

UNIVERSITY SENATE
Meeting Minutes
April 21, 2025

The University Senate was called to order at 3:30 p.m., in 111 Harrison Hall on Monday, April 21, 2025.
Members absent: Rodney Coates, Michael Gowins, Nya Hodge, Patrick Houlihan, Haim Kassa, Sam Morris, David Motta, Nelchi Prashai, Kevin Reuning, Caitlin Spyra, Maria Weese

1. **Call to Order and Announcements and Remarks** – Rosemary Pennington, Chair of University Senate Executive Committee
 - a. Remind you that we will vote for Chair Elect and Faculty At Large Representative next week. Please send nominations to anyone on the Senate Executive Team. For chair elect nominations they need to have at least 2 years left on their term. New senators should arrive towards the end of the meeting so that they can vote.
 - b. We do have an executive session on the agenda today. We are voting differently during the executive session. We will have to do a roll call vote to go into executive session, we will do our discussion in executive session, then we will come out of executive session, and do the vote on the item in the public meeting of senate. This is to keep us in line with Ohio's Opening Meetings.
2. **Approval of University Senate Minutes**
 - a. University Senate Full Meeting Minutes_03.31.2025 (Results: 46-Yes, 00-No, 03-Abstain)
3. **Consent Calendar:** The following items were received and accepted on the Consent Calendar:
 - a. Curricular Items 04.02.2025
 - b. Curricular Items 04.16.2025
 - c. Graduate Council Minutes 04.01.2025
 - d. LEC Meeting Minutes 03.18.2025
 - e. LEC Meeting Minutes 04.08.2025
4. **Old Business**
 - a. SR 25-16 Policy Revision: Admission, Cynthia Klestinec, Associate Dean of the Graduate School
Discussion and Anticipated Vote on April 21, 2025 - (Results: 47-Yes, 00-No, 02-Abstain)
 - i. Senator Question and Comments
 1. No questions or comments
 - b. SR 25-17 Policy Revision: Certificate in Cognate Area, Cynthia Klestinec, Associate Dean of the Graduate School - ***Discussion and Anticipated Vote on April 21, 2025*** - (Results: 47-Yes, 00-No, 02-Abstain)
 - i. Senator Question and Comments
 1. No questions or comments

5. New Business

- a. Policy Revision Proposal: Adding a New Co-Major, Elise Radina, Associate Provost -

Presentation only; Discussion and Anticipated Vote on April 28, 2025

- i. Our proposal is to remove the section that says “ Proposals for new co-majors need approval of all academic divisions.”
 1. Here is the new proposal: Any new co-major, new minor, or new certificate at either the undergraduate or graduate level shall first be approved by the department or programs (where appropriate). The proposal must also be submitted for approval by the following bodies.
 2. **Only those that require approval by the ODHE Chancellor’s Council on Graduate Studies (CCGS).
 3. ***Only members of COAD with faculty status vote on curricular items.
 4. ****The Office of the Provost, in consultation with the academic division and department or program shall coordinate approvals for certificates which have the possibility of enrolling students who are not already enrolled in a Miami degree program with the appropriate external agencies, including the Ohio Department of Higher Education (ODHE), the U.S. Department of Education (DOE) and the Higher Learning Commission (HLC).
 5. Effective Date: January 2025
 6. Responsible Parties: Office of the Provost, Office of University Registrar
- ii. Senator Question and Comments
 1. No questions or comments

- b. EDP - Inclusive Education, Bachelor of Science in Education, Ashley Johnson, Inclusive Special Education Program Coordinator, and Darrel Davis, Acting Chair and Professor, EDP -

Presentation only; Discussion and Anticipated Vote on April 28, 2025

- i. Overview of Proposals
 1. Inclusive Education Major
 - a. Transitions our program from traditional special education and dual licensure (two separate concentrations in general ed and special ed) to blended licensure (integrated methods and field in both areas)
 - b. The dual licensure pathway has been the “in between” in the transition form our Inclusive Special Ed Major to this proposed Inclusive Ed Major
 2. Inclusive Special Education Minor
 - a. Replaces the current special education minor to better align with the new major
 3. New Courses
 - a. The program proposal includes 10 new EDP courses
 - b. The new courses support compliance with the 246 required benchmarks across six sets of teacher preparation standards

- ii. Inclusive Education Major
 - 1. New major within an existing degree: Bachelors of Science in Education
 - 2. Curriculum design focused on integrated methods
 - 3. Four-year program
 - 4. Blended Licensure:
 - a. Primary Education PK-5
 - b. Special Education: Mild to Moderate Intervention K-12
 - c. Special Education: Moderate to Intensive Intervention K-12
 - d. TESOL endorsement
 - 5. Licensure Program Proposal submitted to ODHE for approval on February 28th
 - a. Approval anticipated this summer
 - 6. Traditional Special Education:
 - a. Special Education: Mild to Moderate Intervention K-12
 - b. Special Education: Moderate to Intensive Intervention K-12
 - 7. Dual Licensure:
 - a. Primary Education PK-K
 - b. Special Education: Primary Education PK-5 Intervention
 - 8. Blended Licensure:
 - a. Primary Education PK-5
 - b. Special Education: Mild to Moderate Intervention K-12
 - c. Special Education: Moderate to Intensive Intervention K-12
 - d. TESOL endorsement
- iii. Significance of the New Major
 - 1. First of its kind in Ohio. Miami will set the bar!
 - 2. Addresses the increasing teacher shortage in general education and special education
 - 3. Prepare teachers to support all learners in increasingly diverse classrooms
 - 4. Current Dual licensure pathway demonstrates potential for success
 - a. 2020 cohort: 15
 - b. 2025 cohort: 42
 - 5. Highly marketable graduates!
 - a. District administrators are looking for graduates who can support both students with disabilities and linguistically diverse students.
- iv. Important Considerations
 - 1. The dual licensure pilot is not aligned with current ODHE requirements
 - a. Current dual licensure pathway is structured as a TCE Primary Ed Major with an EDP Primary Special Education Minor with Licensure

- b. Dual licensure programs are now required to be standalone majors.
 - 2. The Inclusive Education Major with Blended Licensure builds directly on our existing dual licensure pilot that was previously approved by ODHE in 2021, meaning it is an evolution rather than a brand-new program.
- v. Important Considerations
 - 1. Inclusive Special Education Major was sunsetted in January of 2024
 - 2. The dual licensure pilot will be sunsetted once the Inclusive Education Major is approved
 - 3. This proposal makes our two teacher preparation programs in practice aligned by becoming a program in fact
 - 4. The traditional TCE PK-5 program will remain the same
 - 5. EDP has created a teach out plan for both Inclusive Special Education and the dual licensure pilot to transition to the new major
- vi. Disciplinary Rationale: Why Inclusive?
 - 1. Emergence of the Inclusive Education field over the past 20 years
 - 2. Inclusive Education programs do not separate gen ed and special ed options (see Syracuse University)
 - 3. Inclusive Education aligns closely with the field of disability studies in education (disability studies is housed in EDP)
 - 4. Innovation model is inclusive of three licensure areas in general ed, special ed, and an endorsement in TESOL
 - 5. Integrating six sets of professional standards that emphasize inclusive education for our teacher candidates
 - a. SB1 curricular exemption for licensure programs with professional standards
- vii. Inclusive Education Courses
 - 1. Proposed New Courses:
 - a. EDP 435: Integrated STEM PK-5
 - b. EDP 355: Integrated Social Studies, Critical Literacy, and Writing PK-5
 - c. EDP 365: Math Assessment, Instruction, and Intervention for PK-5
 - d. EDP 419B: Supervised Teaching in Inclusive Ed. for Blended Licensure
 - e. EDP 429: Inclusive Teaching Synthesis
 - f. EDP 459J: Practicum in Inclusive Education: Academic Settings with General Education Host Teacher
 - g. EDP 459K: Practicum in Inclusive Education: TESOL and Moderate/ Intensive Disabilities
 - h. EDP 465: Math/STEM Assessment, Instruction, and Intervention for 6-8

- i. EDP 467: Student-Directed Learning
 - j. EDP 475: Access and Instructional Support in Secondary Learning
 - 2. Courses to be Deactivated:
 - a. EDP 486
 - b. EDP 491
 - c. EDP 419
 - d. EDP 4569G
- viii. Senator Question and Comments
 - 1. Senator: This has been decades in the making and is really great for us I believe. Do you foresee a strong collaboration with TCE in the future?(A) EDP has been a separate department from TCE. We have really been working together as we developed this program, we have developed new affiliates because of this program and it has brought us a long way already.
 - 2. Senator: The last line regarding SB 1 can you explain that line?(A) As language around DEI and Inclusion there has been a lot of conversation around what that would be in the future. We can apply for an exemption for teacher preparation programs. There is a lot of effort for the field of inclusive education with a push to include students with disabilities into the general education curriculum, so given everything that is going on the DEI and that language we still are able to include that language into our curriculum because of professional standards and exemptions.
- c. World Languages and Cultures, Bachelor of Arts, Elisabeth Hodges, French, Italian, and Classics, and Mila Ganeva, GRAMELAC - ***Presentation only; Discussion and Anticipated Vote on April 28, 2025***
 - i. Replaces 6 deactivated majors
 - 1. Classical Studies
 - 2. East Asian Languages and Cultures (Japanese and Chinese concentrations)
 - 3. French
 - 4. German
 - 5. Italian Studies
 - 6. Russian, Eastern European, and Eurasian Studies
 - 7. Current combined numbers = 113 majors, 212 minors, and 1208 students (Fall 2024), so the World Languages and Cultures programs should have at least 100 majors and will continue to serve at least 220 minors.
 - ii. Revenue Neutral

1. Developed using an existing streamlined curriculum (30 deactivated courses replaced by three interdisciplinary seminars and a capstone designed to be taught in rotation).
 2. Designed for current resources
 3. 20 continuous faculty members: 15 T/TT and 5 TCPL; no new staffing needs
 4. Mission Critical Impact. Our curriculum fulfills requirements. 56% of our total course offerings served the CAS-A requirement and 36% fulfilled Miami Plan requirements (Spring 2025).
- iii. World Languages & Cultures - Degree Pathways (30-32 Hours)
1. Discovery - Foundation Course (1 Required; 3 Hours) Key Concepts, Genres, and Cultural and Historical Contexts
 2. Development - Core Courses (2 Required; 6 Hours) Close Reading, Analysis, Building Persuasive Arguments, and Understanding Cultural Differences.
 3. Depth - Major Electives: (6 Courses; 18-20 Hours) - Flexible Pathways - Focal Areas:
 - a. World Cultures & Historical Perspectives
 - b. World Stories, Literatures, and Cinemas
 - c. Immersive World Languages
 4. Senior Capstone in Comparative World Cultures (1 course; 3 hours) - Synthesize knowledge, analyze diverse cultural expressions, apply interdisciplinary methods and approaches, conduct independent research, and communicate arguments persuasively
- iv. Degree Pathways
1. One foundation course (3 credits)
 2. Two core courses (6 credits)
 3. Area of specialization (18 credits):
 - a. World Cultures & Historical Perspectives
 - b. World Stories, Literatures, and Cinemas
 - c. Immersive World Languages: intensive study of Chinese, German, French, Italian, Japanese, Latin, or Russian
 4. Capstone (3 credits)
- v. Efficient adaptable design is future-proofing
1. Develops knowledge of intercultural perspectives and world languages = valuable asset to prepare students for lifelong success in a dynamic and changing global job marketplace.
 2. Minors lead to the major: embedded curriculum
 3. Easy alignment with other majors (i.e. World Language Education)
 4. Flexible design for students, advising and mentoring provide tailored focus to student interests.

5. Adaptable program design anticipates fluctuating interest in particular languages, built-in flexibility focuses offerings on in-demand areas to meet shifts in market demand.
 6. Aligns with the foundational Strength: Liberal Arts Education recognized by MiamiTHRIVE.
- vi. Senator Question and Comments
1. Senator: Huge praise for Mila and Elizabeth. You have rolled up your sleeves and did a great job with this. I know that it was not an easy task that you were handed, but you have risen to the challenge. (A) There was some excitement creating/developing these new courses and finding out what students want now and for the future. So there was a positive aspect to this.
 2. Senator: With this we have 2 departments and 1 major. Is there someone or a committee that vets the curricular side of things?(A) We currently have an Ad Hoc committee building and ultimately we would like to have a curricular committee across the two departments. We did create a shared course and it is running in the fall for the first time. So we have some experience with cross course running. Technically any course we teach in both departments counts towards it.
- d. Policy Revision: Registration, Jason Abbitt, Professor, EDP; Associate Dean of the Graduate School - ***Presentation only; Discussion and Anticipated Vote on April 28, 2025***
- i. Policy Revision: Max credit hours earned as undergraduate
 1. For combined programs, establish a limit of graduate credit hours that can be completed prior to earning an undergraduate degree.
 - a. Key Considerations:
 - i. Prioritize completing UG program first, then GR program
 - ii. Potentially decreases avg. time-to-degree for UG programs (currently ~4.1)
 - iii. Better aligns UG need-based aid with UG degree and GR need-based aid with GR degree
 - b. Student Financial Considerations: All students in combined programs
 - i. Retain Miami merit scholarships for 8 semesters, regardless of UG or GR status
 - c. Out of state domestic students
 - i. After earning UG degree, student would pay in-state tuition rates
 - ii. If receiving GA award, tuition waiver would be charged to Miami at in-state rate
 - ii. Current policy

1. A student must be classified as a graduate student in at least their final semester before the graduate degree is awarded and cannot take all of their graduate credit hours with undergraduate status.
2. Please see graph in slide presentation
- iii. Policy Benchmarking
 1. UC
 - a. 12 credit hour limit
 - b. No double-counting w/UG
 2. OU
 - a. 16 hours
 - b. 9 hours can double-count
 3. Kent State
 - a. 9 hour limit
 4. BGSU
 - a. 9 credit hour limit
 5. Univ of Toledo
 - a. 9 hour limit
 6. Univ. of Dayton
 - a. No stated limit, but double counting limited to 6 hours
- iv. Revised Policy
 1. Applies to students admitted to graduate program in Spring 2026 and after
 2. Limits:
 - a. 15 hours for programs ≤ 40 credit hours
 - b. 18 hours for programs > 40 credit hours
 3. Please see graph in slide presentation
- v. Policy amendment - Combined Bachelor's/ Master's Degree
 1. Students who are admitted to a combined graduate program for Spring 2026 and after may earn a limited number of credit hours prior to earning an undergraduate degree. Students in master's programs requiring 40 credit hours or fewer are permitted to enroll in a maximum of 15 credit hours. Students in master's programs requiring more than 40 credit hours are permitted to enroll in a maximum of 18 credit hours. Any graduate credit hours beyond these limits completed prior to receiving the undergraduate degree will not count toward the graduate degree. Individual graduate programs may also establish limits below those stated above. Limitations described above regarding double counting graduate hours also apply.
- vi. Senator Question and Comments
 1. Senator: What are the 2 programs mentioned and what other programs will be affected by this?(A) The 2 programs that are over 40 hours are the Master of Social Work and Athletic Training. We took a deep dive

with the program coordinators to determine our limit does work. If we find a student that can't meet this policy we are open to petitions like with a lot of things. Petitions would be rarely needed as this does work with all the programs that we have heard from. We have asked Grad Council and other programs to look at this and so far none of them have said it doesn't work. Even with students that come in with a lot of credits already this is still workable.

2. Senator: For example in Engineering there are a lot of students that come in with AP credits and that checks a lot of the gen ed boxes, and then have a very light senior year. So many of those students will graduate with both degrees in that 4 years or plus a summer. What are your thoughts on a student situation like that?(A) Best of our knowledge, we have someone on Grad Council that represents CEC and they believe that this is workable with maybe some needs for petitions for Grad courses that may be offered once every other year. What you are describing is where a student may be out of compliance due to the financial aid consideration and I do think we will need to plan accordingly. I do think it will take time to apply this. All combined Grad programs suggest that this will work and not be disruptive. Something to remember is that our current policy is out of best practice and compliance in a number of ways.
3. Senator: How many students currently would this effect?(A)We don't have accurate numbers on how many are over this number. We do know that as of this semester we have about 400 students in combined programs, but we don't know how many would be out of compliance currently. I don't think it will be a significant number that can't meet this. Everyone should be able to meet this new policy.
4. Senator: Where do the 15 plus credit hours come from? (A) We started with 9 and increased up to see what worked. This was workable within the timeframe. It varies when courses are available too.
5. Senator: Have you run revenue numbers because of this? Are you expecting to get more revenue because of this? (A) We have found that it is harder to say from a revenue standpoint. There is a slight difference in graduate versus undergraduate tuition rates, so this favors the students largely with the grad tuition rates being lower, but it is harder to say for sure. We don't expect a major change either way, but we will be watching.

6. **Provost Update**

- a. SB 1 - I know that you have a lot of questions about this. There is still behind the scene work being done on figuring it out and what we need to do. As these are still early days of this.

- i. I met with the IUC Provost's where we discussed SB1. We did have the Chancellor in the room with us and we asked the chancellor a lot of questions, and they still didn't know either. So there is still a lot of work to be done at the State level with ODHE.
 - ii. I am in a working session with IUC Provost, where we have walked through the bill and we are hoping to implement this in as uniformed as possible across the Ohio public.
 - iii. Regarding the Syllabus issue, that is not manadator until fall of 2026. I don't know if we are hiring an outside vendor or if we will have our own template. We are still trying to figure that out.
 - iv. With the Civic class we have a year to implement. We have started a working group with Senate leadership, Marko, History Department, and the head of our new Civic Center Flagg Taylor and he will be on campus this week. So we have started those conversations.
 - v. The Bill will become law on the 26th of June.
- b. Senator Question and Comments
 - i. Senator: So if I teach a class that could be a problem with SB1, do I need a lawyer?(A) No, academic freedom is still strongly intact. We have a grievance process already, so we can employ that process if a student did file a grievance. I do think we will see more cases, but we do have protections in place for Faculty. We already know what to do, we have it covered with the current process as long as you don't break the law you will be fine. If there is a safety concern for a faculty member, please make us aware of that as safety is our top priority.
 - ii. Senator: Could you talk to us about the dismantling of the Office of Excellence and the other one and where those services will be in the future?(A) I don't know exactly, but I can get more information about that. That was done to comply with the law. I know that Christina is working on moving some of the work from that center into other spaces. CSDI will be closing down this summer to comply with the law. CCR we are to expand and split that center. So instead of that being one mega office we are going to have the office for leadership and an office for engagement activities. We are still working out all the exact details of that. We have until June 26th to work that out and I will ask Christina for more details about that.

7. Executive Session - Vote to go into Executive Session (Results: 49-Yes, 00-No, 00-Abstain)

- a. Honorary Degree
 - i. One Candidate - (Results: 48-Yes, 00-No, 00-Abstain)

8. Adjournment