMP student learning outcomes and the goals identified in their person-centered plan. Students will work with the Coordinator to develop academic, career-readiness, self-determination, and independence goals at the beginning of each school year. AMP students will be responsible for leading their own person-centered planning meeting with the Coordinator, faculty, family, and other support persons, and for tracking the progress of their goals. The Coordinator will collect data on the progress of student goals.

AMP Student Learning Objectives:

- Students will increase their self-determination skills and will participate in person-centered planning meetings to create and track personal, academic, student life, and career-readiness goals.
- Students will apply academic, career-readiness, self-determination, and independence skills to prepare for gainful employment.
- Students will actively engage and put forth their best effort in classes and will strengthen academic skills, including communication, collaboration, and technology literacy.
- Students will identify and express their personal and academic preferences, interests, needs, and strengths, and will communicate access support needs with faculty and peer mentors.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or

platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

The Access Miami Program is a free-standing certificate and does not have contractual or cooperative agreements.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

Dr. Ashley Cartell Johnson will support AMP as the Program Coordinator. Ashley has a Bachelor's degree in special education, a Master's degree in special education for students with intellectual disabilities, and a PhD in curriculum studies. Ashley has extensive experience supporting academic and general access needs for students and adults with IDD as a former special education teacher for students with complex support needs, as the coordinator of five weeklong summer workshop iterations of the Access Miami Program, and as a former Director of a residential service agency and program for adults with autism and feels confident about providing the day-to-day academic and general supports and meeting the wellbeing and safety needs of our incoming AMP students. Additionally, Ashley has taught undergrad and graduate coursework in inclusive and special education methods at Miami since 2009.

Ashley and Dr. Pepper Stetler have facilitated a Faculty Learning Community with faculty across campus to receive professional development on inclusive and accessible course design for students with disabilities. Additionally, FLC faculty members redesigned identified in-load courses to increase accessibility and practices in universal design to be offered as inclusive pick-list certificate elective courses for AMP students. Faculty who participate in dedicated professional development in inclusive and accessible course design for AMP students receive a designation from the Provost Office as Access Fellows. Ashley, Pepper, and Access Fellows will continue to provide professional development for faculty interested in becoming Access Fellows to grow and sustain the program and its pick-list elective offerings.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional *necessary* resources.

All courses in the Access Miami Certificate Two are existing courses and will not require additional library resources.

A Miami librarian is a member of our Faculty Learning Community and is receiving professional development to further expand accessibility of library materials to meet the access needs of students with intellectual disabilities.

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

After completion of the Access Miami Certificate One during the 2027-2028 school year, AMP will enroll five full-time students in the Access Miami Certificate Two in the fall of 2028. Beginning in the fall of 2027, AMP will enroll five students every fall in Certificate One for a total of 10 AMP students enrolled in both certificates beginning in the fall of 2028 for each following academic year. As the program is successful in supporting faculty and meeting the access needs of all AMP students, AMP will increase enrollment up to eight new students each academic year.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

AMP will be housed in EDP and will receive departmental and programmatic support. AMP students will enroll in existing Disability Studies (DST) minor courses with their Miami peers. Inclusive Education majors will support AMP students as part of their field hours for licensure. Ashley will continue her teaching load of two teacher preparation courses and one disability studies course every semester. The EDP Inclusive Education and Disability Studies faculty are committed to supporting AMP programming and students.

Pepper will support AMP as an affiliate faculty member in EDP and will continue teaching sections of DST 375, ART 188, and ART 480 as part of her teaching responsibilities, and will make seats available in each course as an inclusive option for AMP students.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

AMP will have a dedicated and separate admissions process. We have partnered closely with admissions to develop an online application portal. Like other inclusive college programs, AMP will have specific criteria for applicants. Applicants will need to meet the criteria specified in the eligibility requirements for the Comprehensive Transition Postsecondary (CTP) Program to access federal financial aid.

Admissions criteria to the Access Miami Program:

Applicants:

- are between the ages of 18 and 26
- have a documented intellectual or developmental disability
- have completed a high school diploma or a certificate of completion
- were formerly eligible for special education and related services under the Individuals with Disabilities Education Act
- had a good attendance and disciplinary record in high school
- have the capacity to maintain college-level independence and to navigate campus with

- minimal support (following transition supports to campus life)
- demonstrate functional communication skills (independent or with the use of assistive technology)
- provide two letters of Recommendation that address the applicant's readiness for a college experience
- participate in an in-person or Zoom interview

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

One course release per semester for the Program Coordinator and any miscellaneous program marketing expenses will be covered by gift funds that have already been provided.

Additional comments

There are currently 361 inclusive college and university certificate programs in the US and 10 programs in Ohio for students with intellectual disabilities. While an increasing number of colleges and universities have inclusive certificate programs, only 3.2% of people with intellectual and developmental disabilities (IDD) aged 18-25 are enrolled in a college or university (National Core Indicators, 2022). Graduates of these certificate programs are twice as likely as their peers with intellectual disabilities to be employed full-time and earn 51% more than their peers without postsecondary certificates (Papay, C., et al., 2025). AMP will address a significant need for postsecondary opportunities for students with intellectual disabilities and will ensure this population has access to the higher education opportunities they deserve. Further, AMP will change the culture and attitudes among Miami students, faculty, and staff about intellectual disability and will provide meaningful opportunities for friendship and peer mentorship for Miami students in disability studies, inclusive education, and across campus.

Some additional important details:

- Access Miami Certificate Two will begin in the fall of 2028 after the first cohort of AMP students have completed Access Miami Certificate Two during the 2027-2028 academic year.
- AMP began as an annual weeklong program from 2015-2019 for students to live on campus and partner with mentor Miami students. AMP students enrolled in a series of disability studies courses from the DST minor with an option to take the courses for credit. The AMP summer program operated through a workshop model with Global Initiatives.
- AMP received MAPI support and approval in February of 2025.
- The screening form for HLC is complete.
- There is a high demand for inclusive college programs across the country. There is a particularly high demand in Ohio. For example, the Transition and Access Program (TAP) at the University of Cincinnati has an average of 30-35 applications for 10-12 spots in each annual cohort, and the TOPS Program at The Ohio State University has 35-40 applications for 10 spots in each annual cohort.
- Once the certificate proposals are approved, the Provost Office will submit a Comprehensive Transition and Post-Secondary Program (CTP) Application in partnership with Student Financial Aid, which will allow AMP students to apply for and use federal

financial aid.

-AMP students will only be able to enroll in the Access Miami certificates.

-Any Miami student can earn either or both Access Miami certificates; however, we anticipate Miami students will prefer our 15-hour Disability Studies minor to a 25-hour certificate option.

-AMP students will receive individualized daily supports from the Program Coordinator and will develop a person-centered plan at the beginning of each school year to create and track personal, academic, and career readiness goals.

-AMP has developed partnerships and collaborations with Butler Tech's Project Search Program, Talawanda, and other local high schools' transition programs to establish a pipeline of applicants.

-AMP has established a strong partnership with the Miller Center. AMP students will go through the intake and registration process with the Miller Center to access a SAM profile to communicate accommodations with faculty. AMP students will not receive direct supports from a dedicated SDS Accommodations Coordinator. The AMP Program Coordinator will provide resources and will support the access needs for all AMP students.

-Miami peer mentors will enroll in DST 177/277/377/477 to earn independent study credit to provide dedicated academic supports and mentorship for an AMP student. Ashley will supervise the independent studies as part of her Program Coordinator responsibilities. These credits can apply to a DST minor.

-Students will enroll in a career-readiness practicum with on-campus supported job skill development in their second year of the program.

-AMP students can take some classes for credit/no-credit. They will follow the policy that 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis.

-Initially, AMP will be an academic program only and will not have an on-campus housing option.

Reviewer Comments

Jennifer Craddock (cradduj) (Mon, 22 Dec 2025 20:23:02 GMT): Rollback: Have you worked with Beth Johnson in SFA to allow the certificate to be aid eligible? Also, please update the bulletin table so that it shows all of the required courses and electives to total a minimum of 24 hours. Electives should be indented so that their individual hours are not adding up in the total. Typically bulletin listings do not show a breakdown by semester.

Courtney Thompson (kuhlmace) (Thu, 05 Feb 2026 15:43:20 GMT): Rollback: There is a process that must be completed with SFA before the certificate can be aid eligible.

Courtney Thompson (kuhlmace) (Mon, 23 Feb 2026 18:17:49 GMT): Rollback: Please change aid eligibility to "No" for now.

Supporting documents

Concept Paper Screening Rubric2-21-25 (1).docx

Key: 633

Viewing: : **Applied Artificial Intelligence for Business Certificate**

Last approved: 2026-04-27T14:20:28Z

Last edit: 2026-04-19T02:48:59Z

Contact(s)

Name	Phone	Email
John Benamati	513.529.4835	benamajh@miamioh.edu

General Bulletin Edition

2026-2027

Proposed start date

Fall 2026

Type of Revision(s)

Level

Undergraduate

Program Type

Certificate

Delivery site(s)

Oxford

CIP Code

110102 - Artificial Intelligence.

Department

Information Systems & Analytics

Related Department

College

Farmer School of Business

Related College

General Bulletin Title

Applied Artificial Intelligence for Business Certificate

Rationale for the proposal

The Applied Artificial Intelligence for Business Certificate Program equips non-technical business students with essential AI knowledge and skills to navigate and lead in an AI-driven business environment, without requiring programming. It aligns with FSB's strategic vision to make AI accessible to all students and supports Miami University's broader AI integration goals.

Designed with flexibility, the certificate leverages existing courses and offers elective options tied to students' majors. It also complements the more technical AI Minor and can serve as preparation for future graduate certificates or degree programs. This stackable, accessible model ensures broad participation while positioning FSB as a leader in AI-focused business education.

Is the certification program being offered solely at the Miami University approved locations?

Yes

Is the certificate program eligible for financial aid (Title IV, Federal Statute)?

No

Are the courses in the certificate program credit bearing?

Yes

Total credit hours to complete the program

9

Does the Certificate program consist of 50% or more of new courses developed specifically for the requested program?

No

Is the program externally accredited by a body that requires assessment of student learning outcomes?

No

Is this a "freestanding" Certificate program?

No

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

The Applied Artificial Intelligence for Business certificate supplements any major to provide students with foundational skills to understand and apply AI technologies in their undergraduate discipline, without requiring coding experience. It equips students to critically assess AI tools, lead AI-driven innovation, and make informed, ethical decisions in a

rapidly evolving digital landscape. The certificate also provides the base knowledge for entry into Miami’s AI for Business Minor and future major or graduate-level programs focused on AI and emerging technologies.

Course offerings

Bulletin Requirement Listing

Program Requirements

Course List		
Code	Title	Credit Hours
<u>ISA 336</u>	Generative AI in Business	3
Select one of the following:		3
<u>ISA 211</u>	Information Technology and Data Driven Decision Making in Business	
<u>ISA 235</u>	Information Technology and the Intelligent Enterprise	
Select one of the following:		3
<u>ISA 345</u>	Database Systems and Data Warehousing	
<u>ISA 495</u>	Managing the Intelligent Enterprise	
<u>MGT 490</u>	Contemporary Issues (AI Essentials for SCOM)	
<u>MKT 490</u>	Emerging Topics in Marketing (GenAI in Marketing)	
Others <small>An AI in context related course from the other FSB majors</small>		
Total Credit Hours		9

Alternative delivery options

100% Face to face

Off site program components

None

Describe the plan you will use to assess student Learning.

We will use both student perceptions through surveys and formal assessment of student work in the GenAI introduction course. We will randomly sample student work from a set assignment and use a developed rubric and assessment methods to assess outcomes.

Briefly describe the nature of the co-major or certificate and any contractual or cooperative agreements with this program. If you have partnered or contracted with a non-accredited entity either as an institution or corporation to offer courses (content or platform), identify the information or services provided by the entity and the percentage or portion of the educational program the entity is providing.

There are no partnerships or contracts with non-accredited organizations involved at this time.

Briefly describe the necessary qualifications of the faculty teaching in this co-major or certificate program. How are these qualifications being met with new or additional faculty? All instructors teaching graduate level courses must hold graduate faculty standing.

The knowledge to teach these basic courses exists in the ISA department. We will only need additional faculty to create capacity since ISA lacks excess capacity currently.

Describe how the existing library system will or will not support this new program in regards to print and non-print materials, equipment and personnel. Describe any additional *necessary* resources.

N/A

Describe the enrollment you anticipate for this new program within the next five years. Please provide the number of students (full or part-time, graduate or undergraduate, new or current students) and how you arrived at the enrollment levels.

We anticipate undergraduate enrollment in the AI Certificate Program to grow steadily over the first three years, with conservative estimates projecting 25 students in FY26, increasing to 100 in FY27 and 200 in FY28. Under an optimistic scenario, enrollment could reach 50 students in FY26, 250 in FY27, and 500 by FY28. These projections reflect increasing student interest in AI across disciplines, growing demand from employers for AI-literate graduates, and the certificate's accessibility for non-technical majors.

The program will be open to both new and current undergraduate students from the Farmer School of Business and other divisions. Enrollment growth is expected to follow increased awareness of the certificate, early integration of AI topics into business core courses, and promotion through advising and student engagement efforts. No formal cap is planned at this stage.

Briefly describe the administrative arrangements for the program (department/program, college and/or school involved), including any cooperative arrangements with other departments/programs, divisions, institutions, or organizations.

Upload any formal statements of agreement

Briefly describe the process of academic control of the programs such as admission, program content, and quality.

This certificate will be governed by the ISA department, with the support from other departments in Farmer School of Business. Admission will be handled by the ISA department.

Itemize and estimate total costs, over and above current levels of operation, associated with this new program

Based on the level of interest and growth, additional faculty may be needed in the future. However, the slight increase in numbers initially, will be spread across courses with multiple sections and not require additional faculty.

Additional comments

Reviewer Comments

Jennifer Craddock (cradduj) (Fri, 31 Oct 2025 20:30:25 GMT): Rollback: Please indent the courses (some started for you) in bulletin table so that the hours for each course are not being included in the sum at the bottom of the table.

John Benamati (benamajh) (Fri, 21 Nov 2025 15:24:27 GMT): Rollback: Forgot to fix indents

Jennifer Craddock (cradduj) (Fri, 21 Nov 2025 15:33:17 GMT): Rollback: The second elective list in the bulletin table needs hours assigned so that the hours summing at the bottom of the table will add up to 9 (currently showing 6).

Supporting documents

Key: 608

*Approved by the Board of Trustees
May 15, 2026*

May 15, 2026
Academic and Student Affairs



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

RESOLUTION R2026-63
AI in the Majors Initiative

WHEREAS, Ohio House Bill 96 (136th General Assembly) affirms, through ORC §§3345.457, the Board of Trustees' ultimate authority over academic programs, curricula, and degree requirements, and charges each board with establishing a curricular approval process that reflects the institution's mission and the evolving needs of students and the State of Ohio, and;

WHEREAS, HB 96 further directs state universities, pursuant to ORC §3345.89, to develop degree programs aligned with in-demand career areas in collaboration with business and community partners — a mandate that requires graduates to be equipped with competencies relevant to a rapidly changing, AI-integrated labor market, and;

WHEREAS, the Office of the Provost has developed the AI in the Majors Initiative, a faculty-led program through which academic departments work with expert facilitators to design discipline-specific AI integration into their undergraduate major programs, and;

WHEREAS, the Initiative encompasses forty-five (45) academic departments in total: the first cohort of thirteen departments developed programming in Spring 2026 with the final two cohorts of sixteen departments each, launching in Fall 2026 and Spring 2027 respectively, and;

WHEREAS, each participating department, during a single planning semester, will adopt at least one new or revised AI/digital literacy program outcome and map it onto a series of required major courses, and;

WHEREAS, the Initiative is designed for phased expansion, with the expectation that AI integration will subsequently extend to additional majors, building institution-wide AI literacy systematically over time.

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Miami University hereby endorses the AI in the Majors Initiative as an indication of Miami University's commitment to preparing graduates for an AI-integrated world, and;

BE IT FURTHER RESOLVED, that the Board of Trustees commends the faculty, department chairs, facilitators, and academic leadership for their collaborative, discipline-grounded approach to AI integration across the academic units, and affirms that this Initiative advances Miami University's mission, its THRIVE strategic plan, and its obligations to students and the State of Ohio, and;

BE IT FURTHER RESOLVED, that the Board of Trustees expects ongoing reporting on the Initiative's progress, including cohort outcomes, program outcome adoptions in CIM, and plans for expansion of AI integration beyond the initial major in each participating department.



Miami University/NEOMED Partnership Update

Miami University Nursing in Northeast Ohio

Program Expansion

Expansion of Miami's undergraduate nursing program in Northeast Ohio

- SW Ohio clinical sites are currently at capacity
- Capacity limits growth for Oxford and Regional programs

Strategic Opportunity

Expanding the Miami brand throughout Ohio through clinical partnerships

Key NE Ohio Partners:

- Cleveland Clinic
- University Hospital Systems
- MetroHealth

Strengthening healthcare education across the state through strategic regional expansion.

Northeast Ohio Nursing Pathway

Traditional Direct Admission

- Student begins at Miami Oxford as a high school direct admit.
- Student transfers to NE Ohio for the last 2 years of the program.

Accelerated Pathway

- Complete OT 36 while in high school.
- HS Direct Admission Pathway to Miami University NE Ohio Accelerated Pathway.

Transfer Pathway

- Student transfers from another institution with completed required sciences.

Miami University Nursing in Northeast Ohio: 3 pathways to entry

Program Benefits: NE Ohio Nursing

Accelerated Program Format

Students complete nursing courses in 24 months upon entry into the NE Ohio pathway.

Prime Physical Infrastructure

Close proximity to downtown Cleveland and key clinical locations for easy access.

Secured Clinical Placements

Strategic partnerships provide guaranteed clinical faculty and site placements for students.

Expanding Partnerships

Continuous expansion of collaborations with clinical agencies throughout Northeast Ohio.

Delivering an elite nursing education through strategic regional advantages and partnerships.

Timelines for Program Launch

- **Summer-Fall 2026:** Program advertisement and recruitment
- **Spring 2027:** Launch of Admission to NE Ohio Nursing program
- **May 2027:** Open NE Ohio Nursing facility for science prerequisite courses
- **July 2027:** Ohio Board of Nursing Site visit to new location
- **August 2027:** First NE Ohio Nursing cohort to begin nursing courses
- **August 2029:** First NE Ohio Nursing cohort graduate

Medical Education expansion in Southwest Ohio

Program Expansion

Expansion of NEOMED's MD program in Southwest Ohio

- Shortage of MDs throughout the state
- Capacity limits growth for Rootstown campus

Strategic Opportunity

Strengthen the Miami brand with Healthcare partners in SW Ohio

Key SW Ohio Partners:

- Christ Hospital
- TriHealth
- Dayton Childrens

Strengthening healthcare education across the state through strategic regional expansion.

Strategic Shared goals

- Train and retaining a physician workforce to serve the growing needs of SW Ohio
- Establish a sustainable pipeline for SW Ohio hospitals residencies and fellowships
- Integrate education, research and clinical excellence to elevate healthcare in SW Ohio
- Foster a partnership that drives discovery, innovation and health outcomes in SW Ohio

M3/M4 Curriculum

Summer 2026

- NEOMED students will begin M3 rotations at Christ Hospital (27)
- Joint Research collaborations.
- NEOMED Faculty concierge

Summer 2027

- M4 rotations for first cohort of students
- NEOMED students will begin M3 rotations at Christ(27), Trihealth(18) and other healthcare partners.

Strengthening healthcare education across the state through strategic regional expansion.

M3/M4 Curriculum

M3

Practice of Clinical Medicine

- 5-10 week clerkships: Internal Medicine, Family Medicine, Surgery, Pediatrics, Psychiatry, OB/Gyn, Emergency Medicine
- Electives and Board Prep elective
- Practice of Medicine

M4

Transition to Clinical Practice

- Advanced rotations: sub-internship, critical care, outpatient
- Transformational Leadership
- Electives
- Systems: Social Determinants of Health, process improvement

Strengthening healthcare education across the state through strategic regional expansion.

Miami/NEOMED partnership

Questions ?



University Communications and Marketing



▲ Miami men's basketball at the First Four in Dayton, Ohio.

MIAMI MADNESS IN MARCH!

During a whirlwind, 10-day run in March, UCM worked to chronicle the historic success of the Miami women's and men's basketball teams. More than 10 UCM staff members traveled to Cleveland, Dayton, Philadelphia, or Morgantown to follow the story, and many others supported them from the office. From March 11 to 21, UCM:

- Posted 21 unique stories sharing fan experiences, feature stories, and alumni excitement.
- Shot more than 1,200 basketball photos and produced at least eight videos shared on social media, the university homepage, and Miami News.
- Created over 400 pieces of unique content from the NCAA tournaments.

MIAMI ADVANCES TOWARD PERSONALIZED MARKETING

Through the MiamiTHRIVE hyperpersonalized outreach goal, UCM completed the CMS + Personalization Solutions request for proposal. Contracts have been signed and work is underway to plan and implement a new multi-channel content management system. Additionally, the team launched a new, AI-powered 404 page (indicating a

server could not find a requested page). If someone encounters a broken link, the page will provide a list of recommended pages to try instead, based on the URL's content. For example, if you visit MiamiOH.edu/government-relations, you should see the new 404 page with a list of actual links to the ASPIRE website.

COMMUNICATING BUSINESS OPTIONS AMID COMPETITIVE FSB ADMISSION

High demand for the Farmer School of Business means many accomplished FSB applicants are offered a second-choice program instead. To encourage more of these students to accept their admission offer, UCM collaborated with Admission and FSB to increase awareness of the many business options still available to them at Miami. Communication pointed students and parents to FSB's You+Business website, invited them to an Admission-hosted webinar about Miami business options, and allowed them to identify specific interests, which triggered personalized follow-up.

NEW VIDEO SERIES SUPPORTS STUDENT YIELD

In April, UCM launched "Riding with the President," a video series to support Oxford undergraduate yield efforts. Rather than telling our newest RedHawks about the Miami experience, we show them through short videos that focus on activities and opportunities that matter to their college success. Because President Crawford and Renate

Crawford are so engaged in student life, it was the perfect opportunity to underscore how committed Miami is to student success — it starts at the top. Move In, Welcome Week, and the Crawfords' Boot Camp are the first in the ongoing series, which features Greg's voiceover and fun animation.



▲ Intro animation graphic for video series "Riding with the President."

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 - April 15, 2026

SOCIAL MEDIA

40.2M

Total social media impressions on the university's primary accounts

X 774K Instagram 22.9M TikTok 395K

Facebook 13.4M LinkedIn 2.7M

883.5K

Total social media engagements

X 52.9K Instagram 203.3K TikTok 35.7K

Facebook 308.5K LinkedIn 233.1K

681.6K

Total social media followers

X 61.4K Instagram 125.1K TikTok 118.4K

Facebook 127.7K LinkedIn 249K

WEBSITE

2.7M

Total website users

2M

New website users

8M

Website page views

804K

Organic clicks (Google)

28.1M

Search impressions

CONVERSION TRACKING

42.6K

Applications from fall 2026

181.7K

Requests for information

Social Media top highlights

Feb. 1 - April 15, 2026

Facebook 16.2K Total engagements

Miami University
February 27 · 🌐
A major milestone for Miami University's future. Today, our Board of Trustees approved construction of a new multi-use arena at Cook Field. This will be a space designed to bring students, fans, and the community together.
The new arena will support our student athletes, expand our annual and campus event space, and create new opportunities for economic development. It will also serve as a home for commencements, concerts, creative performances, career fairs, and more.
"This is a student-centered project," President Gregory Crawford said. "It was always our intention to create a vibrant space intended to bring people together and support and engage our students."
Read more about what this means for Miami: <https://go.miamioh.edu/arena>
#MIAUCOOL



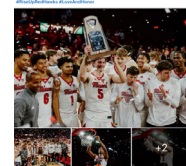
X 13K Total engagements

Miami University
@miamioh
Miami University is proud to announce that John Harbaugh '84, head coach of the New York Giants and member of the College of Coaches, will serve as the 187th Spring Commencement speaker on May 15. We can't wait to welcome him back to campus! #MIAMI2026



LinkedIn 18.5K Total engagements

Miami University
The 187th Spring Commencement speaker is Miami's own John Harbaugh '84. The headlines are our 187th Spring Commencement speaker.



Instagram 36.3K Total engagements



TikTok 19.2K Total engagements



News by the numbers

Feb. 1 - April 15, 2026

208

News media pitches

39.3M

News reach

2K

News mentions

\$3.2M

PR value

309

National news media mentions

The Conversation

6

Articles
Feb. 1 - April 15, 2026

6

Authors
Feb. 1 - April 15, 2026

102

Publishers
Feb. 1 - April 15, 2026

109.3K

Reads

Feb. 1 - April 15, 2026

Merit

977

Personalized student stories

601

Student achievement press releases sent via Merit

724K

Merit-generated impressions on social

Division of Student Life

NEWS AND UPDATES | May 2026

Community and belonging • Student transitions • Academic support
• **Health and wellness** • Engagement and leadership

Student well-being remains a top priority in the Division of Student Life, with continued investments in services, programs, and initiatives that support the whole student. We employ a comprehensive approach to health and wellness to create a culture of care and connection, expand access to care, and equip students with the tools to persist and thrive.B

Changes to the Code of Student ConductB

The **Office of Community Standards** engaged in a full review and revision of the Code of Student Conduct in 2025-26 to create a more student-centered approach. The revised code includes clearer policies on prohibited conduct and a new conduct process that is less cumbersome and intimidating for students. The new document aims to serve as a guide for student behavior rather than an outline of “what not to do.” This change supports a re-envisioning of student accountability at Miami that enforces standards while prioritizing student well-being through compassionate, trauma-informed processes focused on learning, growth, and development.

Equine-Assisted PsychotherapyB

Animal-assisted therapy integrates trained animals into the therapeutic process to support mental health and well-being. Through a partnership between **Student Counseling Service (SCS)** and the Equestrian Center, Miami offers equine-assisted psychotherapy (EAP), in which a licensed clinician and student client engage with a horse as part of a guided therapeutic experience. Participation in EAP has been shown to enhance confidence, self-esteem, trust, and emotional regulation, while also supporting motivation for treatment and overall social and emotional functioning. Made possible through donor support, the program expanded following a successful pilot in spring 2025. This year, SCS delivered 12 individual clinical sessions and engaged more than 300 students through outreach events.B

Expanding Access Through Strategic CommunicationB

Over the past two years, Student Life has launched a coordinated, campus-wide communication strategy to increase awareness and access to health and wellness resources. This included the university’s first comprehensive well-being website and campaign, social media messaging, and wellness-focused event promotion across various channels. We sunset the student counseling social media accounts and are now sharing that content on the central Student Life platforms. This has significantly expanded reach and engagement with key resources, generating an average of more than 11,000 views per post and a 329% increase in engagement compared to posting on departmental channels alone.



The Division of Student Life: Learning. Growth. Success.

Expanding Access to Care

Miami continues to respond to increased demand and potential gaps in care by expanding clinical services, introducing specialized care, and reducing barriers to timely support.B

STUDENT HEALTH SERVICES: EXPANDING ACCESS TO MEET EMERGING NEEDS

Student Health Services, through TriHealth, expanded targeted services this year to address identified gaps in care and better support unique student populations.B

On-Campus Allergy Clinic

Following the retirement of the community's only allergist, Student Health Services identified a critical gap in access to ongoing allergy care in 2025. After a review of options, the office responded by launching an on-campus allergy clinic. The clinic completed a rigorous safety and reliability review prior to opening and now provides convenient, continuous care for students with individualized allergy treatment plans, including regularly scheduled allergy shots.B

Sexual Assault Survivor Follow-Up Care

To reduce barriers to care for students who have experienced sexual assault, Student Health Services introduced structured follow-up services in March 2026. This includes required exams and STI and pregnancy testing typically completed after an initial emergency department visit.

By offering this care on campus, the clinic reduces the need for additional travel and strengthens access to timely, trauma-informed support.B

Supporting Special Populations

Student Health Services also expanded care for populations with specific health and compliance needs. In partnership with Athletics, the team provided onsite cardiac testing and required lab work for 25 athletic events to meet NCAA standards.

Additionally, four dedicated clinics for international students supported physical examinations and immunization compliance, helping ensure a smooth transition and timely access to care.B



▲ A Student Health Services doctor performing a routine checkup.

Counseling by the Numbers

Student Counseling Service experienced its highest level of clinical demand on record during the fall 2025 semester.

5,715

counseling appointments in fall 2025, a 1.6% increase over the previous year and a 42.3% increase over fall 2015.B

18.8%

increase in diagnoses of anxiety-related conditions over the past year.B

This sustained growth reflects a continued upward trend in student utilization of mental health services. In addition to increased demand, clinicians are seeing greater clinical complexity, including a rise in diagnoses of anxiety-related conditions (generalized anxiety and social anxiety) over the past year. These trends underscore the importance of expanding access to timely, responsive, and specialized mental health care for students.B



▲ A typical counseling service appointment.

Psychodiagnostic Assessment

Student Counseling Service identified a gap in student access to timely diagnoses for ADHD and cognitive impairments in recent years. The office responded by launching psychodiagnostic assessment services in August 2025, made possible by funding from the Ohio Department of Higher Education Mental Health Student Support grant. To build this capacity, three psychologists completed specialized training and the office developed comprehensive policies and procedures to ensure high-quality, consistent care. The initiative strengthened campus collaboration, with coordinated referral pathways between Student Counseling Service, the **Rinella Learning Center**, and the **Miller Center for Student Disability Services** to better support students' academic and learning needs. Since its launch, the program has served 60 students who may have otherwise sought off-campus care or gone undiagnosed.B

Building a Culture of Care

Through everyday interactions, shared spaces, and community-driven programming, the Division of Student Life is strengthening a culture where well-being is built through connection.B

I'm ListeningB

"I'm Listening" is a campus-wide Student Life initiative that creates visible, low-barrier opportunities for students to connect through informal, in-the-moment conversations. Through the initiative, trained student, faculty, and staff volunteers host listening spaces across campus, identified by a banner that reads, "I'm here to listen. Talk to me about anything." These spaces invite students to engage in brief conversations about topics ranging from academics and relationships to stress or daily life. Interactions are generally focused on connection rather than problem-solving.B

"I'm Listening" is not a clinical service; volunteers are trained in supportive listening and equipped to connect students with campus resources when needed. Volunteers host sessions at times and locations of their choosing. By normalizing conversation, openness, and presence, the initiative reinforces a shared responsibility for care and contributes to a more connected, supportive campus environment.B



▲ The initiative launched in April 2026 during Stress Less Day.

Stress Less DayB

Approximately 800 students participated in Stress Less Week, an annual spring initiative promoting stress reduction and well-being. Stress Less Day, the signature event, featured 10 student organizations, 50 volunteers, and interactive activities designed to equip students with practical stress-management skills, alongside support from campus partners and therapy dogs. The week is coordinated by **Student Counseling Service**.B



▲ Activities during Stress Less Day included dog therapy, blood pressure checks, virtual reality, painting, and much more.

Health and Wellness Service EventsB

The **Wilks Institute for Leadership and Service** hosts monthly service events for students throughout the academic year. This spring, two events focused specifically on mental health and well-being. In February, students created paper flower bouquets for Oxford Seniors to help address social isolation around Valentine's Day. In March, students assembled mental health care packages for teens at the Oxford Lane Library. Packages included creative, stress-relief items and resource information such as the 988 Suicide and Crisis Lifeline. Across both events, more than 70 students participated.B



▲ Participants made hundreds of paper flowers for Oxford Seniors.

Armstrong Student Center SpaceB

The **Armstrong Student Center** serves as more than just the campus community center; it is an important partner in student health and wellness. In addition to many opportunities for social connection, the center supports student health and well-being in unique ways:B

The Smucker Wiikiaami Room features circular, inclusive seating that facilitates meditation, reflection, and open dialogue. Additionally, the Ford Meditation Room offers a sanctuary for quiet contemplation and prayer, providing students with a physical escape from the fast-paced academic environment.B

Financial wellness is a critical dimension of overall well-being. The First Miami Student Credit Union, housed in Armstrong, is a peer-led initiative that offers financial education and services specifically tailored for students. The credit union provides accessible, student-centered support for building lifelong financial wellness.B

Prevention, Education, Promotion

Through targeted education and outreach initiatives, Student Life empowers students to navigate challenges, reduce risk, and support their own well-being.B

Problem Gambling AwarenessB

The HAWKS Peer Health Educators, through the **Office of Student Wellness**, launched a problem gambling awareness campaign this year to promote informed decision-making and reduce harm among students. They launched the initiative with the spring HAWK Walk, delivering over 1,000 door knob bags to off-campus student residences. Bags included resources and information about the “Pause Before You Play” campaign. Their efforts gained broader visibility through features on WCPO Channel 9 and WXIX Channel 19, helping amplify the message beyond campus and into the surrounding community.

Integrating Wellness into the First-Year ExperienceB

Student Life expanded UNV 101 curriculum in fall 2025 to include a class session dedicated to wellness. Students completed a self-assessment to identify personal wellness priorities, brainstormed strategies for building sustainable habits, and learned to navigate wellness resources.B

Data: According to the UNV 101 post-course survey in fall 2025, 94% agreed they were aware of at least one campus resource to support their health and well-being. 94% could also identify a dimension of wellness important in their life.B



Building on the success of the wellness curriculum, the **Office of Student Transitions and Family Engagement** will introduce dimensions of wellness even earlier this year, in partnership with **Student Counseling Service**, **Student Health Services**, and the **Office of Student Wellness**. Student Orientation Undergraduate Leaders (SOULs) will talk with students at orientation about how they prioritize well-being. Students will identify initial wellness action steps as they begin their first semester, which they can revisit and build upon in UNV 101 in the fall.B

Together, these efforts create a coordinated, developmental approach that equips students with the knowledge, skills, and resources needed to support their well-being, academic success, and long-term resilience.B

Residence Life ProgrammingB

The **Office of Residence Life** supports student well-being through intentional programming in residence hall communities. In addition to 17 educational programs with the **Office of Student Wellness**, resident assistants also developed their own unique programs focused on topics such as mental health, substance-free engagement, self-reflection, and healthy relationships. These initiatives created accessible, peer-centered opportunities for students to connect, develop coping strategies, and engage in meaningful reflection.B



▲ From left: Students participate in a mental health quiz in Stoddard/Elliott and students create reflective and goal-oriented time capsules in Young Hall.



Be Well MiamiB

Through a partnership with CampusWell, Be Well Miami gives students free access to a robust library of articles and videos focused on mental health and overall well-being. The site experienced a significant increase in total engagement this year.

591%

increase in engagement in March 2026 (5,116) compared to the previous March (740).B

Wellness ProgrammingB

Miami Activities and Programming (MAP), through the **Office of Student Engagement and Activities** expanded its focus on wellness programming this year to better support students seeking opportunities to recharge and de-stress. To that end, MAP introduced a range of low-barrier, high-engagement programs designed to promote relaxation, creativity, and connection.

Offerings included self-care bingo, yoga and smoothies, and a variety of hands-on activities such as pumpkin and mug painting, DIY fleece blankets, beaded plants, and “blind date with a book.” These programs provide accessible ways for students to engage in self-care while building community.B



▲ The *Berry Mindful* event featured yoga and smoothies on Central Quad.

Strategic Leadership and Alignment

Cross-campus collaboration, data-informed strategies, and institutional alignment are driving the Division of Student Life's comprehensive approach to health and wellness.B

Mental Health WorkgroupsB

Student Life continues to embrace a collaborative approach to mental health and emotional well-being through the university-wide Mental Health Steering Committee. The committee operates through a workgroup model, bringing together cross-campus partners to address focused, short-term priorities. Each workgroup is charged with producing actionable outcomes that advance student and/or employee well-being. Current workgroups include:B

Promoting Well-being During Study Abroad

Miami has extensive health and wellness resources for students on campus; this group aims to ensure students who are studying abroad are also supported. The group is assessing existing study abroad programming and resources, including mental health education, sexual assault prevention, identity and safety considerations, and alcohol and other drug use. It will also examine pre-departure preparation, particularly for students with pre-existing mental health needs. After an initial review, the group will add study abroad specific wellness information to existing resources.

Promotion of Employee Assistance Program

While Miami's Employee Assistance Program (EAP) offers valuable support to faculty and staff, there is an opportunity to increase awareness and utilization of the service. This workgroup is evaluating barriers such as limited visibility, confidentiality concerns, stigma, and access challenges, and will recommend data-informed strategies to increase awareness, reduce barriers, and encourage engagement.B

Wellness Framework Adaptation

This group is adapting the U.S. Surgeon General's Framework for Workplace Mental Health and Well-being to align with Miami's campus community. This framework will create a shared foundation for advancing well-being across the institution.B

Campus Wellness Assessment

Focused on faculty and staff wellness, this workgroup is developing a comprehensive wellness audit tool for academic and administrative units. The tool will enable departments to assess and strengthen employee well-being, providing actionable insights and recommendations to support a healthier, more supportive campus environment. The group sent a survey to employees in April and is planning two focus groups in May to further inform their work.B

Focus SymposiumB

As part of Focus, a university-wide initiative that brings together academic and campus partners around an annual theme, Miami hosted the Focus Health and Wellness Symposium in April, engaging nearly 200 students, faculty, and staff in a full day of learning and connection. The symposium featured a keynote speaker, educational sessions, a poster showcase, mindfulness activities, and a moderated student panel. The panel, featuring four students, offered candid perspectives on maintaining well-being and balance while navigating the demands of college life.

Student Life played a key role by co-chairing the steering committee and symposium planning committee, leading the planning and execution of the symposium, and developing all marketing materials.



▲ Clockwise: A student panel (featuring two student trustees), an educational session on art and creativity, and the poster session.

Proactive Outreach and Early InterventionB

The **Office of the Dean of Students** continues to strengthen a coordinated, campus-wide approach to identifying and supporting students in need. This year, the office trained more than 1,200 students and 500 faculty and staff to recognize, report, and respond to students of concern, with a focus on navigating the reporting process and supporting students in crisis.B

In addition, the office conducted more than 3,000 outreach attempts to connect directly with students of concern, ensuring timely follow-up and access to support. These efforts reflect a proactive, community-informed model that expands awareness, strengthens reporting pathways, and enhances early intervention across campus.B

Office of Student Wellness

Division of Student Life | Board of Trustees Report

May 2026

Over the past decade, Miami University has transformed its approach to alcohol and other substance use prevention from a random assortment of well-intended efforts across campus into a coordinated, data-informed, and multi-level strategy grounded in prevention science. This evolution reflects both institutional commitment and alignment with national trends, including declining alcohol use alongside emerging challenges such as increased cannabis use and evolving nicotine products.

Miami's current framework emphasizes population-level impact, targeted interventions for higher-risk groups, and individualized support for students struggling with substance misuse. Through sustained campus-community collaboration, policy refinement, and evidence-based programming, the university continues to reduce high-risk drinking while promoting a safer, healthier campus environment.

History and Evolution of our Approach

In 2014–2015, Miami undertook a comprehensive reassessment of its approach to alcohol use through the Alcohol Task Force. This effort included an environmental scan, an analysis of national and campus data, and input from students and community stakeholders.

The task force concluded that high-risk drinking was shaped not only by individual behavior but also by campus culture and the surrounding Oxford community. The response called for a coordinated long-term strategy grounded in public health principles.

A critical structural advancement was the establishment of the Alcohol Coordinating Committee (ACC), providing sustained oversight, alignment, and continuity of efforts. Membership included representatives from both the campus and community.

ACC becomes MOSAIC

In 2021, an internal review of the ACC resulted in a new, refined approach to expand the scope of substances being addressed and to emphasize the importance of sustained relationships. In concert with this broadened focus, the ACC was rebranded as the Miami Oxford Substance Use Advisory and Information Committee (MOSAIC).

MOSAIC's work is guided by a philosophical approach to student substance use rooted in Miami's values and in strong partnership with the City of Oxford. Co-chaired by Student Life's assistant vice president of health and wellness and the director for the Office of Student Wellness, membership includes representatives from across several Miami offices and the City of Oxford. MOSAIC aims to:

- Receive, share, analyze, and respond to local data related to alcohol and other drug use to assess and improve strategies and/or develop new strategic approaches.
- Communicate the efforts to Miami University and Oxford stakeholders.
- Develop and maintain working relationships with key stakeholders, including relevant commissions of Oxford City Council, the Coalition for a Healthy Community, and other town-gown efforts and initiatives.

- Serve as an advisory board regarding university and community programming and policy matters related to alcohol and other drug use, including regular updates to the senior vice president for student life.

Our Evidence-Informed Approach

Utilizing research driven frameworks, the Office of Student Wellness and MOSAIC have organized their efforts into a coordinated set of five focus areas: policy and enforcement, education and prevention, off-campus interventions, academic support, and treatment and recovery. This structure reflects a comprehensive public health model that addresses individual behavior as well as the environmental and cultural factors that shape student decision making.

Key initiatives within this model have included expanding alcohol-free social options, refining alcohol policies, focusing on off-campus party environments and neighborhood impacts, and developing recovery support services. Environmental strategies such as restrictions on alcohol service and promotion and sustained collaboration with Oxford community partners further reinforce expectations and reduce secondhand harms, including academic disruption and student safety concerns.

This coordinated approach has strengthened institutional accountability, improved consistency across departments, and reduced duplication of efforts. Importantly, it positions Miami to respond effectively to a changing national landscape in which alcohol use is declining, but cannabis use, vaping, and polysubstance use are becoming more prominent. Within this broader public health framework, Miami's strategy is grounded in prevention science, aligning interventions across three levels of risk.

Universal Strategies (all students)

Goal: Shift campus norms and reduce overall risk.

Miami implements campus-wide efforts to influence the broader student population and create a healthier environment for all students. These strategies emphasize consistent messaging, clear expectations, and accessible alternatives to alcohol-centered socializing. They include:

- The requirement for all new incoming Oxford students to complete an educational module prior to the fall semester.
- Clear policies with consistent enforcement.
- Alcohol-free programming and late-night alternatives.
- Strategic communication during high-risk periods (e.g., Halloween, spring break, etc.).
- Awareness campaigns and educational programs delivered by HAWKS Peer Health Educators.

Selective Strategies (higher-risk populations)

Goal: Prevent escalation among students with elevated risk.

Recognizing that certain student groups and transitional periods carry increased risk for substance misuse, Miami provides targeted interventions that build skills, increase awareness, and strengthen peer accountability. Strategies include:

- Targeted programming for student organizations (e.g., Greek Life, athletics, and other historically higher-risk groups).

- Bystander intervention training integrated into the first-year experience courses, Greek new member education, and residence halls programming.
- Focused engagement during key transition points and high-risk events.

Indicated Strategies (students experiencing harm or violations)

Goal: Reduce recurrence and mitigate impact.

For students experiencing alcohol-related harm or policy violations, Miami combines accountability with education and support to promote behavior change and long-term well-being. These initiatives include:

- Structured referral pathways through the Office of Student Wellness and conduct systems.
- Sanction classes that focus on goals and value alignment, reflection, and education about the progression of addiction.
- Substance use assessments and recovery-oriented support options offered through Student Counseling Service.
- Coordinated follow-up and case management.

Across all levels, Miami emphasizes evidence-based decision making, continuous assessment, and resource alignment. This tiered approach ensures that prevention efforts are both comprehensive and targeted to address campus-wide culture while also supporting students at greatest risk.

National Context and Emerging Trends

Miami's strategy is informed by national data and evolving student behavior patterns:

- **Alcohol use:** Declining significantly over the past 30 years, though still prevalent.
- **Cannabis use:** Increasing, with growing normalization and daily use rates.
- **Nicotine:** Shift from traditional cigarettes to vaping and nicotine pouches.
- **Polysubstance use:** Emerging concern, particularly combinations of alcohol, cannabis, and stimulants such as cocaine.

Additionally, recent trends indicate that the gap in alcohol use between college students and their non-college peers has narrowed. Gender differences in drinking patterns continue to decrease. At the same time, more students are prioritizing wellness, moderation, and alcohol-free lifestyles. Together, these shifts illustrate the need to continually adapt prevention strategies to better align with evolving student behaviors and expectations.

Conclusion

Over the past decade, Miami has made substantial progress in transforming its approach to alcohol and other substance use prevention. The institution now operates within a coordinated, evidence-informed framework that integrates prevention, intervention, and environmental strategies.

While national trends show encouraging declines in alcohol use among traditionally-aged college students, emerging challenges such as cannabis, vaping, and polysubstance use underscore the need for continued vigilance and adaptation. By sustaining its commitment to prevention science, cross collaboration, and data-driven decision making, Miami is well positioned to continue reducing high-risk behaviors, improving student well-being, and mitigating institutional risk.

Student Engagement

Division of Student Life | Board of Trustees Report

May 2026

The Division of Student Life at Miami University is committed to delivering a transformative student experience that extends beyond the classroom. This report outlines our current office structures and signature programs and demonstrates how purposeful involvement can impact student engagement, leadership development, and retention and graduation.

This report captures activities from the Office of Student Engagement and Activities, the Wilks Institute for Leadership and Service, the Cliff Alexander Office of Fraternity and Sorority Life, and the Armstrong Student Center. We remain committed to ensuring that every student finds involvement opportunities that are rooted in the code of Love and Honor. Over the past few years, we have shifted towards high-impact engagement, prioritizing active contribution over passive attendance, and encouraging students to take ownership of their community.

Student Engagement and Activities (SEA)

Our programming board is often benchmarked by peer institutions for its success in large-scale programming and its “for students, by students” approach. Miami Activities and Programming (MAP) hosted 111 programs with 18,506 attendees in 2025-2026.

SEA has implemented several changes to student organization management over the past year. In spring 2026, we introduced a student organization workshop schedule to include two foundational required trainings:

- Student Org 101 covers the basics of being an organization on Miami’s campus, including annual registration, Mega Fair, and risk management.
- Student Org 102 primarily covers finances: Workday, the ASG funding process, and how to properly spend funds.

Organization leaders can also choose from a number of elective workshops that best fit the needs of their organization. Topics range from event planning and collaboration to marketing to group dynamics and conflict to officer transitions, and more. We have seen a significant increase in overall participation and engagement with this new model. As of April 20, 2026, we have seen 568 workshop attendees this academic year.

As part of the university THRIVE initiative, we are implementing a new student organization management and communication system to replace the Hub. Miami Central, powered by Ready Education, will host and manage student organizations, offer a robust co-curricular transcript, create pathways for students to track their co-curricular learning, and help students connect with each other and with engagement opportunities. The platform launched April 6, 2026, and we have 293 organizations registered as of May 4, with a registration deadline of May 8.

The Wilks Institute for Leadership and Service and the Cliff Alexander Office of Fraternity and Sorority Life

The Wilks Institute for Leadership and Service and the Cliff Alexander Office of Fraternity and Sorority Life came together as a team this year, with the vision of scaling programs through collaboration on signature events and programs. The **U-LEAD pre-semester program** experienced another year of growth in participants and student leader facilitators. U-Lead is a four-day pre-semester program for incoming first-year students who are interested in learning about various leadership styles and how leadership can guide their Miami experience. The U-Lead curriculum utilizes Gallup CliftonStrengths and their framework, "Name it, Claim it, Aim it," as an anchor to explore several leadership models and their Top 5 Talent Themes.



The **Perlmutter Leadership Conference** provided the opportunity for students to learn from and work with Miami alumnus John Baird, Ph.D., through workshop sessions and a keynote presentation. Centered on the theme *Pivot With Purpose: Ethical and Adaptable Leadership*, the conference engaged members of the fraternity and sorority community, Scholar Leaders, and Associated Student Government. In addition to Baird's sessions, volunteer faculty and staff facilitated workshops in the morning and Wilks ambassadors led workshops in the afternoon.

After restructuring the Center for Student Engagement, Activities, and Leadership in summer 2025, the Wilks Institute expanded its programming capacity by adding a staff member. The office offered the annual RedHawk Day of Service in fall 2025, and also added a series of monthly service events supporting local community agencies including T.O.P.S.S, Oxford Seniors, and the Oxford Lane Library. Students logged 19,225 service hours during the fall semester.



Photos (from left): Student pack hygiene kits for T.O.P.S.S, and students sort supplies at Oxford's Thread Up on RedHawk Day of Service.

The Cliff Alexander Office of Fraternity and Sorority Life continued to facilitate signature programs and events this year, in addition to ushering nearly 1,700 potential new members through the primary recruitment process.

- **Advance** is our fraternity and sorority chapter president and council officer transition retreat. This year, Student Life staff members assisted with "hot topic" lunch sessions. Community leaders appreciated the direct connection to offices and services such as the Dean of Students, Student Wellness, and Community Standards.

- The National Pan-Hellenic Council grew from five to seven chapters with the reactivation of Omega Psi Phi Fraternity, Inc. and Phi Beta Sigma Fraternity, Inc. this year.
- We saw an increase in participation in the Interfraternity Council (IFC) and Panhellenic Association primary recruitment processes, as seen in the table below.

Council Updates	2025	2026	% Change
IFC registered	790	859	+8.7%
IFC joined	595	660	+10.9%
Panhellenic registered	1,238	1,349	+8.9%
Panhellenic joined	989	1,031	+4.2%

Armstrong Student Center

The Armstrong Student Center continues to live up to its reputation as the “living room of campus,” a place not just defined by its physical space, but by the connections and experiences it provides. Armstrong was home to more than 3,400 events, meetings, and activities hosted during the academic year, along with 24,000 study room reservations. It remains a constant source of energy and interaction.

Armstrong also serves as a gathering space for student leadership. Housing more than 54 student organization offices, the center provides the infrastructure students need to create and sustain student engagement opportunities. The removal of rental fees for all student organization events this year eliminated financial barriers and empowered students to bring their ideas to life without constraint.

The Armstrong Student Center advisory board, composed of 16 student leaders, conducted more than 105 face-to-face interviews through their annual street interview initiative. These conversations provided direct insight into how students experience the center and what they need to feel connected and supported. In Armstrong, students do more than attend Miami. They connect, contribute, and truly grow.



Photos (from left): Students gather around a lounge space in Armstrong and a peek into The Miami Student organization’s office space.



Board of Trustees May 2026 Report

Explore. Prepare. Connect. **Succeed.**



**MIAMI
UNIVERSITY**

**CENTER FOR CAREER
EXPLORATION AND SUCCESS**

Overview

The Center for Career Exploration and Success (CCES) is a comprehensive, award-winning career center that serves Miami University students on the Oxford campus. Its mission is to empower undergraduate and graduate students to engage in career exploration, professional development, and experiential education. By building meaningful connections with employers and Miami alumni, students optimize their personal and career potential. CCES exists to help students choose meaningful career paths and excel in today’s global society.



The Miami Career Advantage


Miami’s strength results from a unique combination of factors: the exceptional caliber of its highly engaged students, its faculty’s dedication to teaching and learning, and its overall commitment to student success. CCES’s approach to career development builds on these strengths and requires an intentional and active career community to fulfill its vision. It embraces the philosophy of a “Miami Career Community,” wherein all stakeholders (employees, faculty, staff, alumni, and parents) understand their vital role in supporting the career development of students.

This report will focus on high-impact career mobility practices that integrate career readiness throughout the student experience. Three areas that demonstrate the depth and scope of CCES’s work include:

- Student engagement with high-impact programming
- Ongoing development of experiential education for students
- Employer engagement that promotes career exploration and professional development opportunities

High-Impact Student Programming

Student engagement with CCES programs and events remains strong as demonstrated by a number of metrics (*to right*), including student career appointments, career fair attendance, and professional development training. Notably, the appointment and programming activities have coincided with increases in student application behavior (*below*).



83,262

H

job/internship applications have been completed by 6,044 students on Handshake, up from 81,000 applications completed by 3,250 students across a similar stretch in FY25 (FY26 data from June 2025 to March 2026)

By the Numbers: Student Engagement

 **5,646**

students attended at least one of Miami’s nine career fairs/networking events

Peer institutions had median numbers of 3,073 student attendees and five career fairs (2024-25 NACE Career Services Benchmarking Report)

Sport Career Exploration and Networking Expo saw a 58% increase in attendance (FY24 to FY26)

CAS Networking Night saw a 30% increase in attendance (FY25 to FY26)

Miami students made up 30% of attendees at the SW Ohio/Northern Kentucky Education Fair

 **5,284**

students served by 104 workshops

Mock Interview participation more than doubled to 430 students from FY25; an additional 311 mock interviews were conducted by CCES peer career coaches or employer/alumni volunteers

 **7,395**

students attended 282 CCES events

The **Spill The Tea Series** (targeted professional development days with alumni panels, workshops, and networking opportunities) attracted 400 students in FY26, up from 188 in FY25

 **2,661**

students reached through 105 classroom presentations

 **2,463**

students made 3,695 appointments with career advisors, CCES peer career coaches, or FSB interns

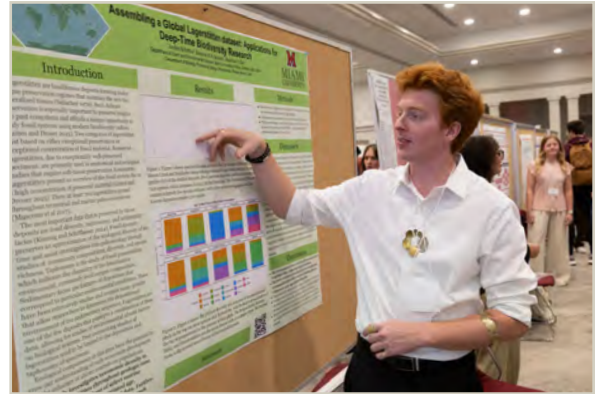
All FY26 data from June 2025 to March 2026

Experiential Education Opportunities

In keeping with both institutional and state-driven efforts to increase career readiness through experiential education, CCES works with Miami partners to explore, develop, and promote co-operative education opportunities. Ohio House Bill 96 (HB 96) will require all public Ohio institutions to offer a co-operative education program option for students; these can encompass a variety of activities like clinical work, practicum placements, internships, and research opportunities.

CCES is engaging with university partners to reach the state goal of 75% student participation in at least one co-operative experience across a four-year career. As part of this work, the experiential education team launched a pilot co-op program with the College of Engineering and Computing (CEC) for biomedical engineering and computer science majors in FY26. While the program will be rolled out slowly, it will be expanded to allow students from all engineering departments to apply starting in FY27. CCES intends to work with other colleges to explore the implementation of similar experiential education programs.

Facilitation of student internships and research, for credit and/or funding, continues to be a major component of CCES work in the experiential education arena. Since 2020, CCES has partnered with faculty and the Office of the University Registrar to review proposed internship experiences and enroll students in departmental internship credit courses. This has helped place experiential learning in the curriculum for thousands of students.



Internship Credit Facilitated by CCES

	CAS	CCA	CEC	EHS	FSB	HON	TOTAL
FY26	260	122	49	165	92	9	697
FY25	245	123	62	185	47	11	673
FY24	259	114	54	204	52	15	698
FY23	227	113	48	182	42	16	628
FY22	307	28	59	144	84	13	635
FY21	231	112	25	147	47	11	573

Internship and Research Grant Funding

CCES supports students on the Oxford campus by offering grants that help offset the personal costs associated with internship or research completion. Applications are accepted on a rolling basis throughout each academic year. Each award has a financial-need component, which is determined by the Office of Student Financial Assistance. Some are funded by CCES career partners.

 **\$1.31 Million**

in internship and research grant funding awarded to **694** students since tracking began in the summer of 2022

2025-2026 Grant Awards

	Applicants	Recipients	Award Amount
Fall 25	64	38	\$76,000
Winter 26	9	4	\$9,070
Spring 26	80	43	\$91,987
Summer 26	95*	TBD	TBD
TOTAL	248*	85*	\$177,057*

* The application for 2026 Summer Term grants is open through May 15, 2026; as such, awards have not been finalized for this term as of May 4, 2026

Employer Partnerships

CCES is able to connect students to full-time, internship, and co-operative opportunities in large part due to its strong relationships with national and regional organizations. Employer engagement remained strong during FY26 as evidenced by a number of key metrics (*to right*).

CCES Aligns with Office of Strategic Partnerships

CCES has made efforts to align its work with the Office of Strategic Partnerships. Five of its 14 Career Partners are portfolio companies:



Notably, 14 of the 15 companies designated in the Office of Strategic Partnership’s portfolio participated in the career fairs, engaged with student organizations, hosted on-site events, held on-campus events, and/or conducted professional development programming in FY26.

For example, the Cincinnati Bengals attended the Sport Career Exploration and Networking Expo and received priority access to internship postings; the Cleveland Clinic attended the career fairs while the City of Cincinnati hosted site visits in addition to its career fair attendance.



PCLS Showcases Career Opportunities in Ohio

In partnership with President Gregory P. Crawford, CCES showcased Ohio employers throughout its 2025-2026 Presidential Career and Leadership Series (PCLS) lineup.

The PCLS career treks featured visits to Cincinnati (October 10), Columbus (January 21-23), and Cleveland (March 24-27). Participants engaged in site visits, presentations, and networking sessions with alumni and employers. They also experienced what it is like to live in these cities by engaging in activities like sporting events, museum visits, and theatrical performances.

Each trek is aligned with various career clusters on a rotating basis to ensure that a range of different organizations are spotlighted. FY26 employer partners included ArtsWave, Cincinnati Children’s Hospital, the Cincinnati Reds, the Cleveland Clinic, E.W. Scripps Company, KeyBank, Progressive Insurance, and Swagelok.

By the Numbers: Employer Engagement

413

employers attended a FY26 career fair

Peer institutions had a median number of 250 attending employers
(2024-25 NACE Career Services Benchmarking Report)

1,113

events hosted by employers during FY26

62 on-campus interview sessions
56 on-campus events | 995 virtual events

37,896

approved employers on Handshake

23,067

active job postings on Handshake

2,987

active internship/experiential education postings on Handshake

Ohio Employers in Handshake

City	Employers	Jobs	Internships/ Exp. Educ.
Cincinnati	2,280	805	136
Columbus	1,361	503	113
Cleveland	1,523	471	119

Employer event data from July 2025 to April 2026; Handshake data on job and internship/experiential education postings as of April 20, 2026

Job Shadow Program

Now in its second year, the Job Shadow Program allows students to preview their field of interest through an on-site visit. Students spend time with professionals, observing daily operations and learning about industry expectations.

Beyond the immediate career exploration benefit to participating students, the Job Shadow Program has become a pipeline to increase job, internship, and co-op opportunities. It has experienced significant growth since its early days as the Ohio Internship Preview Program.

Sample of 2026 Site Visit Partners



130

students engaged in the Job Shadow Program in FY26, up from 93 in FY25

A total of 240 students applied to participate in the FY26 Job Shadow Program, up from 139 during FY25

Career Champion Awards

CCES offers Career Champion Awards to encourage Oxford faculty and staff to engage students in experiential education opportunities. Awards of up to \$10,000 can be used to implement work-related projects that tie to external organizations in the classroom or to hold events that help students prepare for their careers.

Faculty-led initiatives funded by Career Champion Awards have given students the opportunity to engage in conferences and other professional events, visit employers on location, and hear from academic and industry leaders through speeches and panels. The FY26 increase in funding reflects an emphasis on awarding proposals that have a greater student impact.



\$144,758

awarded across 38 grants in FY26, up from \$67,448 awarded (33 grants) in FY25



\$500,888

distributed across 108 Career Champion Awards since the spring of 2022

New Alumni Efforts Launch in FY27

In recognition that career development continues after graduation, CCES has partnered with the Alumni Association to offer support and resources to Miami alumni through a MiamiTHRIVE initiative.

Charlie Chen '16, M.S. '18 has been hired as the new associate director for career networks. He will conduct outreach to alumni who have graduated in the past 10 years and create programming for professional development as they change jobs, pivot to new industries, or consider graduate and professional school options. In addition, he will work with other CCES staff members to encourage young alumni to return to campus so that current students can benefit from their experience. This work will be supported by the hiring of an alumni career navigator who will offer alumni career assistance individually and in groups.



NEWS AND UPDATES

Board of Trustees Report | May 2026

SPRING CAREER FAIRS OPEN DOORS

Nearly 1,500 students and 200 organizations took part in at least one of Miami's 2026 Spring Career and Internship Fairs, organized by the **Center for Career Exploration and Success**.



The All-Majors Career and Internship Fair took place on February 24, 2026 in Millett Hall and featured employers like Butler County Children's Services, the City of Cincinnati, the Florence Y'all, Johnson & Johnson - Ethicon, Medpace, and Tata Consultancy Services.



The day before the All-Majors Fair, the Architecture + Design Career and Internship Fair was held in the Shriver Center JDOL Rooms. In addition to architecture and construction firms, organizations hiring in communication/graphic design, digital marketing, interior design, and user interface/experience design participated in this event.

Miami also collaborated with area universities to participate in the Southwest Ohio/Northern Kentucky Education Fair on March 31 in Xavier University's Cintas Center. At this event, more than 100 school districts engaged with candidates for teaching, psychology, social work, and counseling positions. Miami students made up almost 30% of the candidates, with the 66 students combining to engage in 186 interviews.

FIELD DAY BUILDS CAMARADERIE AMONG MILITARY-AFFILIATED COMMUNITY

On May 2, 2026, the **One Stop** teamed with Miami's ROTC cadres to host the second-annual Battle of the Branches. Bragging rights were on the line as students representing all four ROTC cadres competed in kickball and tug of war.



A total of 62 students participated in this field-day event, a nearly 32% increase from a year ago. The competition proved fierce at Cook Field, with Army emerging victorious thanks to a first-place finish in kickball and a second-place showing in tug of war. Air Force, which won the tug of war, was the runner-up.

As part of the **One Stop's** commitment to fostering a sense of community among Miami's military-affiliated students, competitors also built new connections over a lunch of **Raising Cane's**.



On April 18, 2026, the **Office of Admission** hosted a Spring Open House for high school juniors and sophomores and their families. In all, 406 prospective students (1,065 total people) attended this event, a 4.6% increase from 2025.

Beyond the Office of Admission's presentation on the admission process, sessions included visits with Miami'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.



The **Center for Career Exploration and Success's** Career Academy is designed to help students gain skills needed in today's global workforce, advance their cultural competencies, and preview career paths. This year's trip took 25 students to New York City over spring break.

Participants visited AlphaSights, Catalyst Brands, Ernst and Young (EY), International Business Machines (IBM), and Turner Construction. They also got a taste of what life is like in the Big Apple by watching the Lion King on Broadway and enjoying city favorites like pizza and bagels.

At IBM, the students experienced the state-of-the-art Innovation Lab. Notably, they won a case competition hosted by AlphaSights and learned about Turner Construction's Millett Hall bid.

"This trip is pivotal because it gives students an inside look into the culture and priorities of these organizations," said **Brandon Prew**, director of experiential education. "Until you get that viewpoint, you're really just guessing. I tell this to students all the time: until you get into the field, meet with companies, and get some exposure to these professional organizations, you just don't know how you're going to feel about them."

Fiona Keenan went to New York City with a clear sense of direction but left with new career options she never considered. Given her hopes of breaking into the fashion and makeup industry, Turner Construction was nowhere near the top of her potential employers list. But, after asking one question at a Q&A session, she was sold.

"I asked one question to someone who worked in HR about what I could possibly do with them, and she gave me five different things I could do," said Keenan, a sophomore Nutrition and Psychology double major. "I felt like I needed to work there immediately."

Keenan wasn't the only participant whose exposure to new opportunities fostered confidence, curiosity, and growth.

"Going on this trip opened my eyes to the idea that I can be a strategist and an innovator in other ways and other roles," said **Olivia West**, a senior Arts Management and Arts Entrepreneurship double major. "The companies I really didn't even look into, like Turner, were surprisingly the ones I ended up liking the most."

INTO THE LAND TAKES STUDENTS TO CLEVELAND

Also over spring break, 26 students traveled to Cleveland through Into the LAND, the final career trek of the **Center of Career Exploration and Success's** 2025-26 Presidential Career and Leadership Series.

Participants met representatives from the Cleveland Museum of Natural History, Key-Bank, Progressive Insurance, Swagelok Co., and Team NEO. They also attended a Cleveland Cavaliers game and visited the Rock & Roll Hall of Fame.

"I could absolutely see myself finding my niche in the city," said **Kiera Lewis**, a sophomore Speech Pathology and Audiology major. "This was a once-in-a-lifetime experience, and I will forever appreciate being a part of it."

Designed to expose students to job opportunities in Miami's home state of Ohio, the PCLS career trek program also took students to Cincinnati and Columbus earlier this year.



KIERRA WILLIAMS INSPIRES STUDENTS

The **Student Success Center**, Alumni Association, and ASPIRE hosted A Chat with **Kierra Williams '11** to connect students who experienced foster care with a successful alumna who has the same background.

Williams, currently the Vice President of Human Resources for Atlas Energy Solutions, met with students for an informal conversation on April 22, 2026. She shared wisdom from her career, which has also included stops at Amazon, Cardinal Health, and Goodyear.

Williams discussed how she went from having a “limited network” to being a leader of a 300-member team at Amazon. She encouraged the attendees to never be afraid to learn on the job.

Williams, who earned her B.S. in Psychology, has given back to her alma mater by establishing the Risner-Leedy Scholarship Fund for students with foster-care background and serving on the College of Arts and Science Alumni Board.



SEMESTER START UP: AN INTEGRATED APPROACH TO STUDENT RETENTION

Ahead of the 2026 Spring Semester, the **Bursar**, **Office of Student Financial Assistance**, **Office of the University Registrar**, **One Stop**, and **Student Success Center** collaborated with campus partners to launch an outreach campaign to assist students with remaining balances owed.

Moving the cancellation process ahead of the start of the semester allows for a significant shift in the alignment of fiscal responsibility and student advocacy. The University secures tuition funds upfront, thereby gaining a clear and accurate picture of its active student body before the first day of instruction. Beyond operational efficiency, this timeline serves as a critical intervention for student financial health. By addressing non-payment before the semester begins, Miami prevents the accumulation of unmanageable debt and stops the cycle of balance rollovers between semesters. This proactive approach ensures that the University’s first-day enrollment reflects students who are positioned for academic success rather than those burdened by unresolved financial concerns.

The **Division of Enrollment Management and Student Success** engaged a third-party call center to engage in a series



The **Center for Career Exploration and Success** and the **Mallory-Wilson Center for Healthcare Education** teamed with the **McCullough-Hyde Foundation** to offer 15 students an immersive experience over five weeks in February and March 2026.

The students shadowed professionals at **TriHealth McCullough-Hyde Memorial Hospital** in a variety of areas, including emergency services, imaging, intensive care, pharmacy, rehabilitation, and women’s services.

of call blasts; later in the process, Bursar, Student Financial Assistance, and One Stop staff members called students who were at risk of being canceled to offer targeted assistance.

The **Student Success Center** and **One Stop** also collaborated with the **Office of the Provost** and the **Office of International Student and Scholar Services** to create a comprehensive email/text campaign that conveyed the changes to the cancellation process and how not resolving their balance before the due date would impact class registration and access to on-campus housing and other campus privileges.

The **Office of Student Financial Assistance** issued 22 micro-grants totaling \$46,000 to assist students with paying their balance. The **Office of Residence Life**, the **Office of the President**, and **Finance and Business Services** also assisted during this integrated approach to student retention.

MAKE IT MIAMI! GIVES GLIMPSE OF FUTURE

Organized by the **Office of Admission**, **Make it Miami!** gives admitted students and their families the opportunity to explore everything the Oxford campus has to offer.

These day-long sessions were held from February to April 2026, allowing participants to choose the date that worked best for their schedules. Through panels and divisional breakout sessions, attendees met nationally ranked faculty and current students. They also had the option to participate in a residence hall tour, financial aid meetings with the **Office of Student Financial Assistance**, and a resource fair.

A total of 3,289 prospective students attended **Make it Miami!** this year, up 2.6% from 2025. The students brought 4,962 guests, increasing the total number of attendees to 8,251.

MINIMALISTS DELIVER KEYNOTE ADDRESS

The Minimalists gave a keynote speech to wrap up the 2025-26 Presidential Career and Leadership Series, made possible by President Gregory P. Crawford and the Center for Career Exploration and Success.

Joshua Fields Millburn and Ryan Nicodemus, Emmy-nominated Netflix stars and *New York Times*-bestselling authors, shared how minimalism can help people live and work meaningfully on April 14, 2026 in Wilks Theater.



“Here’s the truth: if you don’t decide what ‘enough’ is, the world will decide for you,” Nicodemus told the 210 attendees, a mix of students, faculty and staff, and community members. “I promise you, it will never be enough. Minimalism isn’t about having less. It’s about making room for the person you want to become. So ask yourself, ‘What can I let go of today so that tomorrow I can become someone greater than yesterday?’”

The first 100 students who registered for this event received a free copy of *Everything That Remains*. The Minimalists signed books in the Armstrong Atrium following the program.

TUITION INSURANCE HELPS FAMILIES PROTECT THEIR COLLEGE INVESTMENT

Miami partners with GradGuard™ to offer a tuition protection plan from Allianz Global Assistance. The Bursar administers these optional plans, which can reimburse tuition, room, board, and other eligible fees if a student withdraws at any time during the covered term due to a covered medical reason.

This year, 2,912 students enrolled in a plan, a 2.5% increase from the previous year. To date, GradGuard has approved 17 claims totaling \$169K returned to families. Last year, Miami saw 30 of 32 claims approved, totaling \$339K.

SFA EDUCATES MIAMI COMMUNITY ABOUT ONE BIG BEAUTIFUL BILL ACT

Signed into law in July 2025, the One Big Beautiful Bill Act (OB3) introduces significant changes to federal student aid programs. Many provisions are scheduled to take effect on July 1, 2026. Final implementation guidance from the US Department of Education is still pending, and key details remain subject to change.

The Office of Student Financial Assistance has focused on providing clear, timely, and accessible information to students and families during this period of uncertainty. A central component of this effort is a resource page on the One Stop website titled One Big Beautiful Bill Act: Federal Loan Changes, which serves as a continuously updated hub that outlines anticipated changes to federal loan programs and reinforces that guidance may evolve as regulations are finalized. In addition, the Office of Student Financial Assistance is:

- *Providing individualized counseling:* Staff members work directly with students and families to explain emerging information and help them make informed decisions despite ongoing uncertainty.
- *Training and coordinating internally:* Staff members actively monitor federal updates and engage in professional networks to ensure they are prepared to implement changes efficiently once the final rules are released.

Additional federal guidance is expected in the coming months. Through this transition, the Office of Student Financial Assistance will continue to prioritize transparency, responsiveness, and proactive communication while remaining committed to minimizing disruption and supporting access and affordability.

FACULTY/STAFF PREVIEW WORKDAY STUDENT

The Organization Change Management (OCM) team continues to engage with the Miami community, including through Change Champion meetings and the promotion of demo opportunities in Workday Learning.

At the Change Champions meeting on April 14, 2026, the OCM team gave an update on the project timeline, discussed demo and training opportunities, and previewed next fall’s “Mock Semester” registration simulation.

As of May 4, 2026, two demos have been published to Workday Learning: Courses and Course Sections and Advising Tools. These demos give schedulers, curriculum managers, advisors, and deans an early look at the tools and workflows they’ll use beginning in the spring of 2027. Below are two employee testimonials about the Advising Tools demo:

“Seeing the actual Workday Student screens eased a lot of my fears about switching systems. It helped everything feel more real and much less intimidating.”

“I’m excited to start using Workday Student. It looks like it will streamline so many advising tasks. No more memorizing a dozen Banner screens.”

The OCM team organized Ask the Expert Sessions following the release of each demo; to keep the community informed, they published the answers to the questions asked by the participating staff on the Workday Info website’s Demos page.

Academic Advising at Miami University

2025-26 Report to the Board of Trustees

At a Glance: 2025-26 Key Figures

18,117 scheduled appointments through April 12; tracking higher than the same point last year

13,057 distinct students reached through professional advising

33,473 total appointments across all formats year to date

~ **50%** reduction in no-shows over three years (3,165 to 1,679)

4.80 / 5.0 overall student satisfaction score from student surveys

1,475 early alerts issued by faculty; zero spring-alerted students withdrew

Academic advising at Miami University has entered a period of sustained, measurable strength. Over the past three academic years, the institution has seen consistent improvement across every major advising indicator: appointment engagement, student accountability, satisfaction, and early intervention reach. This report summarizes current-year performance, situates it within a three-year trajectory of growth, connects advising outcomes to the strategic priorities of Miami's 2026-2028 Completion Plan, and outlines the priorities that will carry this work forward.

Appointment Engagement: A System at Full Capacity

Through April 12, 2026, Miami’s professional advising offices recorded 18,117 scheduled appointments across 13,057 distinct students. For a comparable point in 2024-25, the total stood at 17,680 -- meaning the current year is tracking higher at a similar stage, with weeks still remaining in the academic year. (Advising appointment data are pulled each year in mid-April for this report, so figures across years reflect comparable time frames rather than full-year totals.) An additional 8,452 appointments were logged outside the pre-scheduled system, including drop-in visits. Total appointment activity across all formats reached 33,473, year-to-date.

The growth in students reached (now exceeding 13,000) is significant. Advising is functioning as a broadly accessible institutional touchpoint.

Appointment Metric	2025-26 (through Apr. 12)
Scheduled appointments	18,117
2024-25 at comparable date (mid-April)	17,680
Drop-in / unscheduled appointments	8,452
Total appointments, all formats	33,473
Distinct students reached	13,057

Student Accountability: A Multi-Year Shift

Missed advising appointments have declined for three consecutive years. No-shows fell from 3,165 in 2022-23 to 2,000 in 2023-24 to 1,697 in 2024-25, a reduction of approximately 46 percent over three years. Current-year data show no-shows tracking at 1,679 through mid-April, consistent with continued improvement. This trend reflects that students are approaching advising with greater intentionality. Advisors have implemented more effective communication and follow-up practices.

Academic Year	No-Shows
2022-23	3,165
2023-24	2,000
2024-25	1,697
2025-26 (through mid-April)	1,679

Student Satisfaction: High, Stable, and Broadening

Post-appointment survey data for 2025-26 reflect 933 responses across 21,486 eligible appointments. Satisfaction scores across all four measured dimensions remain high on a five-point scale.

Satisfaction Dimension	Score (out of 5.0)
Overall advising experience	4.80
Confidence in academic planning	4.50
Ability to find and use campus resources	4.40
Understanding of institutional policies	4.30

An informal and ad hoc 2026 student survey of advising practices conducted in connection with the Navigate working groups (396 respondents) reinforces this picture. Of those students, 96.2 percent visited an advisor for course planning; half sought guidance on Miami Plan requirements, and a quarter sought career and internship advice. Qualitative data consistently surface three themes students say would make advising more valuable: greater consistency and accuracy of information across advisors; increased availability and proactive outreach; and longer-range course and career planning. These themes directly inform the priority goals in the final section of this report.

Qualitative Feedback: The Human Dimension

Student narrative responses consistently describe advising as both academically clarifying and personally consequential. Recurring themes include relief from academic stress and uncertainty, the development of concrete multi-year academic plans, and a genuine sense of being heard and supported. Many students describe individual advisors as mentors and as meaningful figures in their Miami experience.

This language appears consistently across the full survey record. The role advising plays in student persistence and academic confidence is central to the retention mission. The consistency of student language across 2025-26 survey data suggests that Miami's advising model has developed institutional depth.

Early Alert and Navigate: A More Proactive Institution

A note on terminology: For reporting purposes, an advising “touchpoint” means that an advisor contacted a student: whether by emailing to introduce themselves, enrolling the student in a Navigate registration campaign, or through similar proactive outreach. The advisor or success coach provided the touchpoint; student engagement with it is a separate and important question.

In 2025-26, Miami's advising system issued 1,475 total progress report alerts across Oxford and Regional campuses: 615 in fall and 550 in spring at Oxford, 130 in fall and 180 in spring at the Regionals. These alerts reached 1,311 unique students across both semesters.

Note on the source of alerts and kudos: Early alerts and Navigate kudos are initiated by faculty and instructors, not by advisors or the advising system itself. This distinction matters for attribution and for understanding how faculty and advising professionals work together. Advisors receive and act on alerts; faculty generate them. Over 1,000 kudos were issued this year alongside alerts, reflecting a philosophy of proactive support that spans both academic faculty and professional advising staff.

The early alert data carry equity significance. First-generation students represent approximately 20 to 23 percent of Oxford alert recipients and 42 to 48 percent of Regional alert recipients -- a clear indicator that the system is reaching the students most likely to benefit from proactive

outreach. As of mid-April, none of the students who received spring progress report alerts had withdrawn from the university.

Navigate Mobile Access: Approval in Progress

Miami is actively working with EAB and AccessMU to establish testing plans for Navigate mobile app accessibility. Once approved, Miami will be able to list the Navigate app in institutional app stores, activate push notifications for students, and advertise the platform directly to the student body.

This capability represents a meaningful expansion of our current reach. Push notifications and a mobile-first experience are among the highest-impact levers available for improving student engagement with advising campaigns. The outcomes documented in this report reflect what the advising system has achieved without that capability. Results are expected to improve as Navigate mobile access moves through the approval and rollout process.

The Navigate and Advising Metrics Working Groups

Two complementary working groups are currently shaping how Navigate is used and how advising impact is measured at Miami. Both were convened by the Office of the Provost in partnership with the Undergraduate Academic Advising Council and EMSS, and both bring together professional advisors, success coaches, and faculty advisors from across the institution.

Essential Navigate Practices: What Every Advisor Should Do

The Navigate Advisory Working Group, comprising professional staff advisors and faculty advisors from multiple colleges, has identified three essential Navigate practices that should be consistent across all advising units, regardless of college or program structure:

- **Schedule appointments through Navigate.** All advising appointments, whether with professional advisors or faculty, should be booked via Navigate to ensure accurate data capture and automatic post-appointment survey delivery.
- **Utilize campaigns.** Advisors should actively deploy Navigate campaigns to reach students at key moments (such as registration, early alert follow-up, and proactive check-ins) rather than relying on students to initiate contact.
- **Gather and use feedback.** Post-appointment surveys are automatically triggered by Navigate-scheduled meetings. Advisors should monitor this feedback as a tool for continuous improvement and use it to inform advising conversations.

The group is also restructuring the early alert system, which currently operates through three overlapping mechanisms: drop-for-non-attendance, early alerts, and midterm grade reporting.

This redundancy produces unnecessary communications and diffuses the impact of each intervention. Two options are under consideration:

- **Option 1:** Streamlined early alerts: Narrow alert triggers to absenteeism and failure to submit work, and rethink course eligibility for the intervention. Residence Life currently conducts outreach for Oxford attendance alerts; this option would expand that involvement more systematically. An open implementation question is how to reach students without a Residence Life connection point, which will need to be addressed as part of the design process.
- **Option 2:** Expanded midterm grade reporting: Require reporting for all students below 75-90 credit hours, with interventions focused on academic support referrals, SPRINT course referrals, and drop-of-major conversations.

The group will finalize its recommendations and bring them forward for dean- and provost-level review and implementation planning.

Linking Navigate to Student Outcomes: The Metrics Working Group

The Advising Metrics and Navigate Working Group is a semester-long initiative of six to eight professional advisors and success coaches focused on a related but distinct question: not just what advisors do in Navigate, but what that activity produces for students. The group's charge is to move the institution from describing advising activity to demonstrating advising impact.

By the end of the semester, the group will:

- Develop a shared framework linking advising activities to measurable student outcomes -- including persistence, GPA, and case closure rates.
- Propose clear, actionable metrics for evaluating the quality and impact of advising.
- Recommend strategies to ensure Navigate supports proactive outreach, case management, and data-informed decision-making across all units.
- Propose approaches for integrating advising data into departmental and divisional planning and annual review processes.
- Review and refine existing shared guidelines for advising expectations, training, and evaluation.

Training and Platform Consistency

Consistent and skilled use of Navigate is foundational to everything both working groups are trying to accomplish. Navigate training for professional advisors and success coaches is coordinated through EMSS, using a blended delivery model that combines virtual learning options (such as Workday Learning modules) and synchronous options via Zoom or in-person sessions. Several colleges (including the Farmer School of Business (FSB), the College of Arts and Science (CAS), and the College of Liberal Arts and Applied Science (CLAAS)) also deliver Navigate training internally, tailored to their advising structures.

This distributed model reflects the structural diversity of advising across Miami's campus but requires a shared floor of expectations to ensure comparability. Shared protocols for case entry, alert categorization, appointment workflows, and outcome tracking are essential to closing that gap.

Closing the First-Year Advising Access Gap

In 2024-25, 360 Oxford-based first-year students completed the academic year without a recorded advising appointment. It is reasonable to assume that most or all of these students received some form of outreach (such as emails through Navigate campaigns and centralized advising communications reach all first-year students) but Navigate does not currently provide a reliable way to distinguish students who were contacted from students who engaged in a substantive back-and-forth with an advisor. For appointment tracking purposes, a meaningful advising interaction means some form of direct exchange: in person, virtually, by phone, or by email. The 360 figure reflects students for whom no such interaction was recorded. The UAAC has noted the importance of framing this carefully as the goal is not simply to generate a contact record but to ensure students are genuinely engaged with advising resources. That said, the outcome data for students with no recorded appointment are consistently weaker than university averages.

These gaps are consequential and addressable. Miami will work to close them through more systematic campaign tracking and proactive follow-up, with a target of ensuring 95 percent of Oxford first-year students have a recorded advising interaction by the end of each spring semester, beginning Spring 2027. Campaign data will be reviewed each term to identify and proactively contact students who have not yet been reached.

Connection to the 2026-2028 Completion Plan

The advising data presented here connect directly to Miami's formally adopted completion strategy. The three-year no-show decline, the growth in appointment volume and distinct students reached, the early alert expansion, and the Navigate restructuring work all align with commitments established in the Completion Plan, including:

- Reaching 95 percent of Oxford first-year students with a documented advising touchpoint by Spring 2027.
- Achieving consistent Navigate campaign deployment across all divisions.
- Implementing a restructured early alert model by Fall 2026.

The advising system is one of the Completion Plan's primary delivery mechanisms. Sustained investment in advising infrastructure, data practices, and faculty-professional advisor coordination is essential to meeting those commitments.

Goals and Targets for 2026-27

The following priorities and targets will guide advising improvement in the year ahead. They are grounded in what this year's data reveal and informed by the Advising Metrics and Navigate Working Groups, and the broader MUASAA advising community.

Priority 1: Standardize Navigate Data Practices

Navigate usage varies in consistency and depth across advising offices and among faculty advisors. Miami will implement shared protocols for case entry, alert categorization, appointment workflows, and outcome tracking. Consistent data practices are a precondition for linking advising activity to student outcomes.

Targets

- 90% of professional advisors who are not currently and consistently completing a Navigate training refresh by the end of Fall 2026.
- Unknown-outcome case closures fall below 15% by Spring 2027.
- Shared Navigate data protocols adopted and documented across all advising units by Fall 2026.

Priority 2: Link Advising Interventions to Student Outcomes

Miami currently has strong advising activity data but limited systematic evidence connecting specific interventions to GPA trends, retention, and persistence. Advising offices will identify measurable intervention types for baseline analysis and move from describing what advising **does** to demonstrating what advising **produces**.

Targets

- Identify two key intervention types for baseline outcome analysis beginning Fall 2026.
- Establish first cohort-level persistence and GPA comparison for alerted vs. non-alerted students by Spring 2027.
- Advising Metrics and Navigate Working Groups delivers final recommendations to the Provost by the end of Spring 2026.

Priority 3: Strengthen Faculty Advisor Engagement with Navigate

Faculty advisors play a meaningful role in the advising ecosystem, but Navigate participation among faculty remains uneven. The Navigate Advisory Working Group surfaced strong interest in more consistent appointment summary practices, unit-level sharing of post-appointment survey data, and clearer expectations for Navigate case documentation. Revised workload

guidelines will clarify expectations around Navigate use, and faculty advising data will be integrated into annual divisional reporting.

Targets

- 75% of assigned faculty advisors log at least one Navigate appointment per term by Spring 2027.
- Post-appointment survey data made available at the unit/department level for training and annual review purposes beginning Fall 2026.
- Faculty Navigate training incorporated into the EMSS refresh model and into college-level programs by Fall 2026.

Priority 4: Close the First-Year Advising Access Gap

In 2024-25, 360 Oxford-based first-year students completed the year without a recorded advising appointment. Navigate does not currently allow a clean distinction between students who were contacted and those who had a substantive advising interaction, but the outcome data for students with no recorded appointment are consistently weaker than university averages. Miami will work to close this gap through more systematic campaign tracking and proactive follow-up.

Targets

- 95% of Oxford first-year students receive at least one documented advising touchpoint by the end of Spring 2027.
- Appointment campaign data reviewed each term to identify and proactively contact students not yet reached.
- Navigate mobile app testing plans established with EAB and AccessMU; approval for public listing and push notifications pursued by Fall 2026.

2026-27 Goals at a Glance

Priority	Target Metric	Timeline	Lead
Standardize Navigate data practices	90% advisor training; unknown outcomes <15%	Fall 2026	EMSS / Advising Directors
Link advising to student outcomes	2 intervention types baselined; first cohort comparison complete	Spring 2027	Provost's Office / IR / UAAC
Strengthen faculty Navigate use	75% of faculty advisors log 1+ case/term; survey data at unit level	Spring 2027	Deans' Offices / EMSS
Close first-year access gap	95% of Oxford first-years receive documented touchpoint	Spring 2027	EMSS / College Advising
Enable Navigate mobile access	Testing plans with EAB and AccessMU established; approval for public listing pursued	Fall 2026	Access MU / General Counsel

Conclusion

Miami’s academic advising system is growing in reach, improving in efficiency, and deepening in quality. The gains documented over three years reflect sustained investment by advising professionals, deliberate structural improvements, and an institutional commitment to meeting students where they are.

The priorities outlined above are grounded in what the data reveal and shaped by the experiences of the advising community across the university. They represent a measured, evidence-based path toward an advising model that is more consistent, more connected to student outcomes, and more equitable in its reach.



EXECUTIVE COMMITTEE of UNIVERSITY SENATE

Chris Makaroff, , Interim Chair & Provost, University Senate

Nathan French, Chair, Senate Executive Committee

Nathan French, Chair Elect, Senate Executive Committee

Rosemary Pennington, Past Chair, Senate Executive Committee

University Senate Website: [https://www.miamioh.edu/academic affairs/university senate](https://www.miamioh.edu/academic%20affairs/university%20senate)

May 04, 2026

To: Board of Trustees, Academic and Student Affairs Committee

From: Nathan French, Chair, Senate Executive Committee

RE: University Senate Report to Board of Trustees December 01, 2025 Meeting

Executive Committee of University Senate membership:

- Nathan French ,(CAS), Chair
- Nathan French,(CAS), Chair Elect
- Rosemary Pennington, (Media, Journalism, & Film), Past Chair
- Ginny Boehme, (LIB), At Large Member
- Rod Northcutt, (CCA), At Large Member
- Troy Travis, Staff Member
- Daniel Martin, (Student Body President), Undergraduate
- Ayodeji Adedeeji, Graduate Student
- Chris Makaroff, Interim Chair & Provost, University Senate
- Marcia England, (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 December 01, 2025.

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

○ **March 09, 2026**

- Access Miami Program (stackable certificates for students with intellectual disabilities), coming EDP - Pepper Stetler, Professor of Art History, and Ashley Johnson, Assistant Chair, EDP; Clinical Professor, Inclusive Special Education Program Coordinator
- LEC Memo_ Miami Plan Revision 02.17.2026 - Elizabeth Hoover, Interim Director of Liberal Education, Teaching Professor
- Merger of the Departments of Biology and Microbiology - Rachael Morgan-Kiss, Chair & O'Toole Family Professor, Department of Microbiology; Paul Harding, Chair & Professor, Department of Biology; Jessica Sparks, Processor Coordinator, Associate Dean, and Professor, College of Engineering & Computing
- Re-Allocation of the Senate Representation - Chelsea Green, Teaching Professor, FSB, Governance Committee, and Kevin Reuning, Associate Professor

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

○ **March 09, 2026**

- Revision to Existing Major - EDP - School Psychology, Master of Science, Specialist in Education
- Revision to Existing Major -EDT - Integrated Social Studies Education, Bachelor of Science in Education
- Revision to Existing Major - MJF - Journalism, Bachelor of Arts
- Revision to Existing Major - POL - Diplomacy and Global Politics, Bachelor of Arts
- Revision to Existing Major - POL - Political Science, Bachelor of Arts
- Revision to Existing Major - POL - Public Administration, Bachelor of Arts

- Revision to Existing Major - STA - Data Analytics, Bachelor of Arts
- Revision to Existing Certificate - MKT/KNH - Healthcare Sales Certificate
- Elimination of Course - ACE 051 Academic English Structure and Application
- Elimination of Course - ACE 112 Advanced Communications Strategies: Speaking and Listening for Academic Contexts
- Elimination of Course - ACE 113 Reading and Writing in Academic Contexts
- Elimination of Course - ACE 310 Special Topics in American Academic Culture for International Students (1 to 3; maximum 6)
- Elimination of Course - ACE 310J Elements of Debate
- Elimination of Course - ARB 302 Advanced Arabic
- Elimination of Course - ARB 340 Internship
- Elimination of Course - CAS 134 Critical Reading & Discussion in Academic Contexts for English Language Learners
- Elimination of Course - CHI 253 Three Kingdoms
- Elimination of Course - CHI 257 Chinese Satire
- Elimination of Course - CHI 330 Chinese Verbal Theatre Performance (3; maximum 12)
- Elimination of Course - ELP 116 American Academic Culture and Communication for English Language Learners
- Elimination of Course - ELP 233 Advanced Speaking and Listening Strategies in Academic Contexts for English Language Learners
- Elimination of Course - FRE 600 Seminar in French Literature (1-4)
- Elimination of Course - FRE 614 Introduction to French Literary Theory
- Elimination of Course - FRE 680 Independent Studies (1-6; maximum 15)
- Elimination of Course - GRK 410 Special Topics in Greek Literature (3; maximum 12)
- Elimination of Course - LAT 310 Special Topics in Latin Literature (3; maximum 12)
- Elimination of Course - LAT 410 Latin Seminar (3; maximum 12)
- Elimination of Minor - GIC - Comparative Race and Ethnic Studies Minor
- Elimination of Minor - GTY - Justice and Society Minor
- New Certificate - ISA - Undergraduate Certificate in Applied Artificial Intelligence for Business

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

○ **March 30, 2026**

- Senate Legislative Committee - Nathan French, Chair & Chair Elect of the University Senate Executive Committee, Associate Professor of Religion & International Studies
- Intercollegiate Athletic Update - David Saylor, Director of Intercollegiate Athletics
- EDP - Health Professions Education, Master of Education, -Amity Noltemeyer, Dean, College of Education, Health, and Society
- S Rec 26-08 Merger of the Departments of Biology and Microbiology, College of Arts & Science. Presenters: Rachael Morgan-Kiss, Chair & O'Toole Family Professor, Department of Microbiology; Paul Harding, Chair & Professor, Department of Biology; Jessica Sparks, Processor Coordinator, Associate Dean, and Professor, College of Engineering & Computing
- SR 26-05 Re-Allocation of the Senate Representation - Chelsea Green, Teaching Professor, FSB, Governance Committee, and Kevin Reuning, Associate Professor
- New Curriculum - Criminology, Stephen Lippmann, Chair and Professor of Sociology and Gerontology and Ryan Steel, Assistant Professor of Sociology and Gerontology
- Sense of the Senate Resolution, "Adding Contextual Agility to the Revised Miami Plan," Rosemary Pennington, Past Chair of the University Senate and Chair and Professor, Media Journalism and Film
- SR 26-07 Appointment to Standing and Advisory Committee of University Senate, Marcia England, Secretary, University Senate

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

○ **March 30, 2026**

- New Minor - CIV - Civic Thought Minor

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

- **April 13, 2026**

- Climate Action & Sustainability Committee, Olivia Herron, Director of Sustainability, Physical Facilities Department
- SR 26-08 - Sense of the Senate Resolution, "Adding Contextual Agility to the Revised Miami Plan," Rosemary Pennington, Past Chair of the University Senate Executive Committee and Chair and Professor, Media Journalism and Film
- S. Rec 26-09 - On a B.A. in Criminology, Stephen Lippmann, Chair and Professor of Sociology and Gerontology and Ryan Steel, Assistant Professor of Sociology and Gerontology
- UG Certificate Policy, Theodore Peters, Assistant VP and University Registrar
- Class Attendance Policy, Carol Fabby, Associate Teaching Professor Physics Department, and Adam Beissel, Associate Professor Sport Leadership and Management
- Miami Plan Revision, Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and the Director of the Howe Center for Writing Excellence & Elizabeth Hoover, Interim Director of Liberal Education

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

- **April 13, 2026**

- Revision to Existing Minor - IMS - Interactive Media and Design Minor
- Revision to Existing Minor - KNH - Nutrition Minor
- Revision to Existing Major - BIO - Biology, Doctor or Philosophy
- Revision to Existing Major - CCA - Arts Management & Arts Entrepreneurship, Bachelor of Arts in Arts Management & Arts Entrepreneurship
- Revision to Existing Major - CAS - Biomedical Science, Master of Medical Science
- Revision to Existing Major - MTH - Applied Mathematics, Bachelor of Science
- Revision to Existing Major - MTH - Mathematics, Bachelor of Arts
- Revision to Existing Major - MTH - Mathematics and Statistics, Bachelor of Science
- Revision to Existing Major - Mathematics, Bachelor of Science
- Revision to Existing Co-Major - BIO - Premedical and Pre-Health Studies Co-Major
- Revision to Existing Certificate - SPA - Speech Pathology and Audiology Certificate
- Revision to Existing Degree - IMS - Interactive Media and Design, Bachelor of Arts in Interactive Media and Design
- Revision to Existing Minor - ART/PSY - Pre-Art Therapy Minor
- Revision to Existing Minor - ATH - Archaeology Minor
- Revision to Existing Minor - CPB - Paper Science Minor
- Revision to Existing Co-Major - ART/PSY - Pre-Art Therapy Co-Major
- Eliminated Course - ARB 301 Advanced Arabic (3)
- Eliminated Course - SPA 210 Topics in Speech Pathology and Audiology (3, maximum 6)
- Eliminated Course - BUS 301 Basics of Business I (3)
- Eliminated Course - CJS 670 Special Topics in Justice (1-6; maximum 6)
- New Certificate - EDP - Access Miami Certificate One
- New Certificate - EDP - Access Miami Certificate Two

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

- **April 20, 2026**

- S. Rec 26-10 UG Certificate Policy, Theodore Peters, Assistant VP and University Registrar
- S. Rec 26-11 Class Attendance Policy, Carol Fabby, Associate Teaching Professor Physics Department, and Adam Beissel, Associate Professor Sport Leadership and Management
- S. Rec 26-12 Miami Plan Revision, Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and the Director of the Howe Center for Writing Excellence & Elizabeth Hoover, Interim Director of Liberal Education
- University Senate Task Force on Faculty Evaluations, Nathan S. French, Chair of the University Senate Executive Committee and Associate Professor of Religion & International Studies; Sarah

Watt, Chair of the University Senate Committee for the Center for Teaching Excellence and Associate Professor of EDP; and Ellen Yeziarski, Director of the Center for Teaching Excellence and Professor of Chemistry

- Types of Awards - Graduate Summer Research Fellowships, Jason T. Abbitt, Associate Dean of the Graduate School

- Grades and Scholarship - Scholastic Regulations for Graduate Students, Jason T. Abbitt, Associate Dean of the Graduate School

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

- **April 20, 2026**

- Revision to Existing Minor - GIC - Religion Minor
- Revision to Existing Major - ISA - Business Analytics, Bachelor of Science in Business
- Revision to Existing Major - NSG - Nursing, Master of Science in Nursing
- Revision to Existing Major - JCS - Criminal Justice, Associate of Applied Science

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

- **April 27, 2026**

- Budget Symposium, Dr. David Creamer, and Interim Provost Christopher Makaroff

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

- **May 04, 2026**

- S. Rec 26-13 University Senate Task Force on Evaluation of Teaching, Nathan S. French, Chair of the University Senate Executive Committee and Associate Professor of Religion & International Studies; Sarah Watt, Chair of the University Senate Committee for the Center for Teaching Excellence and Associate Professor of EDP; and Ellen Yeziarski, Director of the Center for Teaching Excellence and Professor of Chemistry
- S. Rec 26-14 Types of Awards - Graduate Summer Research Fellowships, Jason T. Abbitt, Associate Dean of the Graduate School
- S Rec 26-15 Grades and Scholarship - Scholastic Regulations for Graduate Students, Jason T. Abbitt, Associate Dean of the Graduate School
- S Rec 26-16 University Senate -- Legislative Committee , Nathan French, Chair of the University Senate Executive Committee and Associate Professor of Religion & International Studies
- Revision to S Rec 26-11 - Class Attendance Policy, Carol Fabby, Associate Teaching Professor Physics Department, and Adam Beissel, Associate Professor Sport Leadership and Management
- S Rec 26-17 Registration Policy Revision, Theodore Peters, Assistant VP and University Registrar
- SR 26-09 Sense of the Senate Resolution: We Commit to Continue Putting Students First, Cathy Wagner, Professor of English
- SR 25-18 Undergraduate Grades and Scholarship Policy, Theodore Peters, Assistant VP and University Registrar

- **Senate Resolutions and Senate Recommendations**

- S Rec 26-08 Merger of the Departments of Biology and Microbiology, College of Arts & Science. Presenters: Rachael Morgan-Kiss, Chair & O'Toole Family Professor, Department of Microbiology; Paul Harding, Chair & Professor, Department of Biology; Jessica Sparks, Processor Coordinator, Associate Dean, and Professor, College of Engineering & Computing
- S. Rec 26-09 - On a B.A. in Criminology, Stephen Lippmann, Chair and Professor of Sociology and Gerontology and Ryan Steel, Assistant Professor of Sociology and Gerontology
- S. Rec 26-10 UG Certificate Policy, Theodore Peters, Assistant VP and University Registrar
- S. Rec 26-11 Class Attendance Policy, Carol Fabby, Associate Teaching Professor Physics Department, and Adam Beissel, Associate Professor Sport Leadership and Management
- S. Rec 26-12 Miami Plan Revision, Liz Wardle, Roger and Joyce Howe Distinguished Professor of Written Communication and the Director of the Howe Center for Writing Excellence & Elizabeth Hoover, Interim Director of Liberal Education
- SR 26-05 Re-Allocation of the Senate Representation - Chelsea Green, Teaching Professor, FSB, Governance Committee, and Kevin Reuning, Associate Professor

- SR 26-07 Appointment to Standing and Advisory Committee of University Senate, Marcia England, Secretary, University Senate
- SR 26-08 - Sense of the Senate Resolution, "Adding Contextual Agility to the Revised Miami Plan," Rosemary Pennington, Past Chair of the University Senate Executive Committee and Chair and Professor, Media Journalism and Film
- S. Rec 26-13 University Senate Task Force on Evaluation of Teaching, Nathan S. French, Chair of the University Senate Executive Committee and Associate Professor of Religion & International Studies; Sarah Watt, Chair of the University Senate Committee for the Center for Teaching Excellence and Associate Professor of EDP; and Ellen Yeziarski, Director of the Center for Teaching Excellence and Professor of Chemistry
- S. Rec 26-14 Types of Awards - Graduate Summer Research Fellowships, Jason T. Abbitt, Associate Dean of the Graduate School
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- SR 25-18 Undergraduate Grades and Scholarship Policy, Theodore Peters, Assistant VP and University Registrar

S. Res. 2016

The Consolidation of the Department of Biology and the Department of Microbiology
March 30, 2016

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration and reflection and discussion, has elected to RECOMMEND consolidation of the Departments of Biology and Microbiology having heard the rationale from both departments for their consolidation and recognizing the importance of their expertise to the College of Arts & Science.

The University Senate is grateful for their teaching, research, and service contributions and looks forward to their continued success within their new administrative framework.

The University Senate finds the following considerations:

- Several factors indicate the growth in the number of undergraduate majors in Biology and Microbiology in recent years as an indication that the department has a positive impact on the University.
- Reducing the total number of available graduate assistantships within the department and consolidation and growth in student demand may create unintended pressures upon research and teaching and may create challenges to the University's commitment to attain a high level of academic excellence.
- Several factors indicate that the College of Liberal Arts and Applied Science already has a "Department of Biological Sciences" available to avoid any possible merging or confusion with the new department on the Westford Campus.

S.Rec 26
the B.A. in Criminology
April 13, 2018

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the B.A. in Criminology proposed by the Department of Sociology proposed in the College of Arts & Science.

The University Senate adds the following consideration:

- As the Department, Division and Council of Academic Deans review this curriculum, the Senate encourages all parties to explore possible collaborations with the Criminal Justice major in the College of Liberal Arts and Applied Science.

S. Res 20 A

Amendments to the Undergraduate Certificate Policy
April 20, 2026 A

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the University Certificate Policy following the deliberation and recommendation of the University Registrar and Office of the Provost. A

The University Senate includes the following considerations: A

As the University continues to emphasize flexibility in curricular choices, the Senate encourages all parties who hold responsibility for the development of curricula to ensure that we maintain high standards of quality and academic rigor for our credentials. A

Proposal as Undergraduate Certificate and Hour Requirement Bulletin and Establish Comprehensive Certificate Policy

Miami University's certificate programs serve a vital role in our academic portfolio, offering students and working professionals targeted educational opportunities that respond to evolving workforce needs and disciplinary developments. As the higher educational landscape continues to shift toward more flexible, stackable credentials, it is essential that our certificate policies reflect both contemporary educational practices and the distinct place these credentials occupy within our broader curriculum structure.

This proposal seeks to accomplish two interconnected objectives: first, to reduce the minimum credit hour requirement for undergraduate certificates from 12 to 9 semester hours, aligning them with our existing undergraduate certificate standards; and second, to establish comprehensive policy for undergraduate certificates in the university policy library that provides clear guidance on their purpose, structure, and administration.

The current bulletin language defines certificates broadly but lacks the specificity needed for consistent implementation and assessment. Meanwhile, the 12-credit minimum for undergraduate certificates no longer reflects the appropriate distinction between certificates and minors, particularly given that minors now require a minimum of 15 credit hours. This compression of credit requirements between credential types creates confusion about their relative scope and diminishes the unique value proposition that certificates should offer.

The proposed revision addresses these concerns by establishing a clear credentialing hierarchy that better serves diverse student populations: from traditional degree-seekers adding specialized competencies to their primary program of study, to working professionals seeking focused reskilling opportunities, to non-degree students building toward future educational goals. By reducing the minimum requirement to 9 credit hours while maintaining rigorous academic standards through 200+ level coursework requirements, we preserve academic quality while enhancing accessibility and completion rates.

The following documents present the specific revisions to existing bulletin language and the proposed new policy, followed by comprehensive rationale supporting these changes.

Remark - Through Revision of Existing Bulletin Language:

Certificate: Certificates come in a variety of forms like: credit-bearing, non-credit-bearing, undergraduate level, graduate level, available only to current Miami degree-seeking students, and open to non-degree seeking students. They are designed to either supplement another degree program by providing professional/technical competencies or serve as building block toward future degree program. Credit-bearing certificates at the undergraduate level carry at least 9 semester hours; credit-bearing certificates at the graduate level carry at least 9 semester hours. Students pursuing a full degree at Miami must apply for the certificate and, upon a completion, it will be added to their transcript. Non-degree seeking students pursuing certificate will have it added design on their transcripts upon completion."

as Bulletin Revision:

Certificate: Certificates come in a variety of forms like: credit-bearing, non-credit-bearing, undergraduate level, graduate level, available only to current Miami degree-seeking students, and open to non-degree seeking students. They are designed to either supplement another degree program by providing professional/technical competencies or serve as building block toward future degree program. Credit-bearing certificates at the undergraduate level carry at least 9 semester hours; credit-bearing certificates at the graduate level carry at least 9 semester hours. Students pursuing a full degree at Miami must apply for the certificate and, upon a completion, it will be added to their transcript. Non-degree seeking students pursuing certificate will have it added design on their transcripts upon completion."

Proposed Policy:

Undergraduate Certificate Programs

Undergraduate certificate programs offer students focused instruction in a structured and coherent field of study, but with fewer required courses and credit hours than a major or minor. Undergraduate certificates may be earned in conjunction with degree programs or can be earned by non-degree seeking students who wish to expand their professional expertise. All certificates must have specific learning outcomes, an assessment plan, and have an assessment report submitted in accordance with university, ODHE and accrediting agency guidelines. Undergraduate certificates are designated by departments or academic units and will bear names and requirements that distinguish them from existing majors and minors.

An undergraduate educational certificate program at Miami University should include between 9 and 21 semester hours. As of the effective date of this Policy, all new undergraduate certificate programs will require a minimum of 9 semester credit hours must be 200+ level standard academic letter grade coursework.

Courses taken in an undergraduate certificate program of study are subject to the same regulations on course grade replacement, probation, dismissal, etc. as courses taken in a degree program of study. If not otherwise prohibited, courses taken in a certificate program may be applied (double-counted) to a subsequent or concurrently awarded degree program of study without penalty. Conversely, courses taken as part of a completed two-year program may be counted towards an undergraduate certificate program of study, within the limitations of the certificate residency requirement.

Successful completion of a certificate program of study will be noted on the permanent record.

Rationale or Revisions of Revised Hours:

Primary Rationales:

- Clear Credential Hierarchy:** With minors now requiring a minimum of 15 credit hours, reducing certificates to 9 hours creates a more logical and distinct hierarchy of credentials (Certificate: 9-21 hours, Minor: 15+ hours, Major: typically 30+ hours). This helps students and advisors better understand the relative scope and commitment of each credential type.
- Alignment with Graduate Standards:** Creating parity between undergraduate and graduate certificate requirements (both at 9 hours minimum) provides institutional consistency and simplifies communication about certificate programs across all levels.

Additional Supporting Rationales:

- Enhanced Accessibility and Completion:** A 9-hour certificate (typically 3 courses) can be completed in a single semester by a full-time student or across two semesters by part-time students, making it more accessible to working professionals, non-traditional students, and those seeking rapid upskilling or reskilling opportunities.
- Stackability and Pathways:** Nine-hour certificates serve as more manageable building blocks toward degrees, allowing students to earn meaningful credentials incrementally. This supports the national trend toward stackable credentials and creates clearer pathways from certificates to minors to degrees.
- Focused Competency Development:** A 9-hour certificate can effectively deliver targeted competencies in emerging fields, interdisciplinary areas, or specialized skills without requiring the broader foundation that a minor demands. This is particularly valuable for rapidly evolving fields where agility is essential.
- Administrative Efficiency:** Standardizing the minimum requirement across undergraduate and graduate levels simplifies policy administration, reduces confusion in marketing materials, and creates consistency in institutional reporting to ODHE and accrediting bodies.
- Non-Degree Student Appeal:** The lower credit requirement makes certificates more attractive to non-degree seeking students who want to gain specific skills or knowledge without the larger commitment of a minor, potentially increasing enrollment in this growing market segment.

S.Rec 26-11

On the University Class Attendance Policy

April 20, 2026

Revised May 04, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion elected to RECOMMEND the University Class Attendance Policy following the deliberation and recommendation of the University Senate's Academic Policy Committee and Athletic Policy Committee on April 20, 2026 and reaffirms this recommendation following the edits made by the Council of Academic Deans.

The University Senate adds the following consideration:

- Recognizing the ongoing consideration of student attendance and faculty concerns, the University Senate would welcome a report during the next academic year from the Academic Policy and Athletic Policy committees on the implementation of this policy and possible ongoing challenges.

Memorandum

April 21, 2026

**From: Adam Beissel and Carol Fabby,
Co-Chairs, Ad-Hoc Class Attendance Policy Committee**

RE: Class Attendance Policy revisions, post-Senate approval (April 20, 2026)

This memo is a summary of the work completed by the Senate Ad Hoc Class Attendance Policy Committee's [Oct 2024 – March 2026] regarding the revisions to the combined *Class Attendance Policy* and *Attendance and Absence of Students Policy*, the creation of a working guidance document to serve faculty, instructional staff, and students, and future recommendations.

Key Policy Revisions

Revised and updated the “Class Attendance Policy: General Attendance Policy:

- To include information regarding university-sponsored activities, including a definition of ‘university-sponsored activities.’
- Remove aspects of the policy that are no longer applicable
- Reformatted, edited, and condensed the policy by incorporating external site hyperlinks
- Combined the Attendance and Absence of Students Policy
 - Upon comparison, the content was similar, but the latter policy was broader; different administrative oversight (out of the Ad Hoc committee’s scope)
 - The only actionable revision from the Attendance and Absence of Students Policy to the Class Attendance Policy included changing “faculty” to “instructional staff”
- Revisions to the MUDEC section of the policy:
 - change the minimum required credit hours from 16 to 15 (p. 4 of policy).
 - change the leader of MUDEC from Academic Dean to the Executive Director (p. 4 and 5 of policy).
 - Update the ‘Committee of Advisors at MUDEC is composed of...’: from ‘two fulltime teaching faculty’ to ‘two teaching faculty’ (p. 4 of policy)

A *Best Practices* document [for Accommodating Students Missing Class for University-Sponsored Activities] was created in Fall 2024, to be used as a guidance document for instructional staff (and a starting point for conversations with students) when the absence does not clearly fit into the policy parameters. If the policy revisions are approved at all levels, this document will become a dynamic component of information available to faculty, instructional staff, and students. It will be located on the (new) Class Attendance Website.

Policy Reviewed / Approved by

- Reviewed and approved by the Senate Ad Hoc Class Attendance Committee
- Reviewed and approved with one recommendation by the Academic Policy Committee on March 13, 2026
 - Recommendation was to change the phrase “University-Sponsored Activities” to “University-Required Activities.”
 - The alternative was to keep the “University-Sponsored Activities” language and include the definition, which incorporates the word ‘required.’
- Reviewed and approved by the Athletic Policy Committee on Mon March 16, 2026
- Reviewed and approved by COAD at their meeting held on April 1, 2026
- Reviewed and approved by the full Senate at their meeting held on April 20, 2026

Supplemental Information

- Revisions were determined based on current practices followed by Miami Athletics (and general absence of student processes), and at the other Mid-American Conference (MAC, an NCAA Division 1 collegiate athletic conference), where there were strengths, weaknesses, and missing guidance.
- Worked in conjunction with the Athletic Department to improve the Athlete Travel Letter notification process; collaboration continues to improve correspondence between athletes/athletic department and faculty/instructional staff.
- If the combined Class Attendance Policy is fully approved, a dedicated website for the policy will be created and placed on the Academic Affairs website
- The committee created a list of Future recommendations for the Athletic Department and Senate [available upon request]

COMBINED Class Attendance Policy
Marked Copy – Revisions from Senate Comments for 20April2026 Senate Meeting
Class Attendance Policy: General Attendance Policies

Overview

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

It is the prerogative of the individual instructional staff member to set attendance policy for each individual course, while following the requirements denoted within this policy and consulting the “Best Practices for Accommodating Students Missing Class for University-Sponsored Activities” website. It is the responsibility of the individual instructional staff member to inform students of that policy in the course syllabus or another written document at the first class meeting of the semester, term, or sprint part of semester or term. Instructors may take account of class absences in determining course grades.

All classes are to meet at the time and location listed in the official university course schedule unless changed with the consent of the entire class. Location and time changes should be specified in the syllabus for the course and written notification sent to students prior to implementation of any changes. The instructor should communicate, in the syllabus, any special course-related activities (e.g., field trips) that occur outside of the time and location in the official university course schedule. If the scheduling of any special course-related activities must occur after the start of the semester, written notification must be sent to students with as much advance as possible.

Excused Absences

Instructors must excuse a student's absence from a class session and other required class activities for justifiable situations. Legitimate reasons for an "excused" absence, with supporting documentation, include, but are not limited to (click on the hyperlinks below for more details):

- [Death of immediate family member](#),
- [Disability-related concerns](#)
- [Military service](#),

- Pregnancy,
- Religious observance,
- Ohio Revised Code, Religious Accommodations
- Required participation in a university-sponsored event (see below).

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

University-Sponsored Activities

Students involved in university-sponsored activities must be excused from attending a class, lab, or studio meeting with the opportunity to complete the missed work if the instructor has received proper notice and approval from an appropriate university authority. University-sponsored activities are defined as events supported by an academic department, intercollegiate athletics program or administrative unit that require a student's participation as part of a university-approved activity.. University-sponsored activities include, but are not limited to athletic competitions, academic field trips, events connected with coursework, music and artistic performances, presenting undergraduate research, and R.O.T.C. functions.

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Responsibility for Students

Students are ultimately responsible for notifying the instructor of upcoming absences in writing with as much advance notice as possible, noting the reason that prohibits class attendance and the date(s) that will be missed if officially known. Instructors are encouraged to recognize that travel itineraries for university-sponsored activities are subject to change. In the event of unforeseen schedule changes, students are required to immediately notify the course instructor of the amended schedule and are not excused from classes that they are again able to attend.

Students are expected to complete any assignments that are open and available before the anticipated excused absence. If they are unable to do so, students are responsible for making up missed assignments or completing alternative assignments by an issued or agreed upon date following a conversation with the instructor. As all students are responsible for making up missed assignments, the student must engage in

a conversation with the instructor if the assignment is not completed before leaving, to determine if significant progress has been made and to 1) establish a new due date, 2) determine if an alternate assignment is appropriate, or 3) provide an explanation for no significant progress on the assignment and any potential consequences.

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

Responsibility for Instructors:

Instructors must include a statement in their syllabus that confirms the course attendance policy and informs students that they need to provide written approval at least one week in advance of the missed class whenever possible. Instructors may determine a reasonable amount of coursework that should be completed in order to make up for the student's absence. The syllabus statement should also note that instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work when absent; however, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.

Instructors are required to allow students with excused absences to make-up missed examinations and high-impact graded assignments or provide alternative assignments. Reasonable accommodations should be granted to students to make-up missed assignments upon their return to campus or by working with the student to complete the assignment in advance. Instructors cannot deny a student from making up an examination or high-impact graded assignment by requiring that the student use a missed class assignment as a 'dropped assignment' during the semester.

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completed but before 60 percent of the course is completed, a grade of W will be recorded. After 60 percent of the course is completed, a grade of F will be recorded. The instructor shall notify the student of this action no later than the time he or she notifies the Office of the University Registrar. (See academic calendar.)

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In the event that a student absence situation cannot be resolved between the student and the class instructor, the student should follow the procedure outlined in the “Statement of Good Teaching Practices” and “Academic Grievance” policies.

The Miami University John E. Dolibois European Center (MUDEC) Attendance Policies

Attendance and Grades

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1. that they have read and understood the MUDEC attendance and discipline policies, and
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COMBINED Class Attendance Policy
Revised April 20, 2026
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COMBINED Class Attendance Policy
Marked Copy - Revisions for 27April, 2026 Senate Meeting
Class Attendance Policy: General Attendance Policies

Overview

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Clean Copy - for 27April2026 Senate Meeting
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Attendance and Grades

A student at MUDEC whose semester or term grade point average falls below 2.00 will be subject to dismissal from MUDEC at the end of that semester. Note that dismissal from MUDEC is not to be confused with “Academic Dismissal” from the University, as provided by the Grades and Scholarship policy of The Student Handbook. It should be taken to mean termination of enrollment at MUDEC.

Students are required to be enrolled full-time at MUDEC for fall or spring semester for a minimum of 15 credit hours. Full-time enrollment for winter or summer term is governed by specific program rules. Full-year MUDEC students may average 15 credit hours per semester, provided that the larger number of hours is taken in the fall semester (i.e., 17 in Fall, 15 in Spring). Upon a showing of good cause and with the written permission of the Academic Dean of MUDEC, a student may drop below 15 credit hours, but not below 12 hours. A student who drops below 15 credit hours without the permission of the MUDEC Executive Director (or below 12 hours if previously given permission by the Executive Director to drop below 15 hours) will have his or her enrollment at MUDEC terminated immediately. The MUDEC attendance policy parallels that which applies on the Ohio campuses. Classes are small, and professors are expected to take attendance and to have a late arrival policy.

Although travel is an important aspect of the MUDEC experience, students are to be reminded that academic work must be the top priority.

The Student Handbook Admission policy states, “Every student is expected to attend every class session for which the student is duly registered.” At MUDEC, this means from Monday morning through Friday, with classes ending around 1:00 p.m. Friday. The winter or summer term may carry alternate expectations, to be determined based upon the class requirements. MUDEC recognizes, however, that from time to time the need may arise for a student to miss a class. However, the number of such absences may not exceed the total number of credit hours of the course in question and may in no case exceed THREE LECTURE HOURS (180 minutes) per course, even for a five-hour language course. If the number of absences exceeds the permitted limit, the student may be dropped from the class by the instructor (which could result in the student falling below the 15 credit-hour minimum for attendance at MUDEC and thus being in violation of the conditions for enrollment at MUDEC). A student may petition to the Committee of Advisors for an exception to both the semester grade point average rule and the attendance rule, in accordance with the provisions of the Scholastic Regulations section of the Undergraduate Academic Regulations policy in The Student Handbook, except that the “Committee of Advisors” at MUDEC shall be composed of two teaching faculty of MUDEC (who make their recommendation to the Executive Director).

Following termination of enrollment at MUDEC, the student will be required to leave University-provided housing in Luxembourg immediately. Refund of fees paid will be based on the standard Miami University refund schedule.

Waivers

Before leaving for Luxembourg, all students are required to sign a waiver indicating:

1. that they have read and understood the MUDEC attendance and discipline policies, and
2. that they understand and accept the possible sanctions in case of any violation of one or the other (or both) of these policies.

S.Rec 26 , 2 ,

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April 20 2026

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The real authority where the state's mandate is a Miami University is a major curriculum and Miami's w
University Senate has been delegated the responsibility to provide advice, feedback, and
recommendations; w

As a result of Miami University's commitment to liberal education, we ensure the effective
integration of general education curriculum in the education of each student regardless of
major field of academic study or professional interests; w

Miami University's integrated general education curriculum is a significant component, w
which will be a major component of the liberal education and responsibility which we
are all seeking; w

BE IT HEREBY RECOMMENDED

The Miami University Senate accepts and recommends the proposal of the Miami Plan
Revision Committee to revise university approval of general education and advises the w
Board of Trustees to accept the same. This includes the following: w

- Support the creation of the Miami Integrated Learning Office (MILO) and w
the hire of its Director and support staff; w
- Support the creation of the Miami Integrated Learning Experience (MILE) as w
described by the Miami Plan Revision Committee; w
- Anticipate that the University Senate will replace its Liberal Education Council with
a University Senate Committee charged with assisting the Miami Integrated
Learning Office in implementing the curriculum and its support structures; w

Senate Resolution
6-05
Adjusting the Senate's Voting Allocation Review Mechanism,
March 30, 2016

BE IT, HEREBY RESOLVED that the University Senate, after thoughtful consideration, reflection and discussion, has elected to accept the proposal presented by the University Senate Governance Committee regarding the University Senate's Bylaws presented to the Senate for consideration on March 9, 2016.

This proposal which will change the language of bylaw 1.3 will adjust the review of the allocation of Senate representation to at least every three years but not more than once per year, using data supplied by the Elections Committee. This proposal also permits the adjustments of seats in the College of Liberal Arts and Applied Sciences, with actions by the Board of Trustees and adjustments for departments that no longer exist.

SB2607B

**Bill of the State of Maryland by Committee of the University Senate
March 30, 2026**

BE IT HEREBY RESOLVED that University Senate confirm the 2026-2027 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 2026-2027 appointments to the standing and advisory committees of University Senate.

SRI 26-081

S 1 th S 1 at R 1 luti 1 1Addi g C 1 t xtual Agility t th R vi d Miami Pla 1

April 3, 2026

WHEREAS the committee on the revision of the Miami Plan has shared a version of the new 1
Miami Integrated Learning Experience (MILE) with University Senate and the larger university 1
community; 1

WHEREAS MILE includes the requirement that students take 9 hours of Applied Skills Courses; 1

WHEREAS the Liberal Education Council requested University Senate to explore other potential 1
applied skills; 1

WHEREAS the NACE Career Readiness Competencies include such necessary behaviors as 1
“frame communication with respect to diversity of learning styles, varied individual 1
communication abilities, and cultural differences,” “accurately summarize and interpret data with 1
an awareness of personal biases that may impact outcomes,” and “effectively manage conflict, 1
interact with and respect diverse personalities, and meet ambiguity with resilience”; 1

WHEREAS the concept of Contextual Agility operationalizes these particular NACE Career 1
Readiness Competencies behaviors—specifically bridging the gap between theoretical skill 1
acquisition and real-world application; 1

WHEREAS the Miami THRIVE committee on experiential learning produced a set of career 1
competencies which include many of these behaviors; 1

WHEREAS, the current version of MILE does not include a specific Applied Skills category that 1
encapsulates these and related behaviors: 1

RESOLVED: that the committee on the Miami Integrated Learning Experience will 1
consider including Contextual Agility in the Applied Skills category of MILE. 1

RESOLVED: that the committee on the Miami Integrated Learning Experience will 1
review the career competencies outlined by the Miami THRIVE experiential education 1
committee for their relevance to MILE. It will report back to University Senate by April 1
20, 2026, on the results of this deliberation. 1

S.Rec 26-13

On the University Task Force on the Evaluation of Teaching
May 4, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the creation of the University Task Force on the Evaluation of Teaching.

The Senate expects the task force to begin work as soon as possible and looks forward to the task force's reports in October 2026 and April 2027.

The Senate includes the following considerations:

- Given the mission of the task force, it is essential to see ongoing conversations with faculty of all ranks and classifications.
- Given the mission of the task force, it is essential to see the task force engage in consultations and conversations with the Faculty Alliance of Miami, FAM AAUP-AFT.

Miami University Senate

University Senate Task Force on Evaluation of Teaching

Introduction

By law, Miami is required to establish a written system of faculty evaluations. Further, Ohio Revised Code Sections 3345.451 “Student and peer faculty evaluations” and 3345.452 “Faculty Annual Performance Evaluations” establish criteria for the evaluation of faculty teaching at Miami University.

Recognizing this, the Miami University Senate tasks the Senate Committee for the Center of Teaching Excellence with forming a task force for the implementation and institutionalization of their recommendations for strengthening teaching evaluation practices at Miami University.

Charge

The University Senate Task Force on Evaluation of Teaching is tasked with developing a structured, transparent, and faculty-informed plan for the implementation of the CTE Committee’s recommendations for teaching evaluation practices at Miami University. This plan should be aligned with best practices in advancing instructional excellence and should be developed in conversation with the University Senate, the Academic Policy Committee, the Council of Academic Deans, the Faculty Alliance of Miami (FAM AAUP/AFT), and the Office of the Provost when appropriate. All proposed plans are subject to review and approval by the Board of Trustees, according to Ohio law.

The recommendations of the CTE Committee include:

- **Implementing divisional self-audits:** Determine the extent to which teaching evaluation procedures align with current MU policies as well as aspirational models for the evaluation of teaching. Use divisional audit data to inform how policy should be reshaped to strengthen alignment with research-based models for the evaluation of teaching.
- **Institutionalizing a requirement for departments to regularly and systematically develop and review their teaching evaluation plans** to ensure alignment with discipline norms, research-based practices, and university practices.
- **Embedding formative midcourse evaluation data and reflective practices** into the annual review and promotion and tenure process.
- **Promoting the integration of initiatives offered by the CTE, the HWCE, and other campus partners into a faculty’s teaching development across career stages,** departments, and divisions such that involvement in these initiatives is formally recognized as a commitment to teaching improvement and excellence.
- **Developing and providing training and orientation for faculty serving on promotion and tenure committees** to ensure a consistent, research-informed approach to the evaluation of teaching materials.

- **Establishing structured, departmental-level mentoring** that supports early-career faculty (and those pursuing promotion) as they develop their teaching through observation, reflection, and feedback.

Pursuit of the implementation of each recommendation by the taskforce should remain mindful of the limits of Ohio law and the collective bargaining agreement between Miami University and the Faculty Alliance of Miami AAUP-AFT.

Timeline

April–May 2026

- The University Senate approves task force
- Task Force convenes to review the CTE Committee’s recommendations.
- Discussion of a draft implementation plan prepared by the CTE Committee.
- Clarification of scope, deliverables, and feedback mechanisms.

Fall 2026

September 2026

- Task force reads and discusses relevant research literature and emerging best practices
- Task force edits and refines the draft implementation plan in response to its research and best practices review

October 2026

- Monday, October 12, 2026 – Task force presents a draft of its implementation plan to the University Senate for discussion and recommendation
- Monday, October 26, 2026 – The University Senate votes on the implementation plan recommendation

December 2026

- Task force identifies and sets priorities for Spring 2027 implementation.

Spring 2027

- Launch of the first phase of implementation across campus.
- Assessment of progress and identification of the next priority area.
- Monday, April 12, 2027 – Task force presents an update to the University Senate on its implementation and assessment
- Monday, April 19, 2027 – The University Senate issues a recommendation on the implementation and assessment process, if needed.

Years 2–3 (Academic Years 2027-2028, 2028-2029 and Ongoing Cycle)

A structured cycle of evaluation, implementation, and review will continue until full

implementation is achieved at the end of three years. The Task Force will report to the University Senate at least once per semester during Academic Years 2027-2028 and 2028-2029. The Task Force will design and facilitate multiple opportunities for faculty and administrative feedback throughout this process to ensure transparency, responsiveness, and broad campus engagement.

Membership

The Membership of this Senate Task Force will include:

Kevin Bush - EHS

Jessica Sparks - CEC

Susan Brehm - CAS

Sarah Watt - EHS; Co-Chair

Mary Ben Bonham - CCA

Stephanie Nicely - CLAAS

Andrew Reffett - FSB

Marko Dumančić - CAS

Kyle Timmerman - EHS

Tracy Haynes – CAS

Ellen Yezierski - CAS; Co-Chair

S.Rec 26-14

On the Administration of Graduate Summer Research Fellowships
May 4, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the Graduate Summer Research Fellowships policy proposed by the Office of the Dean of the Graduate School and the Senate's Graduate Council.

Types of Awards - Graduate Summer Research Fellowships

Policy Title: Graduate Summer Research Fellowships

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

Rationale: This revision to the policy regarding the Graduate Summer Research fellowship. The revised policy is intended to:

1. Align eligibility to match eligibility for Graduate Assistant awards
2. Specify conditions for students to hold employment in addition to the fellowship
3. Improve clarity of, or remove where appropriate) procedural aspects of the program that have changed.

NOTE: In the marked-up version, the sections highlighted in **yellow** are revised, amended, or removed (marked with strikethrough). Additional sections marked with strikethrough (without highlighting) describe the program for students starting before Fall 2020 and were removed from the policy in a previously approved revision, as no students remain covered under that policy.

Proposed Policy (Revised): Clean Version

Graduate Summer Research Fellowships

The purpose of the Graduate Summer Research Fellowship is to provide financial support for full-time graduate students to engage in meaningful scholarly activities related to the research requirements for a master's or doctoral degree during a 6-week summer period.

The awarding of these fellowships is competitive and subject to the availability of funds. Selection of award recipients will prioritize eligible students who have no additional means of summer support during the six-week summer period (e.g., grant-funded assistantship; external, paid internships; teaching assignments, etc.).

Fellowship Awards

The maximum award is \$1500 for a student who has held a Graduate Assistantship for the full academic year. Awards of \$750 may also be made to students who held a Graduate Assistantship for one semester and meet all other eligibility criteria, including full-time enrollment for both semesters in the academic year preceding the award.

This award does not provide a tuition waiver for any summer enrollment.

Eligibility

To be eligible for a Graduate Summer Research Fellowship, a student must have fulfilled the following requirements:

- Student completed at least nine (9) graduate credit hours in each of the two semesters prior to the summer research fellowship period.
- Student held a full-time (20 hours per week) graduate assistantship for at least one full semester during the fall or spring semester preceding the summer research fellowship period.
- Student has made satisfactory progress toward the graduate degree, including:
 - Earned a 3.0 GPA or above (cumulative and in each of the fall and spring semesters prior to the summer research fellowship period)
 - Met departmental milestones on time, including for example: plan of study, research proposal defense, and comprehensive exams, etc. The completion of milestones must be documented by the student's department or program
- Student must either:
 - be pursuing a thesis-based master's program, specialist program, or doctoral program; or
 - be enrolled in a program that has a required research project or experience
- Student must be engaged in meaningful research activity as described below in Fellowship expectations

Time Limits

The time limits for the Graduate Summer Research Fellowship program align with the time limits for Graduate Awards as described in the [Administration of Graduate Awards Policy](#). A student is eligible to receive a Graduate Summer Research Fellowship award during the summer following any academic year in which the student was eligible to hold a Graduate Assistantship award. Any extension in eligibility for a Graduate Assistantship beyond the normal time limits, however, does not extend eligibility for the fellowship.

Eligibility for this award ends upon successful completion of degree requirements and successful completion of the final examination for thesis-based masters and doctoral degrees or final degree requirements for non-thesis masters degrees.

Fellowship Expectations

The student must commit to a minimum of 6 weeks of full-time summer study (20 hours per week) for the activities described below:

- Student must be engaged in one or more of the following meaningful activities over the summer they receive support:
 - Research activities related to degree requirements that will result in a publication, completion of thesis/dissertation and requirements, or provide preliminary data for grant applications
 - Other important activities related to degree completion (e.g., unpaid research-related internships or research independent studies)

- Fellowship recipients are to submit a 1 paragraph description of what was accomplished to the Graduate School before the start of fall semester classes. Failure to do so will result in ineligibility to receive the fellowship in the following year.

Note: Courses taken for P, S, and CR1 grades count toward eligibility for the summer research fellowship; they are not, however, computed in students' grade point averages. Students who receive F, U, or NCR in such courses will not receive credit towards the summer research fellowship.

Additional Employment during Fellowship

The Graduate Summer Research Fellowship is considered employment for 20 hours per week, for six (6) weeks. Students should not be employed in similar work during the fellowship period, but other forms of additional employment for which the student may be eligible are permitted. For example, a student conducting research during the fellowship period may not hold additional employment for similar research at the same time. However, other employment, including on-campus employment, unrelated to the summer research fellowship, is permitted.

Proposed Policy (Revised): Marked-up Version

Graduate Summer Research Fellowships (~~Students who started Fall of 2020~~)

The purpose of the Graduate Summer Research Fellowship is to provide financial support for full-time graduate students to engage in meaningful scholarly activities **related to the research requirements for a master's or doctoral degree** during a 6-week summer period.

The awarding of these fellowships is competitive and subject to the availability of funds. **Selection of award recipients will prioritize eligible students** who have no additional means of summer support during the six-week summer period (e.g., grant-funded assistantship; external, paid internships; teaching assignments, etc.).

Fellowship Awards

The maximum award is \$1500 for a student who has held a Graduate Assistantship for the full academic year. Awards of \$750 may also be made to students who held a Graduate Assistantship for one semester and meet all other eligibility criteria, including full-time enrollment for both semesters in the academic year preceding the award.

This award does not provide a tuition waiver for any summer enrollment.

Eligibility

To be eligible for a Graduate Summer Research Fellowship, a student must have fulfilled the following requirements:

- Student completed at least nine (9) graduate credit hours in each of the two semesters prior to the summer research fellowship period.
- Student held a full-time (20 hours per week) graduate assistantship or residence hall personnel assistantship for at least one full semester during the fall or spring semester preceding the summer research fellowship period.
- Student has made satisfactory progress toward the graduate degree, including:
 - Earned a 3.0 GPA or above (cumulative and in each of the fall and spring semesters prior to the summer research fellowship period)
 - Met departmental milestones on time, including for example: plan of study, research proposal defense, and comprehensive exams, etc. The completion of milestones must be documented by the student's department or program
- ~~Student must not be receiving additional Miami University-funded support, from the following sources:~~
 - ~~Externally-funded research assistantship that already pays the student in the summer~~
 - ~~Full-time, paid external internship that already pays the student in the summer~~
 - ~~Paid summer teaching appointment~~
- Student must either:
 - be pursuing a thesis-based master's program, specialist program, or doctoral program; or
 - be enrolled in a program that has a required research project or experience
- Student must be engaged in meaningful research activity as described below in Fellowship expectations

Time Limits

The time limits for the Graduate Summer Research Fellowship program align with the time limits for Graduate Awards as described in the [Administration of Graduate Awards Policy](#). A student is eligible to receive a Graduate Summer Research Fellowship award during the summer following any academic year in which the student was eligible to hold a Graduate Assistantship award. Any extension in eligibility for a Graduate Assistantship beyond the normal time limits, however, does not extend eligibility for the fellowship.

Eligibility for this award ends upon successful completion of degree requirements and successful completion of the final examination for thesis-based masters and doctoral degrees or final degree requirements for non-thesis masters degrees.

Maximum Number of Awards

Up to 300 graduate summer research fellowships will be awarded per academic year pending available funds.

Fellowship Expectations

The student must commit to a minimum of 6 weeks of full-time summer study (20 hours per week) for the activities described below:

- Student must be engaged in one or more of the following meaningful activities over the summer they receive support:
 - Research activities related to degree requirements that will result in a publication, completion of thesis/dissertation and requirements, or provide preliminary data for grant applications
 - ~~Mentoring of undergraduate students in research~~
 - Other important activities related to degree completion (e.g., unpaid research-related internships or research independent studies)
- ~~Students must either:~~
 - ~~For students whose degree programs encourage summer session credits, register for 0–9 credit thesis or dissertation hours during the first summer session.~~
 - ~~Students who do not need summer session credits to graduate in a timely manner are encouraged to enroll in a 0 credit-hour internship or independent study (i.e., thesis or dissertation credits).~~
- Fellowship recipients are to submit a 1 paragraph description of what was accomplished to the Graduate School before the start of fall semester classes. Failure to do so will result in ineligibility to receive the fellowship in the following year.

Note: Courses taken for P, S, and CR1 grades count toward eligibility for the summer research fellowship; they are not, however, computed in students' grade point averages. Students who receive F, U, or NCR in such courses will not receive credit towards the summer research fellowship.

Additional Employment during Fellowship

The Graduate Summer Research Fellowship is considered employment for 20 hours per week, for six (6) weeks. Students should not be employed in similar work during the fellowship period, but other forms of additional employment for which the student may be eligible are permitted. For example, a student conducting research during the fellowship period may not hold additional employment for similar research at the same time. However, other employment, including on-campus employment, unrelated to the summer research fellowship, is permitted.

~~Through an online Graduate School form, students are required to submit a 1 paragraph description of what was accomplished to the Graduate School before the start of fall semester classes. Students who do not submit this description will not be eligible to apply for a future Graduate Summer Research Fellowship.~~

Full-Time Summer Study Defined

Full time study for graduate students is defined as 20 hours per week to fulfill the fellowship expectations (see above).

Graduate Summer Research Fellowship Payments

Eligible students who are selected for fellowship will receive \$1,500 (if GA for 2 semesters) or \$750 (if GA for 1 semester) for engaging in full-time study as defined by the Graduate School

and their academic department. The Graduate Summer Research Fellowship does not come with a tuition waiver; therefore, if a student chooses to register for more than 0 credit hours in the summer, they are responsible for paying all tuition and fees unless their division or department decides to cover these.

Summer Research Fellowships will be paid on or before June 30th.

Processing of Graduate Summer Research Fellowships

Graduate students who wish to be considered for a Graduate Summer Research Fellowship must apply through an online Graduate School form no later than February 1 for the upcoming summer. Late submissions will not be considered. The Graduate School will share the application data with graduate programs and work with them to verify eligibility and select the students who will receive the Graduate Summer Fellowship (incorporating feedback or ranked lists from the graduate program if they choose to provide them). When more eligible students apply than there is funding to support, the following may be used to select recipients:

1. ranked lists submitted by the graduate program;
2. the importance and impact of the proposed activities as described in the application; and
3. whether the student has received a Graduate Summer Research Fellowship previously (those who have not will be prioritized).

Students will be notified as soon as possible in the spring semester if they are receiving a Graduate Summer Research Fellowship.

Graduate Summer Scholarships (Students who started Prior to Fall of 2020)

Graduate Summer Scholarships are service-free awards given to graduate award holders in the summer following their graduate appointments.

Eligibility

To be eligible for a Graduate Summer Scholarship, students must have held a graduate assistantship or a residence hall personnel assistantship for at least one full semester. Students must also have completed at least nine (9) graduate credit hours each semester of the appointment or have done one of the following:

To be eligible for a Graduate Summer Scholarship, students must also have fulfilled the following academic requirements:

- Made satisfactory progress toward the graduate degree.
- Be certified as engaged in full-time graduate study by one's department.

Courses taken for P and S grades count toward eligibility for the summer scholarship; they are not, however, computed in students' grade point averages. Students who receive F, U, or Y in such courses will not receive credit towards the summer scholarship.

Summer Scholarship Payments

Eligible students will receive \$900 or \$1,800 for engaging in full-time study as defined by the Graduate School and their academic department between the end of spring semester and the beginning of fall semester; the maximum scholarship payment is \$1,800. Students with one-semester appointments are eligible for one payment of \$900. Students with a two-semester appointment are eligible for the summer scholarship for one payment in the amount of \$1800.

There is no partial payment of scholarships. If students have used all or part of their summer fee waiver in the summer preceding the year of the appointment, they cannot receive additional fee waivers during the following summer term.

Summer Scholarships will be paid on or before June 30th.

The Instructional Fee and out-of-state tuition surcharge (if applicable) for summer terms are waived for Graduate Summer Scholarship recipients. The Graduate Summer Scholarship provides a scholarship only. Therefore, the General Fee (reduced) and the Registration Fee must be paid at the time in which students register or are billed. If required in their courses, students must pay certain laboratory fees and artistic supply costs. All fees must be paid by the deadlines established by the One Stop to avoid cancellation of students' registration and loss of their Graduate Summer Scholarship.

Full-Time Summer Study Defined

Departments are responsible for defining what full-time summer study entails for each degree program. Full-time summer study may range from three (3) to twelve (12) credit hours for the entire summer and must require student engagement in degree requirements for at least ten (10) weeks of the summer, or five (5) weeks for a single scholarship payment. A department's definition of full-time summer study must be approved by the Graduate School in order for its students to be eligible for the Graduate Summer Scholarship.

Departments are responsible for certifying that each student is enrolled in the appropriate courses and engaged in the appropriate activities (credit or non-credit activities) during the summer (minimum of ten weeks) in order for its students to receive the Graduate Summer Scholarship.

If students receive a Graduate Summer Scholarship, they may hold additional employment for up to twenty (20) hours a week during the summer semester, provided that they have permission from their department chair and the Graduate School.

S.Rec 26-15

On the Scholastic Regulations for Graduate Students

May 4, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the Scholastic Regulations for Graduate Students policy proposed by the Office of the Dean of the Graduate School and the Senate's Graduate Council.

Grades and Scholarship - Scholastic Regulations for Graduate Students

Policy Title: Scholastic Regulations for Graduate Students

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

Rationale: This policy revision includes amendments to the sections regarding dismissal from a graduate program, including additional guidance on (1) the deadline for petitions related to holding dismissal in abeyance, and (2) procedures for program/departmental criteria for dismissal. The option for a department or program to have additional criteria for dismissal has existed previously, though no policy specifically addressed this procedure.

The specific sections of this policy amendment are:

1. One sentence amended to the paragraph under heading “Academic Dismissal”
2. New heading and 3 paragraphs for “Procedure for program/departmental dismissal”

All amendments are highlighted in **yellow**. No other policy aspects were changed.

Proposed Policy (Amended):

Scholastic Regulations for Graduate Students

Academic Actions

Academic actions are defined as academic probation; removal of academic probation; and academic dismissal. Academic actions occur on the basis of semester or summer term and/or cumulative grade point averages as computed by the Office of the University Registrar at the end of a semester or summer term. No academic actions are associated with winter term. Academic actions will be taken on any graduate student regardless of the number of hours taken in any semester or term with exclusions as noted below. Good academic standing is defined as maintaining a minimum 3.00 cumulative grade point average.

Student Classification for Academic Action Purposes

Only graduate-level Miami grade point average hours recorded on the academic record are considered in the classification of a graduate student for academic action.

Academic Probation

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

Removal of Academic Probation

If a graduate student has a cumulative grade point average of 3.00 or better at the end of a semester or summer term, the student shall be removed from academic probation.

Continuation on Academic Probation

A graduate student who is on academic probation and who has a semester or summer term grade point average of 3.00 or better, but has a cumulative grade point average of less than 3.00, is continued on academic probation.

Academic Dismissal

A graduate student who is on academic probation will be dismissed if his/her semester or summer term grade point average is less than 3.00. Academic dismissal is usually considered a permanent action. A student may submit a petition to hold dismissal in abeyance within 10 business days of the notice of dismissal. Petitions submitted after this deadline will not be considered.

Procedure for program/departmental dismissal

In addition to the above criteria for dismissal, individual graduate programs may establish criteria, including, but not limited to, minimum grade expectations for program courses, timely completion of program milestones such as comprehensive exams, or similar indicators of adequate progress toward the degree. Please refer to the handbook for specific graduate program criteria for dismissal.

In the case of a dismissal based on program criteria or standards, the Graduate Director or Department Chair will inform the Dean of the Graduate School of any student who has failed to meet the criteria for remaining in the degree program.

Upon receipt, the request will be reviewed by the Dean of the Graduate School. If approved, the student's record will be changed to a non-degree program status, and the student will be dropped from their program-related graduate courses.

Restrictions for Students under Academic Probation

A graduate student under academic probation may not hold an assistantship. The student may, with the support of the unit that awarded the assistantship, petition the Graduate Council for an exception to this policy. A new petition is required each semester while on probation.

Graduation Requirement

A student under academic probation is not eligible to take a comprehensive examination, final examination (see the policy "Doctor of Philosophy and Doctor of Education" sections "Comprehensive Examination" and "Final Examination"), or to graduate. A student's cumulative Miami graduate-level grade point average must be at least 3.00, and a student may not have grades of incomplete, to take a comprehensive examination, to take a final examination (see the policy "Doctor of Philosophy and Doctor of Education" sections "Comprehensive Examination" and "Final Examination") for any graduate degree, or to graduate.

Certificate Completion Requirement

A student under academic probation is not eligible to receive a graduate certificate. A student's cumulative Miami graduate-level grade point average must be at least a 3.00, and a student may not have any incomplete grades to receive a graduate certificate.

Exceptions to Scholastic Regulations

A graduate student may petition Graduate Council for an exception to any of the above scholastic regulations. Follow the petition process outlined in the policy “Examinations (Students)” section “Schedule Changes for Final Examinations or Other Evaluative Substitution”.

Change of Grade

A final grade once reported may be changed only upon recommendation of the instructor with the approval of the dean of his or her division. A change of an incomplete grade requires only the instructor’s signature. It is the right of any student to consult with the instructor concerning the instructor’s evaluation of the student’s performance in a particular course. If such consultation does not satisfy the student, it is his or her right to confer with the department chair of the instructor concerned.

Removal of Incompletes (Grades of I, IG, IGY, IU, and IUY)

Until removed, a grade of I will remain as an I, but will not be computed in the student’s grade point average. Incompletes not removed will be changed to an F at the end of the following semester, excluding winter term. Incomplete grades may be removed by completing the course requirements. This must be done by the last day of classes of the next semester, excluding winter term. Incomplete grades may be removed during periods of non-enrollment including academic suspension and dismissal. Incomplete grades may not be removed during periods of non-academic suspension or non-academic dismissal.

Incomplete grades may also be removed by repeating the course when, in the instructor’s judgments, this is the most suitable course of action for completing the requirements of the course. The course must be taken for a letter grade. Once the course has been completed, the grade of incomplete will remain on the record but be taken out of the calculation of grade point averages. This arrangement must be reported to the Office of the Registrar in writing prior to enrolling for the course for the second time. If not reported, the student must petition Graduate Council.

Academic Action and Incomplete Grades

When there has been no instructor grade change by the last class day of the semester following the assignment of the incomplete, the incomplete grade is administratively changed to the grade of F and calculates in both the term and cumulative GPA. Grade point average calculations occur at the conclusion of each term and are recalculated for the term in which the grade of incomplete was awarded. Academic actions (warning and dismissal) will also be determined. Dismissals will not be assessed retroactively.

S.Rec 26-16

On the Senate's Legislative Committee

May 4, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the creation of the University Senate Legislative Committee as proposed by the University Senate's Executive Committee.

Senators approved the appointments of Thomas Poetter (Professor of Educational Leadership), Kevin Reuning (Associate Professor of Political Science), and Cheryl Young (Associate Vice President for Global Initiatives and Continuing Education) as the membership of this committee.

Miami University Senate

University Senate Legislative Committee – Draft Proposal

Function

Per its *Enabling Act*, the Miami University Senate serves as both a legislative body of the university and advisory body to the university. In service to the University Senate as it undertakes these responsibilities, the University Senate Legislative Committee functions to:

- Draft policy and present materials for vote on matters subject to the legislative and advisory review of the University Senate

The University Senate Legislative Committee is the body tasked by the Senate with drafting legislation – inclusive of recommendations and resolutions – to be considered for a vote. Generally, this committee will meet each Monday when the full University Senate does not meet. In consultation with the University Senate Executive Committee, the Senate Legislative Committee will produce draft resolutions, recommendations, or other legislation to be circulated to the broader University Senate for placement on its agenda and deliberation on the floor.

The purpose of the Senate Legislative Committee is to ensure the efficient drafting of Senate legislation – especially recommendations and resolutions – by soliciting the input of Senators and translating that input into actionable items. It is expected that members of the Senate Legislative Committee will remain in continual conversation with the Senate Executive Committee and the membership of the body as a whole.

Members of the University Senate Legislative Committee will present proposed legislation at the University Senate in accordance with the normal mechanisms for the Senate’s business.

Meeting & Drafting

The University Senate Legislative Committee shall meet during the off-weeks of the University Senate and as needed. The Committee should submit a draft of its proposed legislation to the Senate’s Executive Committee on Mondays during the off-weeks of the Senate before 3:30 p.m. (i.e., the usual meeting time of the Senate’s Executive Committee during off-weeks). A final, presentation draft should be submitted by the Friday before the regular meeting of the University Senate.

The committee will work with the University Senate’s recording secretary for all polling and survey-related matters to take the sense of the Senate on a particular proposal.

Composition

The committee will consist of three currently active members of the University Senate. The initial members of this committee will be voted into position after receiving a nomination from the floor. Senators may self-nominate. Vacancies will be filled by the nomination of new members for consideration and approval of the University Senate.

S.Rec 26-17

On the Registration Policy Revision

May 04, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the revisions to the Registration Policy proposed by the Office of the Provost and the University Senate's Academic Policy Committee.

Memorandum

TO: Academic Policy Committee
FROM: Ted Peters, Assistant Vice President and University Registrar
RE: Enrollment and Registration (Undergraduates): Proposed Revisions and Rationale
DATE: March 27, 2026

Overview:

These revisions reflect policy alignments, Workday-related updates, and program administration changes.

Current Policy:

[Enrollment and Registration](#)

Modification 1:

This policy is for undergraduate students only; remove reference to full-time graduate student enrollment as it is covered in the [Registration](#) policy for graduate students.

Current:

A full-time undergraduate student must be actively enrolled in a semester or term for at least 12 credit hours of academic work and shall be subject to all the rules, regulations, and fees governing regular Miami University students. A full-time graduate student must be actively enrolled in a semester or term for at least 9 credit hours of academic work in a semester. Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

Revised:

A full-time undergraduate student must be actively enrolled in a semester or term for at least 12 credit hours of academic work and shall be subject to all the rules, regulations, and fees governing regular Miami University students. ~~A full-time graduate student must be actively enrolled in a semester or term for at least 9 credit hours of academic work in a semester.~~ Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

Modification 2:

Reduces the number of credit hours a student may register in a fall or spring semester so that it aligns with the maximum credit hours before a course overload fee is applied. This will allow divisional academic advisors the opportunity to inform students of the fee prior to

approving excess hours. This policy change is supported by all of the heads of advising.

Current:

The maximum credit-hour limit for an undergraduate student is based upon courses taken at all locations of Miami University and is limited to 20 credit hours in a fall or spring semester. The credit-hour limit for summer term is 16 credit hours, for the six-week summer sprints 8 credit hours, and 1.3 credit hours per week for overlapping sprints. The credit-hour limit for the winter term is 6 credit hours. A student who wishes to exceed the maximum credit-hour limits must obtain permission from the academic dean of the student's academic division.

Revised:

The maximum credit-hour limit for an undergraduate student is based upon courses taken at all locations of Miami University and is limited to ~~20~~ 18 credit hours in a fall or spring semester. Students should consult the overload fee webpage (<https://miamioh.edu/onestop/costs/explanation-of-fees/overload-fee.html>) before requesting permission to take more than 18 credit hours

The credit-hour limit for summer term is 16 credit hours, for the six-week summer sprints 8 credit hours, and 1.3 credit hours per week for overlapping sprints. The credit-hour limit for the winter term is 6 credit hours. A student who wishes to exceed the maximum credit-hour limits must obtain permission from the academic dean of the student's academic division.

Modification 3:

Proactively removing reference to BannerWeb in two areas; updating summer/winter adds to align with Bursar cancellation deadline.

Current:

Registration Procedures

After conferring with an advisor on the selection of courses, the student completes registration through BannerWeb and by payment of fees.

- And -

Adding a Course

Students may add full semester/term courses via Bannerweb through the third day of the semester/term (including weekends/holidays). After Bannerweb closes, students may be added by department/instructor authorization through the close of business on the fifth day of the semester/term (including weekends/holidays).

Revised:

Registration Procedures

After conferring with an advisor on the selection of courses, the student completes registration through BannerWeb and by payment of fees.

- And -

Adding a Course

Students may add full semester/~~term~~ courses ~~via Bannerweb~~ through the third day of the semester/~~term~~ (including weekends/holidays). After ~~Bannerweb~~ self-service registration closes, students may be added by department/instructor authorization through the close of business on the fifth day of the semester/~~term~~ (including weekends/holidays). Students may add sprint courses ~~via Bannerweb~~, or be added by department/instructor authorization, through the second day of the sprint part of term.

Students may add/be added to a summer or winter term course through the first day of the part of term when the course begins.

Modification 4:

Update to the name of a common university role.

Current:

Students should consult with the chief departmental adviser of their department of major with regard to questions pertaining to courses that may be taken on a credit/no-credit basis.

Revised:

Students should consult with the chief **lead** departmental adviser of their department of major with regard to questions pertaining to courses that may be taken on a credit/no-credit basis.

Modification 5:

Remove entire paragraph related to Miami University Pathways Program **due to changes in the program that make this unnecessary.**

Current:

Pathways Program Students

First-year students in the Miami University Pathways Program are admitted to the Regionals but will live on the Oxford campus in the Pathways Living and Learning Community for fall semester while enrolled full-time in Miami courses, with a majority of the credits at the Regionals. Pathways students must fully relocate to the Oxford campus upon completion of their first semester. Relocation will be granted to students with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of

graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). Winter term courses do not count toward relocation criteria for the following spring since grades are not posted until after the start of the semester.

Relocation for Pathways students follows the same process already established and outlined in the university policy library under "[Permission To Take a Class at Another Miami University Campus.](#)"

Students who do not meet the minimum criteria for relocation may petition for an exception, based on documentable extenuating circumstances.

Revised:

Pathways Program Students

~~First-year students in the Miami University Pathways Program are admitted to the Regionals but will live on the Oxford campus in the Pathways Living and Learning Community for fall semester while enrolled full-time in Miami courses, with a majority of the credits at the Regionals. Pathways students must fully relocate to the Oxford campus upon completion of their first semester. Relocation will be granted to students with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). Winter term courses do not count toward relocation criteria for the following spring since grades are not posted until after the start of the semester.~~

~~Relocation for Pathways students follows the same process already established and outlined in the university policy library under "[Permission To Take a Class at Another Miami University Campus.](#)"~~

~~Students who do not meet the minimum criteria for relocation may petition for an exception, based on documentable extenuating circumstances.~~

Modification 6:

To update the minimum hours required for full-time standing at the John E. Dolibois European Center.

Current:

Full-time enrollment at the John E. Dolibois European Center during fall or spring semester is 16 credit hours; specific program rules apply for winter or summer term. In some cases and after a process of appeal a student may be permitted to drop below 16 credit hours, though not below 12, with the exception of winter or summer term.

Revised:

Full-time enrollment at the John E. Dolibois European Center during fall or spring semester is 15 ~~16~~ credit hours; specific program rules apply for winter or summer term. In some cases and after a process of appeal a student may be permitted to drop below 16 credit hours, though not below 12, with the exception of winter or summer term.

Enrollment and Registration

Scope: Undergraduate Students are covered by this policy.

[Policy library link: <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/registration-undergraduate.html>]

Policy

Credit Hour Loads

A full-time undergraduate student must be actively enrolled in a semester or term for at least 12 credit hours of academic work and shall be subject to all the rules, regulations, and fees governing regular Miami University students. ~~A full-time graduate student must be actively enrolled in a semester or term for at least 9 credit hours of academic work in a semester.~~ Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

A part-time undergraduate student, i.e., carrying fewer than 12 credit hours in any semester or term, must be a resident of Oxford or must commute from his or her home.

The maximum credit-hour limit for an undergraduate student is based upon courses taken at all locations of Miami University and is limited to ~~20~~ 18 credit hours in a fall or spring semester. Students should consult the overload fee webpage (<https://miamioh.edu/onestop/costs/explanation-of-fees/overload-fee.html>) before requesting permission to take more than 18 credit hours.

The credit-hour limit for summer term is 16 credit hours, for the six-week summer sprints 8 credit hours, and 1.3 credit hours per week for overlapping sprints. The credit-hour limit for the winter term is 6 credit hours. A student who wishes to exceed the maximum credit-hour limits must obtain permission from the academic dean of the student's academic division.

Full-time enrollment at the John E. Dolibois European Center during fall or spring semester is ~~15~~ 16 credit hours; specific program rules apply for winter or summer term. In some cases and after a process of appeal a student may be permitted to drop below 16 credit hours, though not below 12, with the exception of winter or summer term.

Academic Advising

Assignment to Advisors

Advisor assignments can be viewed on MyMiami under the student tab. Advisors are assigned based upon a student's campus, class and major.

Function of the Academic Advisor

Divisional, and faculty advisors are responsible for providing individual consultation and advice to students assigned to them. Advisors are expected to be familiar with academic regulations and programs, but each individual student is responsible for meeting University, division, and department requirements.

Advising Documents

Each student has access to publications and documents through University websites in which are listed the requirements in the Miami Plan and in the curriculum in which the student is enrolled. A degree audit report is available to each student to assist the student in advising and monitoring his or her progress toward the completion of requirements for a particular program of study and/or a final graduation check.

Regional Campuses

Each first-year student upon admission to a regional campus is assigned an academic advisor who is available for information and counsel concerning any academic problem a student may encounter. It is also recommended that students who have completed their first and second years at the regional campuses and intend to relocate to the Oxford campus should plan the completion of their programs with advisors on the Oxford campus in conjunction with their advisors at the regional campus.

Registration Procedures

After conferring with an advisor on the selection of courses, the student completes registration through ~~BannerWeb~~ and by payment of fees. If a student's registration is cancelled for nonpayment, and the student subsequently clears all required tuition and fees during the term, the student may re-register by submitting appropriately signed change of schedule forms at the One Stop. All registration activity follows percentage-based deadlines. Deadline dates are therefore dependent upon the length of the course within a full semester or term or sprint part of semester or term. Students should refer to the Academic Calendar for specific academic deadline dates. Refunds follow University policy, also on the OneStop website.

Students are responsible for class registration, payment, and attendance. No student shall be admitted to or receive credit for a course in which he or she is not properly registered and paid. Registration must be completed following the policies listed here. Authority to extend this deadline is vested in the Office of the University Registrar.

Changes of Registration

Course registration may only be changed in the prescribed time stated in a student's registration time ticket and the University academic calendar. No change is official until the registration transaction is reflected in the student registration system.

Adding a Course

Students may add full semester/term courses via Bannerweb through the third day of the semester/term (including weekends/holidays). After Bannerweb self-service registration closes, students may be added by department/instructor authorization through the close of business on the fifth day of the semester/term (including weekends/holidays). Students may add sprint courses via Bannerweb, or be added by department/instructor authorization, through the second day of the sprint part of term.

Students may add a summer or winter term course through the first day of the term.

Independent work permits must be submitted prior to or during the first week of the semester to be assigned a full semester, summer or winter term course. Those permits submitted after the first week will be assigned the next available sprint part of term in which the work is to be completed.

During the add period, A department/instructor may refuse to accept a student if, in the instructor's judgment, too much subject matter has already been covered. Departments or programs may choose to approve the student action in addition to or in place of the course instructor.

Dropping a Course

Dropping a course is a formal administrative procedure; merely ceasing to attend class is not the same as dropping a course and does not void academic or financial responsibility. Students may drop a course during the first three full-term days of each semester or term (including weekends and holidays) or the first two days of any sprint part of semester or term (including weekends and holidays) without the instructor being notified that the student dropped the course.

Following the first three full-term days of each semester or term or the first two days of any sprint part of semester or term, the student must contact the instructor about dropping the course. The instructor shall drop the student from the course using the on-line course-drop process, and the student and instructor will be notified via email once the drop is processed. A student may drop a course up to the first 20 percent of the course with no grade or other designation appearing on the student's official record. Students should refer to the [Academic Calendar](#) for specific academic deadline dates.

Before dropping a course, a student is encouraged to consult with the instructor. Students are also strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full-time or to a lesser increment of part-time.

A student may drop a course after the first 20 percent of the course and, ordinarily, before the end of 60 percent of the course. A grade of W will appear on the student's official record. A grade of W is not calculated in the student's grade point average and credit hours graded with W do not count in

enrollment status. Refunds follow University policy, available via the [OneStop](#) website. Students should refer to the [Academic Calendar](#) for specific academic deadline dates. Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

1. After the first 20 percent of a course through the end of the first 60 percent, a student may drop a course with a signature of acknowledgement from the instructor.
2. After 60 percent of the course is complete, a student may no longer drop a course, unless a petition is approved by the Interdivisional Committee of Advisors. The petition must include the signatures of the course instructor and the student's academic or divisional advisor. 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 to drop the course is approved, the student will be dropped 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 policy "Grades and Scholarship" section "Exceptions for Scholastic Regulations").
3. Only in rare circumstances will a petition to drop from a course after 60 percent of the course is complete be approved for reasons of academic performance alone.
4. When possible, a student should continue to attend class until the Interdivisional Committee of Advisors has acted on his or her petition. Non-attendance does not void academic or financial responsibility or a grade of F.

If a student is found responsible for academic dishonesty in a class and drops 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 academic record.

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](#) 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.

1. 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.
2. 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.
3. After the official withdrawal deadline as passed, a student may submit a petition to the Interdivisional Committee of Advisors 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.

Medical Withdrawal

For information related to a medical withdrawal, information is available on the [Division of Student Life](#) website.

Military Withdrawal

If a student obtains a military withdrawal, the provisions of the [Policy for the Enrolled Students Who Are Called to Active Duty in the Armed Services](#) section apply.

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.

Change of Major

A student may initiate a transfer from one academic division of the University to another by obtaining a divisional transfer form signed by the dean of the student's present division and by the dean of the accepting division. The form will then be forwarded to the Office of the University Registrar by the accepting division.

A student may change his or her major at any time during the semester. The student should contact the divisional advising office of the major in which he or she wishes to declare to identify the process and confirm signatures needed. A regional campus student should initiate this process with the advising office of his or her respective campus.

Proficiency Examinations

Successful completion of the proficiency examination results in academic credit earned at Miami University. Students may obtain credit by examination in subject areas in which they have had adequate preparation. Students may take proficiency examinations during any semester or term in which they are enrolled for coursework or provided they have been accepted for enrollment in the University and will be registered. To be approved for such an examination, the student must satisfy the department that he or she has a reasonable chance of passing it. Proficiency examinations are given with approval of the department chair and the dean of the division in which the course is offered. Final approval to take any proficiency examination is given by the academic department in which the subject is taught. Each academic department determines whether or not proficiency examinations may be taken in its courses and is responsible for preparing, administering, scoring, and reporting the results of these examinations.

Credit in the amount normally allowed in a course is granted for successfully completed examinations. Proficiency examinations may not be used to determine an equivalency for or validate accepted transfer credit. Proficiency examinations may not be used to validate otherwise unacceptable credit, except that credit from unaccredited institutions may be so validated. The proficiency examination shall not be used as a means of circumventing any academic regulation. Fees are charged for the examination and include the first credit hour if passed, additional fees are charged for each additional credit hour. Credit earned by taking proficiency examinations administered by an academic department is traditional credit and will not be counted in the admissible hours of nontraditional credit and will not be calculated in the grade point average. Posted proficiency examination credit will not be removed.

Credit/No-Credit Courses

Credit/No-Credit Courses

Warning: Nationwide studies have shown that credit/no-credit grades on your academic record may be a negative factor in evaluation of your application for admission or employment by most professional schools (law, medicine, etc.), by many graduate schools, and by some employers and undergraduate schools. Before enrolling for courses on a credit/no-credit basis consider what effect it may have upon your career goals.

Students should consult with the chief **lead** departmental adviser of their department of major with

regard to questions pertaining to courses that may be taken on a credit/no-credit basis.

All students not on academic probation may register for courses on a credit/no-credit basis, except as noted below. Eligible students may enroll in any course on a credit/no-credit basis excepting courses used to meet department field of concentration and major requirements and the core courses at the Miami University Dolibois European Center. However, departments may specify field of concentration and major requirements that can be met with "credit" in a specified course. Registration in a course on a credit/no-credit basis requires the permission of the instructor except in Miami Plan courses.

No more than 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis. Freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for 12 hours for grades. During the summer term, freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for four semester hours for grades. If at any time during the semester, a student drops below 12 hours for grades (four hours for the summer term), the credit/no-credit status will be removed. Courses offered only on a credit/no-credit basis are not factored in. Sophomores, juniors, and seniors may register for one or more courses per semester on a credit/no-credit basis. Students may not enroll on a credit/no-credit basis in any course in which they have previously earned credit. A student may not enroll for grade in any course for which they have received "credit" on a credit/no-credit basis. The grade "CR1" designates credit earned for C or better quality coursework. The grade "CR2" designates credit earned for C- through D- quality coursework. The grade "NCR" designates no credit earned for a failing grade of F.

The instructor will report the standard letter grade, which converts to the respective credit/no credit grade and is recorded on the academic record. Courses taken on a credit/no-credit basis are disregarded in the computation of grade point averages. A course can be changed from credit/no-credit to letter grade or from letter grade to credit/no-credit during the first 20 percent of the course (see the academic calendar).

Auditing Courses

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. Full fees are assessed for auditing a course. A course can be changed from credit to audit or audit to credit during the first 60 percent of the course (see the academic calendar).

Registering for Classes at Other Miami Campuses

Registering for Classes at Other Miami Campuses

Regional campus students may take classes at any regional campus. In order to register for class(es) on the Oxford campus, regional campus students must obtain special permission from their regional campus advising office.

Oxford campus students may take classes at Hamilton, Middletown, and Voice of America Learning Center generally without special permission.

Permission To Take a Class at Another Miami University Campus

Students admitted to Miami University Regionals may apply to either fully relocate, or to be permitted to register for an Oxford course with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). At least one fall or spring semester must be completed on a regional campus.

Winter term grades are not posted until after spring semester begins. Therefore, winter term does not count towards spring relocation or permission to register at Oxford. Likewise, spring semester grades are not posted until after the summer term begins, prohibiting Regional campus students from taking Oxford full term or sprint classes which start the first day of Summer Term.

In addition to meeting the minimum qualifications, Regional campus students must complete the steps for the required relocation or the permission to register in order to have access to register for Oxford classes. These requirements will be verified by the start of the approved term by the Regional Director of Enrollment Operations and the Regional Director of Advising. Students wishing to relocate or take an Oxford class with exceptions to these requirements must contact the Oxford campus divisional office in consultation with the student's regionals campus advising office.

Oxford students wishing to change their campus to the Regionals, must submit the CHANGE OF CAMPUS FORM. (see [Registration](#) or [Taking Courses on Another Miami Campus](#), [Change of Campus Form and Permission to Register Form](#))

~~Pathways Program Students~~

~~First-year students in the Miami University Pathways Program are admitted to the Regionals but will live on the Oxford campus in the Pathways Living and Learning Community for fall semester while enrolled full-time in Miami courses, with a majority of the credits at the Regionals. Pathways students must fully relocate to the Oxford campus upon completion of their first semester. Relocation will be granted to students with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). Winter term courses~~

do not count toward relocation criteria for the following spring since grades are not posted until after the start of the semester.

Relocation for Pathways students follows the same process already established and outlined in the university policy library under "[Permission To Take a Class at Another Miami University Campus.](#)"

Students who do not meet the minimum criteria for relocation may petition for an exception, based on documentable extenuating circumstances.

Enrollment and Registration

Scope: Undergraduate Students are covered by this policy.

[Policy library link: <https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/registration-undergraduate.html>]

Policy

Credit Hour Loads

A full-time undergraduate student must be actively enrolled in a semester or term for at least 12 credit hours of academic work and shall be subject to all the rules, regulations, and fees governing regular Miami University students. ~~A full-time graduate student must be actively enrolled in a semester or term for at least 9 credit hours of academic work in a semester.~~ Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

A part-time undergraduate student, i.e., carrying fewer than 12 credit hours in any semester or term, must be a resident of Oxford or must commute from his or her home.

The maximum credit-hour limit for an undergraduate student is based upon courses taken at all locations of Miami University and is limited to ~~20~~ 18 credit hours in a fall or spring semester. Students should consult the overload fee webpage (<https://miamioh.edu/onestop/costs/explanation-of-fees/overload-fee.html>) before requesting permission to take more than 18 credit hours.

The credit-hour limit for summer term is 16 credit hours, for the six-week summer sprints 8 credit hours, and 1.3 credit hours per week for overlapping sprints. The credit-hour limit for the winter term is 6 credit hours. A student who wishes to exceed the maximum credit-hour limits must obtain permission from the academic dean of the student's academic division.

Full-time enrollment at the John E. Dolibois European Center during fall or spring semester is ~~15~~ 16 credit hours; specific program rules apply for winter or summer term. In some cases and after a process of appeal a student may be permitted to drop below 16 credit hours, though not below 12, with the exception of winter or summer term.

Academic Advising

Assignment to Advisors

Advisor assignments can be viewed on MyMiami under the student tab. Advisors are assigned based upon a student's campus, class and major.

Function of the Academic Advisor

Divisional, and faculty advisors are responsible for providing individual consultation and advice to students assigned to them. Advisors are expected to be familiar with academic regulations and programs, but each individual student is responsible for meeting University, division, and department requirements.

Advising Documents

Each student has access to publications and documents through University websites in which are listed the requirements in the Miami Plan and in the curriculum in which the student is enrolled. A degree audit report is available to each student to assist the student in advising and monitoring his or her progress toward the completion of requirements for a particular program of study and/or a final graduation check.

Regional Campuses

Each first-year student upon admission to a regional campus is assigned an academic advisor who is available for information and counsel concerning any academic problem a student may encounter. It is also recommended that students who have completed their first and second years at the regional campuses and intend to relocate to the Oxford campus should plan the completion of their programs with advisors on the Oxford campus in conjunction with their advisors at the regional campus.

Registration Procedures

After conferring with an advisor on the selection of courses, the student completes registration through ~~BannerWeb~~ and by payment of fees. If a student's registration is cancelled for nonpayment, and the student subsequently clears all required tuition and fees during the term, the student may re-register by submitting appropriately signed change of schedule forms at the One Stop. All registration activity follows percentage-based deadlines. Deadline dates are therefore dependent upon the length of the course within a full semester or term or sprint part of semester or term. Students should refer to the Academic Calendar for specific academic deadline dates. Refunds follow University policy, also on the OneStop website.

Students are responsible for class registration, payment, and attendance. No student shall be admitted to or receive credit for a course in which he or she is not properly registered and paid. Registration must be completed following the policies listed here. Authority to extend this deadline is vested in the Office of the University Registrar.

Changes of Registration

Course registration may only be changed in the prescribed time stated in a student's registration time ticket and the University academic calendar. No change is official until the registration transaction is reflected in the student registration system.

Adding a Course

Students may add full semester/term courses via Bannerweb through the third day of the semester/term (including weekends/holidays). After Bannerweb self-service registration closes, students may be added by department/instructor authorization through the close of business on the fifth day of the semester/term (including weekends/holidays). Students may add sprint courses via Bannerweb, or be added by department/instructor authorization, through the second day of the sprint part of term.

Students may add a summer or winter term course through the first day of the term.

Independent work permits must be submitted prior to or during the first week of the semester to be assigned a full semester, summer or winter term course. Those permits submitted after the first week will be assigned the next available sprint part of term in which the work is to be completed.

During the add period, A department/instructor may refuse to accept a student if, in the instructor's judgment, too much subject matter has already been covered. Departments or programs may choose to approve the student action in addition to or in place of the course instructor.

Dropping a Course

Dropping a course is a formal administrative procedure; merely ceasing to attend class is not the same as dropping a course and does not void academic or financial responsibility. Students may drop a course during the first three full-term days of each semester or term (including weekends and holidays) or the first two days of any sprint part of semester or term (including weekends and holidays) without the instructor being notified that the student dropped the course.

Following the first three full-term days of each semester or term or the first two days of any sprint part of semester or term, the student must contact the instructor about dropping the course. The instructor shall drop the student from the course using the on-line course-drop process, and the student and instructor will be notified via email once the drop is processed. A student may drop a course up to the first 20 percent of the course with no grade or other designation appearing on the student's official record. Students should refer to the [Academic Calendar](#) for specific academic deadline dates.

Before dropping a course, a student is encouraged to consult with the instructor. Students are also strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full-time or to a lesser increment of part-time.

A student may drop a course after the first 20 percent of the course and, ordinarily, before the end of 60 percent of the course. A grade of W will appear on the student's official record. A grade of W is not calculated in the student's grade point average and credit hours graded with W do not count in

enrollment status. Refunds follow University policy, available via the [OneStop](#) website. Students should refer to the [Academic Calendar](#) for specific academic deadline dates. Students are strongly encouraged to contact their lenders and insurance agents to determine continued eligibility for loan deferments and insurance coverage before taking an action that will change their enrollment status to less than full time.

1. After the first 20 percent of a course through the end of the first 60 percent, a student may drop a course with a signature of acknowledgement from the instructor.
2. After 60 percent of the course is complete, a student may no longer drop a course, unless a petition is approved by the Interdivisional Committee of Advisors. The petition must include the signatures of the course instructor and the student's academic or divisional advisor. 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 to drop the course is approved, the student will be dropped 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 policy "Grades and Scholarship" section "Exceptions for Scholastic Regulations").
3. Only in rare circumstances will a petition to drop from a course after 60 percent of the course is complete be approved for reasons of academic performance alone.
4. When possible, a student should continue to attend class until the Interdivisional Committee of Advisors has acted on his or her petition. Non-attendance does not void academic or financial responsibility or a grade of F.

If a student is found responsible for academic dishonesty in a class and drops 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 academic record.

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](#) 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.

1. 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.
2. 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.
3. After the official withdrawal deadline as passed, a student may submit a petition to the Interdivisional Committee of Advisors 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.

Medical Withdrawal

For information related to a medical withdrawal, information is available on the [Division of Student Life](#) website.

Military Withdrawal

If a student obtains a military withdrawal, the provisions of the [Policy for the Enrolled Students Who Are Called to Active Duty in the Armed Services](#) section apply.

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.

Change of Major

A student may initiate a transfer from one academic division of the University to another by obtaining a divisional transfer form signed by the dean of the student's present division and by the dean of the accepting division. The form will then be forwarded to the Office of the University Registrar by the accepting division.

A student may change his or her major at any time during the semester. The student should contact the divisional advising office of the major in which he or she wishes to declare to identify the process and confirm signatures needed. A regional campus student should initiate this process with the advising office of his or her respective campus.

Proficiency Examinations

Successful completion of the proficiency examination results in academic credit earned at Miami University. Students may obtain credit by examination in subject areas in which they have had adequate preparation. Students may take proficiency examinations during any semester or term in which they are enrolled for coursework or provided they have been accepted for enrollment in the University and will be registered. To be approved for such an examination, the student must satisfy the department that he or she has a reasonable chance of passing it. Proficiency examinations are given with approval of the department chair and the dean of the division in which the course is offered. Final approval to take any proficiency examination is given by the academic department in which the subject is taught. Each academic department determines whether or not proficiency examinations may be taken in its courses and is responsible for preparing, administering, scoring, and reporting the results of these examinations.

Credit in the amount normally allowed in a course is granted for successfully completed examinations. Proficiency examinations may not be used to determine an equivalency for or validate accepted transfer credit. Proficiency examinations may not be used to validate otherwise unacceptable credit, except that credit from unaccredited institutions may be so validated. The proficiency examination shall not be used as a means of circumventing any academic regulation. Fees are charged for the examination and include the first credit hour if passed, additional fees are charged for each additional credit hour. Credit earned by taking proficiency examinations administered by an academic department is traditional credit and will not be counted in the admissible hours of nontraditional credit and will not be calculated in the grade point average. Posted proficiency examination credit will not be removed.

Credit/No-Credit Courses

Credit/No-Credit Courses

Warning: Nationwide studies have shown that credit/no-credit grades on your academic record may be a negative factor in evaluation of your application for admission or employment by most professional schools (law, medicine, etc.), by many graduate schools, and by some employers and undergraduate schools. Before enrolling for courses on a credit/no-credit basis consider what effect it may have upon your career goals.

Students should consult with the chief **lead** departmental adviser of their department of major with

regard to questions pertaining to courses that may be taken on a credit/no-credit basis.

All students not on academic probation may register for courses on a credit/no-credit basis, except as noted below. Eligible students may enroll in any course on a credit/no-credit basis excepting courses used to meet department field of concentration and major requirements and the core courses at the Miami University Dolibois European Center. However, departments may specify field of concentration and major requirements that can be met with "credit" in a specified course. Registration in a course on a credit/no-credit basis requires the permission of the instructor except in Miami Plan courses.

No more than 10 percent of the total credit hours earned at Miami University may be earned in courses taken on a credit/no-credit basis. Freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for 12 hours for grades. During the summer term, freshmen may register for courses on a credit/no-credit basis providing they are concurrently enrolled for four semester hours for grades. If at any time during the semester, a student drops below 12 hours for grades (four hours for the summer term), the credit/no-credit status will be removed. Courses offered only on a credit/no-credit basis are not factored in. Sophomores, juniors, and seniors may register for one or more courses per semester on a credit/no-credit basis. Students may not enroll on a credit/no-credit basis in any course in which they have previously earned credit. A student may not enroll for grade in any course for which they have received "credit" on a credit/no-credit basis. The grade "CR1" designates credit earned for C or better quality coursework. The grade "CR2" designates credit earned for C- through D- quality coursework. The grade "NCR" designates no credit earned for a failing grade of F.

The instructor will report the standard letter grade, which converts to the respective credit/no credit grade and is recorded on the academic record. Courses taken on a credit/no-credit basis are disregarded in the computation of grade point averages. A course can be changed from credit/no-credit to letter grade or from letter grade to credit/no-credit during the first 20 percent of the course (see the academic calendar).

Auditing Courses

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. Full fees are assessed for auditing a course. A course can be changed from credit to audit or audit to credit during the first 60 percent of the course (see the academic calendar).

Registering for Classes at Other Miami Campuses

Registering for Classes at Other Miami Campuses

Regional campus students may take classes at any regional campus. In order to register for class(es) on the Oxford campus, regional campus students must obtain special permission from their regional campus advising office.

Oxford campus students may take classes at Hamilton, Middletown, and Voice of America Learning Center generally without special permission.

Permission To Take a Class at Another Miami University Campus

Students admitted to Miami University Regionals may apply to either fully relocate, or to be permitted to register for an Oxford course with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). At least one fall or spring semester must be completed on a regional campus.

Winter term grades are not posted until after spring semester begins. Therefore, winter term does not count towards spring relocation or permission to register at Oxford. Likewise, spring semester grades are not posted until after the summer term begins, prohibiting Regional campus students from taking Oxford full term or sprint classes which start the first day of Summer Term.

In addition to meeting the minimum qualifications, Regional campus students must complete the steps for the required relocation or the permission to register in order to have access to register for Oxford classes. These requirements will be verified by the start of the approved term by the Regional Director of Enrollment Operations and the Regional Director of Advising. Students wishing to relocate or take an Oxford class with exceptions to these requirements must contact the Oxford campus divisional office in consultation with the student's regionals campus advising office.

Oxford students wishing to change their campus to the Regionals, must submit the CHANGE OF CAMPUS FORM. (see [Registration](#) or [Taking Courses on Another Miami Campus](#), [Change of Campus Form and Permission to Register Form](#))

~~Pathways Program Students~~

~~First-year students in the Miami University Pathways Program are admitted to the Regionals but will live on the Oxford campus in the Pathways Living and Learning Community for fall semester while enrolled full-time in Miami courses, with a majority of the credits at the Regionals. Pathways students must fully relocate to the Oxford campus upon completion of their first semester. Relocation will be granted to students with at least a 2.00 cumulative grade point average, an acceptable conduct record, and after earning at least 16 hours of graded Miami University college-level course work (not including developmental 00_classes, CLEP, AP and College Credit Plus credit). Winter term courses~~

do not count toward relocation criteria for the following spring since grades are not posted until after the start of the semester.

Relocation for Pathways students follows the same process already established and outlined in the university policy library under "[Permission To Take a Class at Another Miami University Campus.](#)"

Students who do not meet the minimum criteria for relocation may petition for an exception, based on documentable extenuating circumstances.

SR 26-09
Sense of the Senate Resolution
We Commit to Continue Putting Students First
May 04, 2026

Senators sponsoring: Cathy Wagner, Kevin Bush, Mary Jean Corbett, Rodney Coates, Darrel Davis, Tracy Haynes, Tom Poetter

RESOLVED: Miami University Senate pledges to continue putting all students and education first.

We believe in the promise of post-secondary education as a pathway to a better life and a foundation for a free society.

Therefore, we pledge ourselves to the following “students first” commitments:

That censorship has no place on a college campus. We pledge to do all we can to stand firm against federal or state dictates that would undermine research, teaching, shared governance, or academic freedom at our colleges and universities. No one should be punished for what they study, write, or say on our campuses.

That education is a right, not a privilege. We pledge to support efforts to make college affordable, accessible, and relevant to all people — including building access to debt-free education for students from lower-income families. Degree and non-degree courses should prepare students for meaningful work and fulfilling lives without burdening them with excessive debt;

That diverse thinking leads to excellence in all fields of endeavor. We pledge to do all we can to invest in and strengthen initiatives that honor differences, that protect students of all backgrounds, and that make our campuses safe and vibrant;

That everyone should feel safe on our campuses. We pledge to maintain a secure environment for all, welcoming all members of the community to participate fully and without fear in university life. We pledge to protect all personal data and ensure our campus remains free from disruptions. We welcome international students for what they can teach us about the world beyond borders;

That scientific research saves lives. We pledge to oppose federal and state cuts to research that improves our health, grows our local economies, and drives innovation. Student participation in these research projects is critical to their intellectual development and to the health of our state and nation, now and in the future;

That we must stand together and remain engaged. We pledge to remain vigilant, and to defend all of the freedoms afforded to universities and those who participate in them as vital parts of a thriving democratic republic, whose community members will always stand for justice, freedom, equality, and education for all.

S.Rec 26-18

On the Changes to the Undergraduate & Graduate Grades and Scholarship Policy
May 4, 2026

BE IT HEREBY KNOWN that the University Senate, after thoughtful consideration, reflection, and discussion has elected to RECOMMEND the Undergraduate and Graduate Grades and Scholarship Policy following the deliberation and recommendation of the University Registrar and Office of the Provost.

Memorandum

TO: Academic Policy Committee
FROM: Ted Peters, Assistant Vice President and University Registrar
RE: Grades and Scholarship: Proposed Revisions and Rationale
DATE: April 13, 2026

Overview

There are currently over 3300 "S" and "U" grades going back to the 1999-2000 academic year. These are not final grades, but placeholders for when a student has not finished all the work in a course. With the advent of the non-punitive incomplete ("IU" / "IG") grades to give students time to finish their work and earn a final grade or automatically rolling to an "F" after a specified length of time, these old temporary grades are no longer necessary.

Policies:

Undergraduate students: [Grades and Scholarship](#)

Graduate students: [Grades and Scholarship](#)

*Only the undergraduate policy is shown on the proposed revision and original pages, but the grade table are identical between the two policies.

Modification 1:

Retire the use of Satisfactory ("S") and Unsatisfactory ("U") temporary grades; faculty can use an Incomplete ("IU") grade if the student has not completed the coursework.

Current:

S

Satisfactory Progress; carries no credit points and not included in the calculation of grade point average; (used for courses in research, independent reading, special topics courses, thesis hours, dissertation hours, and undergraduate honors); changes to a final grade when the project is completed.

U

Unsatisfactory progress; carries no credit points; not included in the calculation of grade point average; (also used for special projects as above); changes to a final grade when the project is completed.

Revised:

S

Satisfactory Progress; carries no credit points and not included in the calculation of grade point average; ~~(used for courses in research, independent reading, special topics courses,~~

~~thesis hours, dissertation hours, and undergraduate honors);~~ changes to a final grade when the project is completed; (retired Summer 2026).

U

Unsatisfactory progress; carries no credit points; not included in the calculation of grade point average; ~~(also used for special projects as above);~~ changes to a final grade when the project is completed; (retired Summer 2026).

Modification 2:

COAD requested the correction of one of the division's names.

Current:

Grade Point Averages

Division	President's List	Dean's List
Arts and Science	4.00	3.70
Creative Arts	4.00	3.70
Education, Health and Society	4.00	3.80
Engineering and Computing	4.00	3.60
Farmer School of Business	3.95	3.60
Professional Studies and Applied Sciences	4.00	3.60

Revised:

Grade Point Averages

Division	President's List	Dean's List
Arts and Science	4.00	3.70
Creative Arts	4.00	3.70
Education, Health and Society	4.00	3.80
Engineering and Computing	4.00	3.60
Farmer School of Business	3.95	3.60
Professional Studies Liberal Arts and Applied Science s	4.00	3.60

Proposed Revision

Grades and Scholarship

Scope: Undergraduate Students are covered by this policy.

[<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/grades-and-scholarship-undergrad.html>]

Policy

Grades

Grades for all students are reported to the Office of the University Registrar. Grade submission deadlines and dates by which grades are viewable are listed on the academic calendar [Academic Calendar](#)).

Standard Letter Grade	Grades Points Per Semester Hour
A+	4.00
A (Excellent)	4.00
A-	3.70
B+	3.30
B (Good)	3.00
B-	2.70
C+	2.30
C (Satisfactory)	2.00
C-	1.70
D+	1.30
D (Poor)	1.00
D-	0.70

F (Failure)

0.00

If a student is found responsible of academic dishonesty, and the resulting sanction is failure for the course, a notation of academic dishonesty will appear directly beneath the class on the academic record. (See policy "Academic Integrity")

Other grade symbols include:

Symbol or
Abbreviation

Meaning

ADF

Academic Dishonesty - Failed. Denotes a sanction of failure in a course due to Academic Dishonesty. Calculates as an F in grade point average.

ADY

Academic Dishonesty - No Credit. Denotes a sanction of failure in a course due to Academic Dishonesty. Does not calculate in the grade point average (no credit).

CR1

Credit in an undergraduate course taken credit/no-credit in which a grade of C or better is earned, or in a graduate course in which a grade of B or better is earned. Not included in the calculation of grade point averages. (Effective Fall 2022)

CR2

Credit in an undergraduate course taken credit/no-credit in which a grade of C- through D- is earned; not included in the calculation of grade point averages. Not applicable to graduate coursework. (Effective fall 2022)

I

Incomplete; calculates as an F in grade point average (retired).

IG or IGY

Incomplete; work at the graduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IG" will convert to a grade of F. The "IGY" will convert to Y (no credit).

IU or IUY

Incomplete work at the undergraduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IU" will convert to a grade of F. The "IUY" will convert to Y (no credit).

L

Audit; not included in enrollment status hours; not included in calculation of grade point average.

N

No grade submitted by the instructor; not included in the calculation of grade point average.

NCR

No credit in an undergraduate course in which a grade of F is earned, or in a graduate course in which a grade of B- or less is earned. Not included in the calculation of grade point averages. (Effective Fall 2022)

P

Passing; carries no credit points (used for student teaching, thesis hours, dissertation hours).

Q

Course grades preceded by Q indicate the Fresh Start policy has been applied.

S

Satisfactory Progress; carries no credit points and not included in the calculation of grade point average; ~~(used for courses in research, independent reading, special topics courses, thesis hours, dissertation hours, and undergraduate honors)~~; changes to a final grade when the project is completed; (retired Summer 2026)

U

Unsatisfactory progress; carries no credit points; not included in the calculation of grade point average; ~~(also used for special projects as above)~~; changes to a final grade when the project is completed; (retired Summer 2026).

W	Withdrawal; assigned to a student who officially withdraws from the University or from a course; carries no credit points; is not included in the calculation of grade point average.
WP	Withdrawal passing; (retired).
WF	Withdrawal failing; (retired).
X	Credit in a course taken credit/no-credit in which a grade of D- or better is earned in an undergraduate course or in which a grade of B is earned in a graduate course; carries no credit points; not included in the calculation of grade point average. (Retired Fall 2022)
Y	No credit in a course taken credit/no-credit in which a grade of F is earned in an undergraduate course or in which a grade of B- or less was earned in a graduate course; carries no credit points; not included in the calculation of grade point average. (Retired Fall 2022)
Z	Course grades preceded by Z indicate the Fresh Start policy has been applied; (retired).

Midterm Progress Reports

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

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

Change of Grade and Removal of Grade of Incomplete

Change of Grade

A final grade once reported may be changed only upon recommendation of the instructor with the approval of the dean of the academic division. It is the right of any student to consult with the instructor concerning the instructor's evaluation of the student's performance in a particular course. If such consultation does not satisfy the student, it is the student's right to confer with the department

chair of the instructor concerned. Further appeal procedures are described in the [Academic Responsibilities and Academic Grievance Policy](#).

Removal of Grade of Incomplete

Until removed, a grade of Incomplete will remain as an "I" and be calculated as an F. Grades of IG, IGY, IU, and IUY will not be calculated in grade point averages. A change of a grade of Incomplete requires only the instructor's signature. A grade of Incomplete not removed by either of the options below will be changed to an F on the last day of classes of the following semester, excluding summer or winter term for undergraduate students and winter term for graduate students. If more than one instance of the same course has a grade of Incomplete, a change of grade only applies to one instance.

Options for removal of I, IG, IGY, IU, and IUY are as follows:

Completing the course requirements

This must be done by the last day of classes of the next semester, excluding summer or winter term for undergraduate students and winter term for graduate students. A grade of Incomplete may be removed during periods of non-enrollment including academic suspension and dismissal (see the section of this policy titled "*Restrictions for Students under Academic Suspension or Dismissal*"). A grade of Incomplete may not be removed during periods of non-academic suspension or non-academic dismissal.

Repeating the course

If, in the instructor's judgment, repeating the course is the most suitable action for completing the requirements of the course, the student may repeat the course. The course must be taken for letter grade. Once the course has been completed, the grade of Incomplete will remain on the record but taken out of the calculation of grade point averages. This arrangement must be reported to the Office of the University Registrar in writing prior to enrolling in the course for the second time. If not reported, the student must petition the Interdivisional Committee of Advisors.

Graduating Students

Grades of Incomplete for a graduating student must be satisfactorily resolved by the conclusion of end-of-semester/term processing for the student's date of graduation, approximately 30 days after the date of graduation. If not satisfactorily resolved, the grade of Incomplete will be administratively converted to the grade of F.

Academic Action and Incomplete Grades

When there has been no instructor grade change by the last class day of the semester or term, excluding summer or winter term for undergraduate students and winter term for graduate students, following the assignment of the grade of Incomplete, the grade of Incomplete is administratively changed to the grade of F and calculates in the semester or term and cumulative grade point averages. Grade point average calculations occur at the conclusion of each semester or term and are

recalculated for the semester or term in which the grade of Incomplete was awarded. Academic actions (warning, probation, suspension, and dismissal) for the semester or term in which the grade of Incomplete was awarded will not be assessed.

Computation of Averages and Definition of Earned Hours, Attempted Hours, and Grade Point Average Hours, President's and Dean's Lists

Earned Hours

Earned hours are credit hours for courses passed at Miami University and credit hours accepted in transfer from other institutions or sources.

Attempted Hours

Attempted hours are credit hours attempted in any course taken at Miami University.

Grade Point Average Hours

Grade point average hours are hours in courses taken at Miami University receiving standard letter grades including grades of the incomplete grade of "I". Grade point average hours do not include transfer hours, AP/CLEP hours, pass/fail, credit/no credit, audit, proficiency credit, English portfolio, or standard letter-grade course hours dropped with a W. Grade point average hours are the only hours included in the computation of semester and cumulative averages and in determining academic actions.

Semester or Term Average

A student's average for any semester or term is computed by dividing the student's total credit points for that semester by the number of grade point average hours attempted.

Cumulative Hours

A student's cumulative average is computed by dividing the total Miami grade points by the total number of grade point average hours at Miami, treating Incompletes as stated above.

Truncating Grade Point Averages

Grade point averages are truncated to the second decimal point (e.g., 2.856 to 2.85).

President's and Dean's List

The President's List recognizes the top three percent of undergraduate students within each division registered for 12 or more credit hours attempted for grades (A+ through F) in a semester or term (excluding winter term). The Dean's Lists recognize the next 17 percent of undergraduate students within each division registered for 12 or more hours attempted for grades (A+ through F) in a semester or term (excluding winter term).

Students within each academic division must achieve the following grade point averages:

Division	President's List	Dean's List
Arts and Science	4.00	3.70
Creative Arts	4.00	3.70
Education, Health and Society	4.00	3.80
Engineering and Computing	4.00	3.60
Farmer School of Business	3.95	3.60
Professional Studies Liberal Arts and Applied Sciences	4.00	3.60

The grade point standards used for the President's and the Dean's Lists approximate the average grade point average of the highest three percent of students in each academic division and the next 17 percent of students in each academic division, respectively, for the past three years. These criteria will remain unchanged.

Note: Undergraduate students in non-degree programs who meet these same criteria will be included in the College of Arts and Science divisional calculations.

Two weeks after the grade submission deadline the University Registrar's Office provides a list of eligible students to Miami University's News and Communications Office for the purpose of notifying the student's hometown newspaper. Note that a confidentiality hold on a student's record will prevent his or her name from being published in the hometown newspaper or on the Miami University website. Eligibility resulting from a grade change which occurs after the two week period will be noted on the student's academic record and transcript but will not be communicated to the student's hometown newspaper.

Scholastic Regulations

Academic Actions

Academic actions are defined as academic warning; removal of academic warning; academic probation; removal of academic probation; academic suspension; and academic dismissal. Academic actions occur on the basis of semester or term and/or cumulative grade point averages as computed by the Office of the University Registrar at the end of a semester or term. Academic actions will be taken on any student regardless of the number of hours taken in any semester or term with suspension and dismissal exclusions as noted below. Good academic standing is defined as

maintaining a minimum 2.00 cumulative grade point average. Students on academic warning are also considered to be in good academic standing.

Student Classification for Academic Action Purposes

All Miami grade point average hours recorded on the academic record are considered in the classification of a student for academic action.

Academic Warning

An undergraduate student who earns a grade point average less than 2.00 during his/her first semester or term will be placed on academic warning at the end of the semester or term. Excluding a student's first semester or term, in all subsequent semesters/terms an undergraduate student with fewer than 16 cumulative grade point average hours who earns a cumulative grade point average less than 2.00 is placed or continued on academic warning.

Removal of Academic Warning

If an undergraduate student has a cumulative grade point average of 2.00 or better, the student is removed from academic warning at the end of the semester or term.

Academic Probation

An undergraduate student with 16 or more cumulative Miami grade point average hours is placed on academic probation at the end of any semester or term in which his/her cumulative grade point average is less than 2.00.

Removal of Academic Probation

If an undergraduate student has a cumulative grade point average of 2.00 or better, the student shall be removed from academic probation at the end of the semester or term.

Continuation on Academic Probation

An undergraduate student with 16-29 Miami grade point average hours who is on academic probation and who has a cumulative grade point average of less than 2.00 is continued on academic probation. An undergraduate student with 30 or more Miami grade point average hours who is on academic probation and who has a grade point average for a semester or term of 2.00 or better, but has a cumulative grade point average of less than 2.00, is continued on academic probation.

Academic Suspension

An undergraduate student with 30 or more Miami grade point average hours who is on academic probation will be suspended if his/her grade point average for a semester or term is less than 2.00. The period of suspension is two consecutive semesters or terms. Winter term is excluded as a term on which suspension can be applied or satisfied. (*See the section of this policy titled "Re-enrollment after Academic Suspension or Dismissal"*).

Academic Dismissal

Failure to meet academic standards after academic suspension results in academic dismissal. The period of academic dismissal is usually considered a permanent action, but a student may petition for readmission after a two-year absence. Winter term is excluded as a term on which dismissal can be applied or satisfied. (*See the section of this policy titled "Re-enrollment after Academic Suspension or Dismissal"*).

Exceptions to Scholastic Regulations

Undergraduate Students

Interdivisional Committee of Advisors. The Office of the Provost provides University-wide supervision of the system of academic advising in collaboration with the Undergraduate Academic Advising Council. The Interdivisional Committee of Advisors takes action on matters requiring exceptions to the academic regulations of the University at the undergraduate student level. Neither the Interdivisional Committee of Advisors nor Graduate Council can provide exceptions to state or federal law. (*See policy "Class Attendance" section "The Miami University John E. Dolibois European Center [MUDEC] Attendance Policies"*).

Membership

Permanent Membership

One (1) appointed as the Chair by the Provost, votes only in the event of a tie vote by members attending; six (6) representatives, one from each of the six undergraduate academic divisions, appointed by the deans of the divisions; and one (1) representative from the Student Life, appointed by the Dean of Students, and one (1) non-voting, ex officio representative - the Assistant Dean of Students.

Rotating Membership (each to serve three-year rotating terms)

Faculty representing three divisions, appointed by the dean of the division: One (1) from College of Arts and Science, with three-year terms by social science, natural science and humanities; and two (2), from separate divisions and with rotating terms, from Farmer School of Business, College of Engineering and Computing, College of Education, Health, and Society, College of Creative Arts, College of Liberal Arts and Applied Science. Terms will begin effective the first day of the fall semester.

Procedures for Petitioning. An undergraduate student may petition for an exception to any of the University's academic regulations. Students initiate petitions by contacting the divisional advising office at their respective campus.

Petitions are initially heard by a committee of advisors/faculty within the academic division. The recommendations from these divisional committees are then forwarded to and reviewed and acted upon by the Interdivisional Committee of Advisors, which has the authority to refuse to consider, to

table, to reverse, or to affirm the recommendation.

Graduate Students

Graduate students' matters are addressed by the Graduate Council. Consult the *Graduate Student Handbook* for petitioning procedures. Neither the Interdivisional Committee of Advisors nor Graduate Council can provide exceptions to state or federal law.

Restrictions for Students under Academic Suspension or Dismissal

A student under academic suspension or dismissal from Miami University may neither register for credit nor audit courses during the period of his or her suspension or dismissal on any campus of Miami University. Credit earned elsewhere (e.g., transfer credit, Advanced Placement, CLEP) during the term of academic suspension or academic dismissal will be accepted. In addition, refer to the "Admission" policy regarding re-enrollment.

Re-enrollment after Academic Suspension or Dismissal

Academic Suspension

A student placed on academic suspension for low scholarship is eligible for re-enrollment on academic probation after at least two consecutive semesters or terms (including summer) have elapsed. Winter term does not count in the computation of a consecutive term. Students requesting housing must first check with the appropriate office; and, if academic facilities are available, re-enrollment will normally be approved providing application for re-enrollment is submitted at least 30 days prior to the beginning of the semester or term in which the student intends to enroll.

Dismissal

A student dismissed for low scholarship may petition for re-enrollment after two calendar years have elapsed, beginning with the start of the next semester or term. The petition should be presented to the Committee of Advisors in the student's academic division for a recommendation; it will be forwarded to the Interdivisional Committee of Advisors for action.

Original

Grades and Scholarship

Scope: Undergraduate Students are covered by this policy.

[<https://miamioh.edu/policy-library/students/undergraduate/academic-regulations/grades-and-scholarship-undergrad.html>]

Policy

Grades

Grades for all students are reported to the Office of the University Registrar. Grade submission deadlines and dates by which grades are viewable are listed on the academic calendar [Academic Calendar](#)).

Standard Letter Grade	Grades Points Per Semester Hour
A+	4.00
A (Excellent)	4.00
A-	3.70
B+	3.30
B (Good)	3.00
B-	2.70
C+	2.30
C (Satisfactory)	2.00
C-	1.70
D+	1.30
D (Poor)	1.00
D-	0.70

F (Failure)

0.00

If a student is found responsible of academic dishonesty, and the resulting sanction is failure for the course, a notation of academic dishonesty will appear directly beneath the class on the academic record. (See policy "Academic Integrity")

Other grade symbols include:

Symbol or
Abbreviation

Meaning

ADF

Academic Dishonesty - Failed. Denotes a sanction of failure in a course due to Academic Dishonesty. Calculates as an F in grade point average.

ADY

Academic Dishonesty - No Credit. Denotes a sanction of failure in a course due to Academic Dishonesty. Does not calculate in the grade point average (no credit).

CR1

Credit in an undergraduate course taken credit/no-credit in which a grade of C or better is earned, or in a graduate course in which a grade of B or better is earned. Not included in the calculation of grade point averages. (Effective Fall 2022)

CR2

Credit in an undergraduate course taken credit/no-credit in which a grade of C- through D- is earned; not included in the calculation of grade point averages. Not applicable to graduate coursework. (Effective fall 2022)

I

Incomplete; calculates as an F in grade point average (retired).

IG or IGY

Incomplete; work at the graduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IG" will convert to a grade of F. The "IGY" will convert to Y (no credit).

IU or IUY	Incomplete work at the undergraduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IU" will convert to a grade of F. The "IUY" will convert to Y (no credit).
L	Audit; not included in enrollment status hours; not included in calculation of grade point average.
N	No grade submitted by the instructor; not included in the calculation of grade point average.
NCR	No credit in an undergraduate course in which a grade of F is earned, or in a graduate course in which a grade of B- or less is earned. Not included in the calculation of grade point averages. (Effective Fall 2022)
P	Passing; carries no credit points (used for student teaching, thesis hours, dissertation hours).
Q	Course grades preceded by Q indicate the Fresh Start policy has been applied.
S	Satisfactory Progress; carries no credit points and not included in the calculation of grade point average; (used for courses in research, independent reading, special topics courses, thesis hours, dissertation hours, and undergraduate honors); changes to a final grade when the project is completed.
U	Unsatisfactory progress; carries no credit points; not included in the calculation of grade point average; (also used for special projects as above); changes to a final grade when the project is completed.
W	Withdrawal; assigned to a student who officially withdraws from the University or from a course; carries no credit points; is not included in the calculation of grade point average.

WP	Withdrawal passing; (retired).
WF	Withdrawal failing; (retired).
X	Credit in a course taken credit/no-credit in which a grade of D- or better is earned in an undergraduate course or in which a grade of B is earned in a graduate course; carries no credit points; not included in the calculation of grade point average. (Retired Fall 2022)
Y	No credit in a course taken credit/no-credit in which a grade of F is earned in an undergraduate course or in which a grade of B- or less was earned in a graduate course; carries no credit points; not included in the calculation of grade point average. (Retired Fall 2022)
Z	Course grades preceded by Z indicate the Fresh Start policy has been applied; (retired).

Midterm Progress Reports

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

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

Change of Grade and Removal of Grade of Incomplete

Change of Grade

A final grade once reported may be changed only upon recommendation of the instructor with the approval of the dean of the academic division. It is the right of any student to consult with the instructor concerning the instructor's evaluation of the student's performance in a particular course. If such consultation does not satisfy the student, it is the student's right to confer with the department chair of the instructor concerned. Further appeal procedures are described in the [Academic Responsibilities and Academic Grievance Policy](#).

Removal of Grade of Incomplete

Until removed, a grade of Incomplete will remain as an "I" and be calculated as an F. Grades of IG, IGY, IU, and IUY will not be calculated in grade point averages. A change of a grade of Incomplete requires only the instructor's signature. A grade of Incomplete not removed by either of the options below will be changed to an F on the last day of classes of the following semester, excluding summer or winter term for undergraduate students and winter term for graduate students. If more than one instance of the same course has a grade of Incomplete, a change of grade only applies to one instance.

Options for removal of I, IG, IGY, IU, and IUY are as follows:

Completing the course requirements

This must be done by the last day of classes of the next semester, excluding summer or winter term for undergraduate students and winter term for graduate students. A grade of Incomplete may be removed during periods of non-enrollment including academic suspension and dismissal (see the section of this policy titled "*Restrictions for Students under Academic Suspension or Dismissal*"). A grade of Incomplete may not be removed during periods of non-academic suspension or non-academic dismissal.

Repeating the course

If, in the instructor's judgment, repeating the course is the most suitable action for completing the requirements of the course, the student may repeat the course. The course must be taken for letter grade. Once the course has been completed, the grade of Incomplete will remain on the record but taken out of the calculation of grade point averages. This arrangement must be reported to the Office of the University Registrar in writing prior to enrolling in the course for the second time. If not reported, the student must petition the Interdivisional Committee of Advisors.

Graduating Students

Grades of Incomplete for a graduating student must be satisfactorily resolved by the conclusion of end-of-semester/term processing for the student's date of graduation, approximately 30 days after the date of graduation. If not satisfactorily resolved, the grade of Incomplete will be administratively converted to the grade of F.

Academic Action and Incomplete Grades

When there has been no instructor grade change by the last class day of the semester or term, excluding summer or winter term for undergraduate students and winter term for graduate students, following the assignment of the grade of Incomplete, the grade of Incomplete is administratively changed to the grade of F and calculates in the semester or term and cumulative grade point averages. Grade point average calculations occur at the conclusion of each semester or term and are recalculated for the semester or term in which the grade of Incomplete was awarded. Academic actions (warning, probation, suspension, and dismissal) for the semester or term in which the grade of Incomplete was awarded will not be assessed.

Computation of Averages and Definition of Earned Hours, Attempted Hours, and Grade Point

Average Hours, President's and Dean's Lists

Earned Hours

Earned hours are credit hours for courses passed at Miami University and credit hours accepted in transfer from other institutions or sources.

Attempted Hours

Attempted hours are credit hours attempted in any course taken at Miami University.

Grade Point Average Hours

Grade point average hours are hours in courses taken at Miami University receiving standard letter grades including grades of the incomplete grade of "I". Grade point average hours do not include transfer hours, AP/CLEP hours, pass/fail, credit/no credit, audit, proficiency credit, English portfolio, or standard letter-grade course hours dropped with a W. Grade point average hours are the only hours included in the computation of semester and cumulative averages and in determining academic actions.

Semester or Term Average

A student's average for any semester or term is computed by dividing the student's total credit points for that semester by the number of grade point average hours attempted.

Cumulative Hours

A student's cumulative average is computed by dividing the total Miami grade points by the total number of grade point average hours at Miami, treating Incompletes as stated above.

Truncating Grade Point Averages

Grade point averages are truncated to the second decimal point (e.g., 2.856 to 2.85).

President's and Dean's List

The President's List recognizes the top three percent of undergraduate students within each division registered for 12 or more credit hours attempted for grades (A+ through F) in a semester or term (excluding winter term). The Dean's Lists recognize the next 17 percent of undergraduate students within each division registered for 12 or more hours attempted for grades (A+ through F) in a semester or term (excluding winter term).

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Removal of Academic Warning

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period of academic dismissal is usually considered a permanent action, but a student may petition for readmission after a two-year absence. Winter term is excluded as a term on which dismissal can be applied or satisfied. (*See the section of this policy titled "Re-enrollment after Academic Suspension or Dismissal"*).

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A student dismissed for low scholarship may petition for re-enrollment after two calendar years have elapsed, beginning with the start of the next semester or term. The petition should be presented to the Committee of Advisors in the student's academic division for a recommendation; it will be forwarded to the Interdivisional Committee of Advisors for action.