MIAMI UNIVERSITY
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Miami University
Board of Trustees
Minutes of the Board of Trustees Meeting
Oxford Campus, Marcum Conference Center Rm 180's
Friday, May 16, 2025

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

The meeting was called to order at 9:00 a.m. with Chair Mary Schell presiding. Roll was called with a majority of Trustees present, constituting a quorum. In addition to the Trustees, attending for all or part of the meeting were President Greg Crawford; and President's Executive Cabinet members; Provost Liz Mullenix; Senior Vice Presidents Jayne Brownell and David Creamer; Vice Presidents Rachel Beech, Ande Durojaiye, Sue McDowell, Jessica Rivinius, David Seidl, Amy Shoemaker, and Randi Thomas; Dean Mike Crowder; Director of Executive Communications Ashlea Jones; Associate Provost Padma Patil; Associate Vice Presidents Dawn Fahner, Mackenzie Rice, and Melissa Thomasson; Athletic Director David Sayler; Special Assistant to the Provost Chris Makaroff; Special Assistant to the President Brent Shock; Executive Assistant to the President Dawn Tsirelis, and Ted Pickerill, Chief of Staff and Secretary to the Board of Trustees; along with many others in attendance to assist or observe.

Roll call of Trustees:

Present:	Arushi Agrawal (Student Trustee)	Peyton Morrow (Student Trustee)
	Steve Anderson	Dinesh Paliwal (National Trustee)
	Ryan Burgess	Jeff Pegues (National Trustee)
	Bill Ebbing	Lisa Peterson
	Deborah Feldman	Rod Robinson
	Zachary Haines	Mary Schell
	Beth McNellie	Mark Sullivan (National Trustee)
	Rick McVey (National Trustee)	
Absent:	Biff Bowman (National Trustee)	

Public Study Session

Resolution of Appreciation for Student Trustee Nick McNeil

Trustee Feldman moved, Trustee Haines seconded, and by voice vote, the resolution of appreciation for departing Student Trustee Nick McNeil was unanimously approved, with all voting in favor and none opposed.

Members of the Board then praised Trustee McNeil and thanked him for his thoughtful and ardent service as a Trustee and as a tireless and dedicated Miami supporter and student. They also expressed to Nick their appreciation for his service to the Board and to the Miami University student body, and offered him their best wishes for good health and good fortune in all future endeavors.

Comments from the Public

The Board received comments from two members of the public.

MiamiTHRIVE

Vice President Ande Durojaiye and Associate Vice President Melissa Thomasson updated the Board on Miami's strategic plan, MiamiTHRIVE. Their presentation outlined progress on Phase III of the university's strategic plan, which focuses on implementing and refining high-impact initiatives identified during earlier phases. The strategy follows a "wave" approach, with Wave 1 comprising projects expected to drive early momentum, enhance Miami's reputation, and build foundational infrastructure for future waves. Key initiatives include developing a Polytechnic campus, expanding online and nursing programs, creating hallmark student experiences, enhancing experiential learning, launching Urban Bridges in Cleveland, and improving transfer pathways and strategies.

To ensure effective governance and accountability, the MiamiTHRIVE Implementation Steering Committee has been established, with representation from across the university to guide decision-making, assess progress, and align strategic goals. The committee uses both quantitative and qualitative metrics to evaluate initiative success and determine whether to maintain, enhance, pivot, or discontinue efforts. Operational efficiencies have already yielded substantial savings, and upcoming priorities include finalizing leadership teams, securing cost estimates, and establishing KPIs and project-tracking systems.

Public Business Session

Approval of Prior Meeting Minutes

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

Consent Calendar

Resolutions on the Consent Calendar, included:

- Emerita/Emeritus
- Campus Naming
- Award of Tenure
- Distinguished Professors
- Report to the State on Low Enrolled and Duplicate Programs

Trustee Haines moved, Trustee McNellie seconded, and by voice vote the consent calendar was unanimously approved, with all voting in favor and none opposed.

Chair's Comments

Chair Mary Schell relayed the following information:

Good morning.

First, thank you once again to Nick McNeil, you will be greatly missed. And, welcome Arushi, we are thrilled to have you as our newest member of the Board. Arushi is a Spanish major with a Premedical and Pre-Health Studies co-major from Centerville.

Arushi – you should know Nick, Peyton, and our many prior student trustees have set the bar high, but we're certain you will excel. And, Peyton, now you are the senior student trustee. Arushi could not have a finer mentor.

Next, we would like to thank Provost Mullenix for her service in the role as Miami's academic leader. Liz, we are grateful for all you have done. And, Chris Makaroff, thank you for agreeing to step in as interim Provost to continue leading Miami into the future with our many transformative and innovative initiatives.

We also welcome someone who is not new to Miami but is new to their role, as the inaugural Associate Vice President for Strategic Initiatives. In this position, Melissa Thomasson joins the President's Office to work directly in support of MiamiTHRIVE, and also to assist the Provost's Office and Human Resources with overseeing the implementation of the new faculty union contract. Welcome Melissa.

Congratulations are in order for Trustee Zac Haines. Zac was inducted as Miami's first ever alumni initiate into Phi Betta Kappa. Phi Betta Kappa is the nation's oldest Greek letter society; it is a historic community of scholars founded in 1776 at William and Mary. It is clear to all of us the commitment you have to past and current students from your fraternity. Congratulations, Zac. I'm thrilled that you are the first.

Congratulations are also in order for President Crawford. In April, he was one of four individuals inducted into the Greater Butler and Warren Counties Business Hall of Fame, and three weeks later, he received a Lifetime Achievement Award from Kent State University's Advanced Materials and Liquid Crystal Institute. Congratulations Greg.

Three of our students are also to be congratulated. Ethan Belak, Caden McCollum, and Emily Wang have been selected as Goldwater Scholars for 2025-2026. All three are members of the university's Honors College, and were selected from more than 1,300 nominees from 445 academic institutions. This undergraduate award is given annually to students who intend to pursue a research career in mathematics, natural sciences, or engineering. Well done, Ethan, Caden, and Emily.

We also had student organizations and athletes achieve national success. The Miami University chapter of the Pi Sigma Epsilon (PSE) business fraternity was named the best chapter in the nation at the group's national conference. Founded in 1952, PSE is the national collegiate sales and marketing co-ed business fraternity. The chapter has now earned the title of top national chapter 19 times since 1998.

In club sports, senior Daniel Gomez won the National Collegiate Boxing Association's national championship for his 125-pound weight class. The Club Dodgeball team also won a national championship when they defeated the University of Cincinnati 2-1 in overtime and topped the Top 25 College Dodgeball postseason power rankings, ahead of teams such as Ohio State, Illinois, Virginia, Nebraska, Maryland, and Ole Miss.

Congratulations to Daniel, PSE, and Miami dodgeball for your national success.

Some really big news was made by Jessica Rivinius and the Marketing and Communications team. Miami University is now the Official University of the Cincinnati Bengals, joining one of the NFL's most exciting franchises as its education partner. As the Official University of the Cincinnati Bengals, in addition to marketing opportunities, Miami students will have exclusive opportunities to be involved with the Bengals through internships, job shadowing, on-campus speakers, and many other opportunities.

Jessica well done, and thank you to your team.

This weekend is Commencement, and we are fortunate to host Jeff Berding '91, President and co-CEO of FC Cincinnati, as our Commencement keynote speaker. FC Cincinnati joined the ranks of Major League Soccer in 2019 and is now in its seventh season at the highest level of professional soccer in the United States.

Nearly 5,000 degrees are expected to be conferred tomorrow at Yager Stadium, and we are especially proud that two of them will be honorary degrees for David Budig '84, who served on Miami's Board of Trustees from 2011-2022 and was chairman during five of those years; and Kay Geiger '78, who also served on this Board.

As this academic year comes to an end, we would like to thank the entire PEC for the commitment they have shown to advance our strategic plan and move us forward into the future.

Thank you, that concludes my remarks.

Reports

Report of the Chair of University Senate Executive Committee

Chair of the Senate Executive Committee, Associate Professor Rosemary Pennington could not attend, and Chair Elect Associate Professor Nathan French relayed the following update to the Board:

Higher education faces a number of challenges – declining public trust and interest, hostile political rhetoric, and rapidly changing technology. As University Senate deliberates and votes on matters facing the institution, it keeps this larger context in mind. Senators care deeply for Miami, its history, and its mission – I'm sure the next few years will bring new challenges and senators are committed to engaging in shared governance as Miami navigates those challenges.

Senators learned more about some of these challenges at its annual budget symposium on April 14. The meeting was held in the Shriver Admissions Auditorium to allow more room for non-senator attendees. During the symposium, Dr. David Creamer shared information about Miami's current budget situation as well as information about the proposed new budget model. Though non-senators were encouraged to attend, only senators asked questions. Many of the questions asked were concerned with what this new budget model will do to the makeup of the institution. In response to these questions, Dr. Creamer told senators that budgets should not make curricular decisions – though many senators remained concerned that they might.

Since the board's last meeting, University Senate has voted through a number of curricular items – including a PhD in Computer Science on March 10, 2025, a Bachelor of Science in Education – Inclusive Education and a Bachelor of Arts in World Languages and Cultures on April 28, 2025. On May 5, 2025, Senate approved a Bachelor of Science in Artificial Intelligence.

Senate has also approved revisions to a number of policies, including a revision to the Degree Honors and Distinction Policy and a revision to TCPL policy on March 31, 2025. On April 21, Senate approved two minor policy changes for admission and certificate in cognate area for the Graduate School. On the 28th of April, Senate approved another policy revision for the Graduate School concerning registration as well as a change to the policy governing the approval of new co-majors at Miami.

At its May 5th meeting, University Senate tabled a resolution to dissolve the Council on Diversity and Inclusion and create a new Committee on Civic Belonging and Community Pluralism. Senate will take this back up at its first meeting in August.

On April 28th Senate held its election for University Senate Executive Committee. Senator Ginny Boehme was elected faculty at-large representative and Senator Rod Northcutt was elected to executive committee in a special election. This special election was necessitated by the fact that no one was willing to accept the nomination to run for chair-elect of executive committee. Senator Nathan French, who has served as chair-elect this academic year, was voted into a second term. I look forward to formally introducing Senator French to you in June.

Finally, at its last meeting on May 5th, Senate passed two resolutions specifically addressing the current higher education environment. The first urged President Crawford to sign on to the AAC&U's statement – "A Call for Constructive Engagement." The statement notes that "America's colleges and universities prepare an educated citizenry to sustain our democracy." The second resolution urged President Crawford and Miami University to lead the way in the creation of a mutual defense pact for universities in the Mid-American Conference. Such a compact was recently authored at Rutgers University for Big 10 schools – Ohio State's Faculty Council has voted to join this pact.

It has a been a busy and productive year for University Senate. I want to reiterate that senators understand the trying times higher education faces. They represent all parts of Miami and experience the current challenges in differing ways. I am a graduate of Indiana University Bloomington and that school was led by the extraordinary Herman B Wells for 24 years. He believed deeply in the power of education to change the world and to support democracy and he helped transform IU into a national university with a global reach. He once said, "Democracy is

a way of life in which we are responsible for each other, in which our human relations must be governed, in a very real and practical sense, by self-restraint and mutual respect for the rights of others." One of our missions in higher education is to educate our students – and sometimes one another – in order to produce that feeling of social responsibility and "mutual respect." The University Senate is committed to facilitating that work through Miami's shared governance procedures and looks forward to continuing to work with the Board to do so.

Report of the Student Body President

Student Body President Daniel Martin relayed the following:

Good morning,

I am humbled and honored to have been elected the new Student Body President for Miami University. Now, allow me to introduce myself; my name is Daniel Martin, and I am a proud Southerner from the great state of Georgia; Atlanta, more specifically. I am currently majoring in Diplomacy and Global Politics, and History, and will be a senior in the fall. At Miami I am involved in a variety of organizations and I've had some quite unique experiences as well. I'm a brother of Phi Tau social fraternity, and I served and am a part of British Scholars. I have been, just like so many of my cabinet, on ASG for three years now, since I was a freshman. Kirsten and I share this and if you ask any of my friends, they'll tell you that we never shut up about it. Kirsten and I also got to experience the Luxenberg campus for a whole semester in the spring of '24 for me, and for her in the fall of '24. These experiences shaped so much of what we ran on and what we plan to do.

Before I get into our platform and what we plan on doing for this semester, I wanted to introduce my VP. Kirsten is also arising senior studying diplomacy politics with an economics and French double minor, is also involved in Greek life being a member of Kappa Alpha Theta sorority, and is in Women in Law and a variety of orgs on campus. She has been my rock, my closest advisor and one of my dearest friends. I would not have won without her, but I most certainly could not face the challenges, the struggles and the joys of this position without her.

Kristen and I ran on four main pillars; civic engagement, community building, transparency, and my personal favorite - leading from behind, but in reality, we ran on something much more tangible, we ran on being everyone's friend on campus. Those people that a student could go to as they're walking to class and tell them the good, the bad, the ugly, and the great. And we thought our four pillars best encapsulate that engagement, we reach students who feel that politics in the changing political climate is the most important thing to them with community building. We wanted to make sure everyone felt, at the very least that they knew another Redhawk. And, in some way, shape, or form, transparency - that's our task to be open and upfront, and as much of a friend as we can be to the student body. And, leading from behind, while vague, we describe it as always being an ear to listen and making initiatives based on student needs in the moment.

I leave you with one more thing, as it is the last day before I can go home to my parents, I'm very excited to start the good work, but also know that Miami has meant the world to me and this is my way of giving back to each and every person that has made Miami home. For me growing up Hispanic means home isn't just where the heart is, home is where family is and I

have found family here hundreds of miles away from my blood family back home. I have found family here at Miami and that's the reason why I'm standing before you, not because of some naked ambition, not because I decided on a whim, but because my experience here is going abroad, in my fraternity, and student government which has led me to friends and friends have become family and that's what I think most represents love an honor, thank you.

Departing Student Body President Will Brinley also provided a final report to the Board of Trustees.

Report from the President

President Crawford President Crawford outlined Miami University's strategic trajectory as evolutionary growth, from Miami 2020, to MiamiRISE, and now to the transformative MiamiTHRIVE initiative. MiamiTHRIVE emphasizes interdisciplinary learning, lifelong skills development, and regional partnerships, with initiatives like Polytechnic Miami. A "wave" strategy guides innovation and sustainability through phased adoption of ideas, while leveraging strengths in areas such as liberal education, student life, and alumni engagement.

The presentation underscored strategic responses to emerging challenges, including the adoption of Responsibility Centered Management (RCM), zero-sum budgeting, and organizational restructuring for greater accountability and efficiency. New programs such as a Ph.D. in Engineering, expansion into quantum computing, and AI centers reflect Miami's forward-looking academic investments.

Academic and Student Affairs Committee

Report of the Committee Chair

Committee Chair Ryan Burgess relayed the following:

The Academic and Student Affairs Committee met yesterday in Marcum Conference Center. Four new degrees were considered; all are recommended for approval today.

The Committee heard updates from the Senior Vice President for Student Life, the Vice President for Enrollment Management and Student Success, the Associate Provost for Undergraduate Education, Vice President for University Communications and Marketing, the Provost, the Vice President for Research and Innovation, and the Director of Student Engagement, Activities, and Leadership.

The meeting began with a joint presentation from Senior Vice President Jayne Brownell, Vice President Rachel Beech, and Marko Dumančić the Associate Provost for Undergraduate Education. They informed the committee of their collaborative efforts to support our students and strengthen a culture of success.

Vice President Beech, then updated the Committee on this year's applications, recruiting and student success. The deadline for accepted students to confirm was May 1, and as of that day we had 4,654 students confirming as either Oxford direct, or Oxford Pathways students. The admission rate for this class was reduced to approximately 70% (the lowest in decades) and the

discount rate was also lowered. She also discussed the numbers by region of the nation and provided some highlights from our yield efforts. She concluded with an update on the implementation of Student Workday.

Vice President Rivinius provided an update on Strengthening the Brand, Recruiting our Students, and Looking Forward. She told of the Bengals partnership which had a reach of over 4.5 million, and an earned media value of over $750,000; and of the Cleveland Clinic partnership with had a reach of 8 million. She also told of the positive impact of the Snoop Dogg Arizona Bowl, which had a publicity value of $225 million.

The Committee considered and recommends approval of new degrees in Computer Science, Artificial Intelligence, Education, and World Languages. Vice President McDowell presented on Human Subjects Research, explaining what it is, and how Miami University monitors it. Special Assistant to the Provost Chris Makaroff presented on THRIVE and Miami's efforts to provide flexibility for students, to define workload requirements, and to reduce low-enrolled courses in order to reduce expenses and shift resources to in-demand courses and programs.

Senior Vice President Brownell then updated the Committee on recent student activities, and on UNV 101. She was followed by Kim Vance, Director of Student Engagement, Activities, and Leadership, who presented on student engagement. Ms. Vance updated the Committee on student activities and programming, and leadership and community engagement, including fraternity and sorority life.

The Committee also received several written reports, which will be included in the meeting's minutes.

Thank you, that concludes my report.

Resolutions

New Degrees in:

BA in Education, World Languages and Culture
BS in Education. Inclusive Education
BS, Artificial Intelligence
PhD, Computer Science

The four new degrees were considered in a single vote. Provost Mullenix spoke in support of the resolutions. Trustee Burgess then moved, Trustee McNellie seconded, and by voice vote, the resolutions were unanimously approved, with all voting in favor and none opposed.

Finance and Audit Committee

Report of the Committee Chair

Committee Chair Mark Sullivan relayed the following:

Madam Chairperson and Members of the Board of Trustees:

The Finance and Audit Committee met yesterday at the Marcum Conference Center. There were two resolutions presented for the committee's consideration. The Committee also received several reports during the meeting. The resolutions are recommended for approval later in today's meeting.

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

The committee also received a presentation on the state of technology at the university from the university's chief information officer, David Seidl. Mr. Seidl devoted significant time during his presentation to both AI and cyber security. The AI portion of the presentation generated much discussion from the committee. Mr. Seidl also updated the committee on the progress with the Workday Student implementation. This complicated implementation continues to be on schedule. Mr. Seidl's report was informative, and I want to recognize the exceptional work being done by him and the technology staff.

Cody Powell provided the committee with an update on the university's progress with capital construction projects. Senior Vice President Creamer and Mr. Powell both provided an overview of the facility condition index report. The index continued its recent decline given the need to utilize position vacancy to balance the university budget rather than being used for facility improvements. The committee discussed the possibility of creating a task force to study the problem and provide ideas for the committee's consideration.

The final facility agenda item was a resolution to authorize applications for future FAA grants at the airport. These grants cover approximately 90% of essential improvements to the airport. The resolution was unanimously endorsed by the committee.

The committee continued its February discussion of the upcoming budget at the meeting. This included an update on the new fall class. A budget ordinance for 2026 will be presented for the committee's consideration at the June meeting.

I provided the committee a report on the investment subcommittee meeting that took place earlier in the day. During the subcommittee meeting, the University's OCIO, Strategic Investment Group, made a presentation to the subcommittee on the state of the capital markets and provided a very positive performance report through end of April. Returns have held up very well despite a volatile stock market during the first quarter of this calendar year. The committee also discussed the amount of spending that should come from the non-endowment and anticipates increasing the spending distribution in the future. Finally, the subcommittee considered a resolution to expand the use of the Hilda Bishop quasi-endowment to provide emergency scholarships from the fund. The change was then unanimously endorsed by the full committee and is recommended for approval later in today's meeting.

Finally, the committee was asked to review the committee's charter and to inform me if they have any changes to recommend to the charter for the committee's consideration at the June meeting. It is the policy of the committee to examine the adequacy of its charter every year.

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

Resolutions

Oxford Airport

A resolution to authorize the execution of grant agreements for the Oxford Regional Airport was presented. Following a motion by Trustee Haines and a second, the resolution was unanimously approved by voice vote, with all voting in favor and none opposed.

Hilda Bishop Loan Fund Quasi-Endowment

A resolution to authorize the distribution of scholarships, rather than loans from the Bishop Quai-Endowment was presented. Following a motion by Trustee Anderson and a second by Trustee Burgess, the resolution was unanimously approved by voice vote, with all voting in favor and none opposed.

Student Trustee Reports

Student Trustee Morrow relayed the following:

Thank you chair Schell.

As another year comes to a close, I am carefully reminded of how fast these years go. It feels surreal to be at the halfway point of my journey here at Miami and more than halfway through my term as a student trustee. As fast as these times may go, I am excited to serve out the remainder of my term with our newest student trustee, Arushi. Arushi and I had the opportunity to sit down last week and meet for the first time in person, as well as discuss a game plan for the future moving forward. To the PEC, this is your fair warning that we will likely be bombarding your Google calendars with meetings at the start of next semester. In all honesty, we are excited to work together and utilize our diverse viewpoints to represent student concerns and input at the highest level.

This semester, I have had the opportunity to take part in many exciting projects around campus. Early in the semester, I had the pleasure of sitting down with our new associate provost for undergraduate education, Dr. Dumančić, who we all heard from yesterday. We had the opportunity to talk about a wide range of topics in academic affairs, including AI, course scheduling, course evaluations, and the new American civic literacy course that will be added in the near future. It was a great opportunity to share student concerns about particular academic areas, as well as to hear about changes coming to the student experience, that we can then relay back to students.

Additionally, as a member of the student wellness advisory group, I had the opportunity to help organize an event which brought Superbowl-winning Philadelphia Eagles wide receiver

A.J. Brown to campus to talk about his past struggles and current techniques for managing his own mental health. Our goal with this event was to fill seats with a population of students who wouldn't normally attend a mental health related event. I would say we accomplished our goal, given the nearly 750 seats that we filled in the Armstrong student centers with students from all walks of life. Additionally, A.J. Brown came to campus with a photographer and videographer which put together a short recap video of his visit to campus, which was then posted online by A.J., to his nearly 1 million followers.

Finally, I had the opportunity to sit down with our new incoming student body president and vice president, and learn more about their goals and initiatives for the upcoming school year. I also shared about my projects on campus, and we had the opportunity to brainstorm areas of collaboration moving forward, further highlighting our commitment to building stronger working relationships among student leaders across campus.

On a personal note, I had the privilege of joining a fraternity on campus this semester, which I can say, without a doubt, has been a turning point in my college career. In the past, I mentioned the work Nick and I had done to strengthen the student trustee relationship with Greek life; however, it's one thing to report on the good work of Greek life, but it's an entirely different experience to live it firsthand.

While this meeting comes with the welcoming of our newest student trustee, it also comes with some tough goodbyes. First, I say goodbye to Nick, my partner in crime for the last year. It was a true honor to work alongside you, and I thank you for your guidance and support as I got oriented with the board.

To Will and Babs, our outgoing student body president and vice president, I thank you both for your willingness to collaborate with Nick and I, and for inviting us to be a part of so many of your projects. While I will miss the leadership and enthusiasm you both brought to every project and event, I will not miss having to follow up Will's report with my own at these meetings.

And finally, to Provost Mullenix, I thank you for your support and collaboration since the first day I met you. I thank you for making the time to have breakfast with the student leaders each month, and for carving out time every semester to host your student leadership summit. Your willingness to hear and act on student concerns is appreciated by students everywhere, and we thank you endlessly for the work you have done. I, along with Nick, Will, Babs, and Antonio will miss the monthly meetings of the breakfast club at Pattersons, but from all of us, we wish you nothing but the best in all your future endeavors.

With love and honor, I conclude my report.

Student Trustee Agrawal, attending her first meeting, introduced herself, and stated how she looks forward to serving her fellow students and Miami University as a Student Trustee.

Other Business

None

Executive Session

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

Return to Public Session

Other Business

Award of an Honorary Degree to Frances DeWine

A resolution to award and Honorary Doctor of Humane Letters to Ohio First Lady Frances DeWine was proposed. Following a motion by Trustee Haines and a second by Trustee Robinson, the resolution was approved by voice vote, with Trustee Lisa Peterson abstaining and all of the remaining Trustees voting in favor with none opposed.

Adjournment of Meeting

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

Written Reports

- Advancement Update

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

Resolution of Appreciation R2025-35 for

Approved by the Board of Trustees
May 16, 2025

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

Nick McNeil

Whereas, Nick McNeil was appointed a Miami University Student Trustee on July 28, 2023; and

Whereas, Ohio law sets the length of this appointment, which expires on February 28, 2025; and

Whereas, Nick has thoughtfully and ardently served Miami University as a member of the Board of Trustees, and as a tireless and dedicated Miami supporter and student.

Now, Therefore Be It Resolved, that the members of the Board of Trustees do hereby express to Nick their appreciation for his service to this Board and to the Miami University student body, and offer him their best wishes for good health and good fortune in all future endeavors.

Steve Anderson, Secretary
Biff Bowman, National Trustee
Ryan D. Burgess
Bill Ebbing
Deborah Feldman, Vice Chair
Zachary T. Haines
Beth McNellie
Rick McVey (National Trustee)
Peyton Morrow
Dinesh Paliwal, National Trustee
Jeff Pegues, National Trustee
Lisa Peterson
H. Roderick Robinson, Treasurer
Mary Schell, Chair
Mark Sullivan, National Trustee

Done, by the Miami University Board of Trustees, this Twenty-Eigth Day of February, Two Thousand Twenty Five at Miami University, in the City of Oxford, County of Butler, State of Ohio, during the Two Hundred and Sixteenth year of the University's Charter.

May 2025

MiamiTHRIVE Update

Agenda

- **Phase III Launch**
- **Progress on Wave 1 Implementation**
- **Implementation Steering Committee**

Miami THRIVE

Phase III Launch

MiamiTHRIVE Phases

Phase 1: Environmental scan and where to focus
(Nov. 2023 – Mar. 2024)

- *4 broad working groups to gather / generate ideas (~50 members)*
- Environmental scan
- Potential long-term ambition for Miami
- Areas of potential opportunity
- ~400 members of Miami community engaged for ideas and feedback

Phase 2: Strategy and opportunity development
(Apr. – Fall 2024; phased rollout)

- *~19 working groups formed & focused on the opportunity areas and Miami strengths identified in Phase I*
- Phased launching of working groups (April/July/September)
- Review of strategies and plans, including prioritization & resource allocation of priority initiatives
- Continued input & community feedback

Current phase

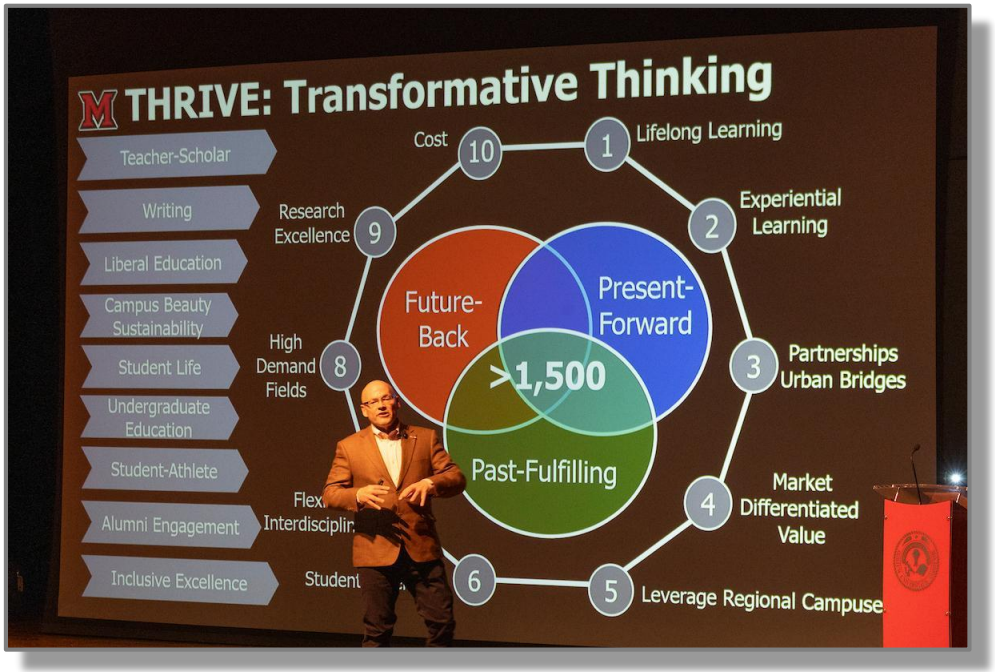
Phase 3: Implementation
(~Spring 2025 onwards)

- Iterative refinement of opportunity areas and initiatives
- Initiative launch and implementation

Miami THRIVE

MiamiTHRIVE: Igniting Change, Inspiring Leaders

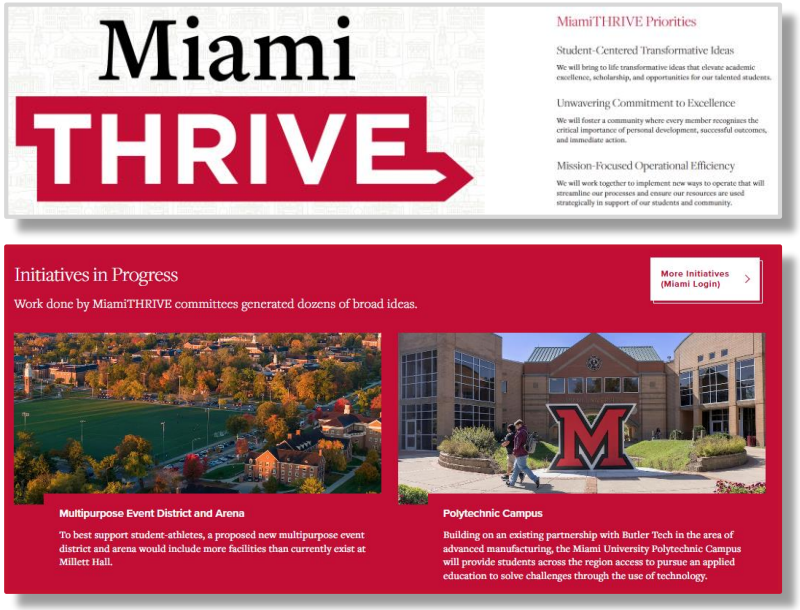
April 2, 2025



Miami THRIVE

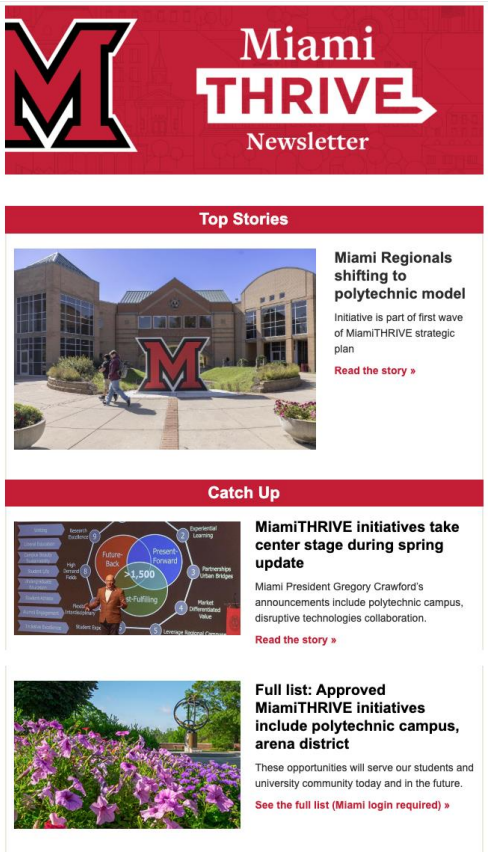
Website Refresh and Update

Miamioh.edu/THRIVE



Miami THRIVE

MiamiTHRIVE Newsletter



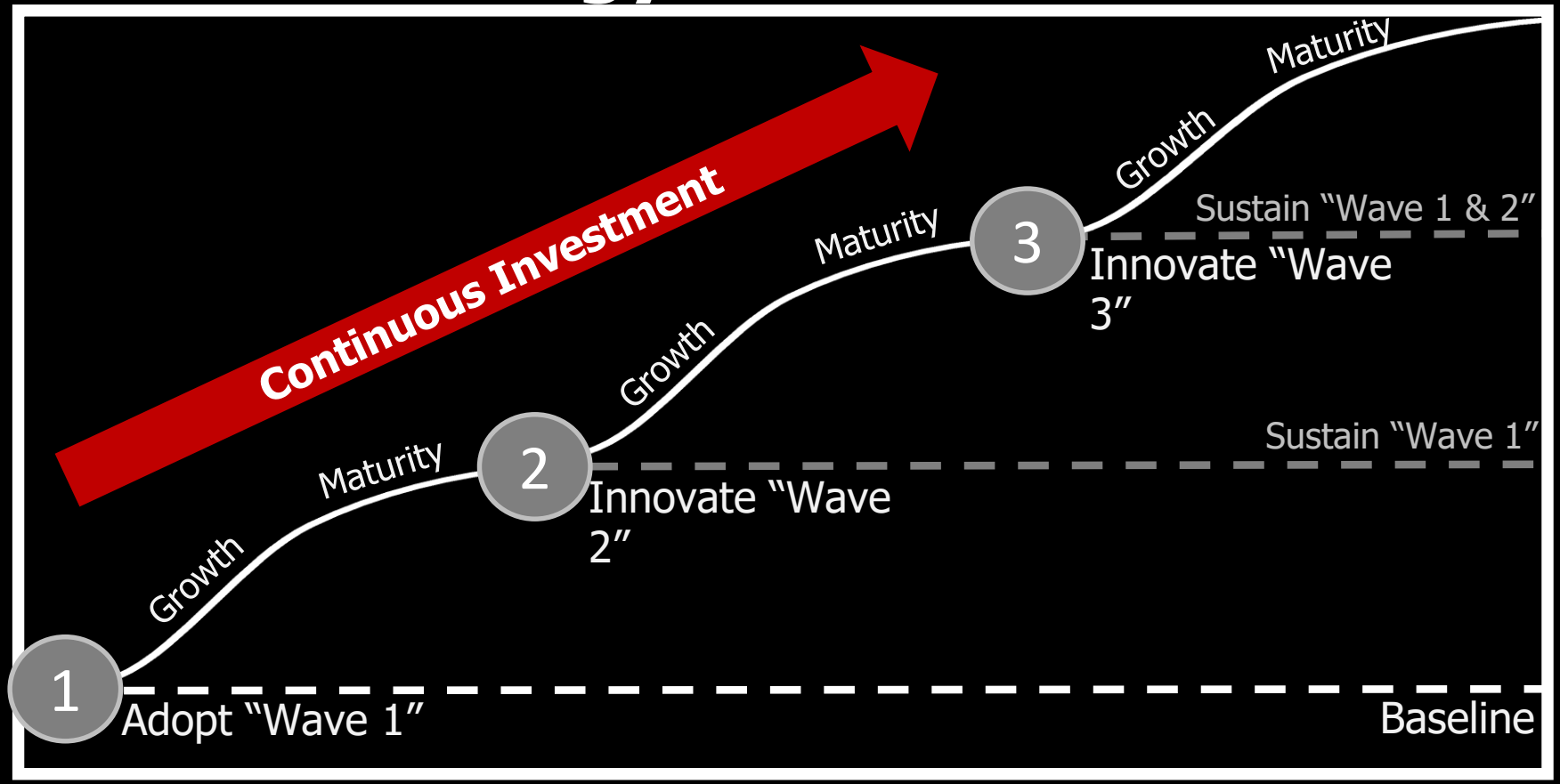
Sign up: qrco.de/bfyTR9

Miami THRIVE

Miami THRIVE

Phase III Progress

"Wave" Strategy



Consideration for Wave 1

- Momentum from Bain investment
  - Experiential Learning & Partnerships
- Most impactful for revenue
- Most impactful for brand familiarity & reputation
- Impactful experience for current & future students
- Campaign opportunities
- Initiatives deemed as “needed groundwork” for later initiatives

Miami THRIVE

MiamiTHRIVE Media Coverage

3.6M
people reached

~$8K
value

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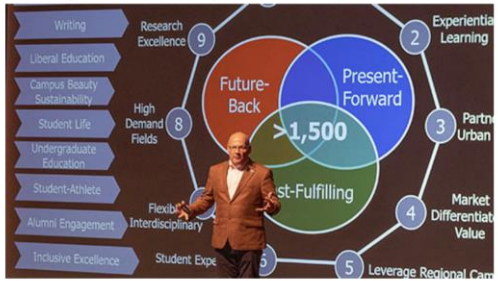
Miami University unveils rendering of proposed Arena District, offers updates of overall health of school

President Gregory Crawford shows vision for potential sports arena.



The state of Miami University is strong thanks to a now two-year-old strategic plan with major positive changes on the horizon, said the leader of the school. During a recent spring update Miami President Gregory Crawford touted the plan as working but also praised its transformation impact as improving the quality of the university. (Provided)

Education

Miami University plans polytechnic overhaul at regional campuses to boost industry partnerships, job placement

JOURNAL-NEWS

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Miami U regionals to add 'polytechnic' programs for students

Hamilton, Middletown Miami students to have new options thru industry partnerships

Miami University's two regional campuses plan to make a add a new learning program designed to help boost both graduates' career opportunities and the regional economy, said school officials. It will include a re-focus by Miami toward expanding curricula at both Hamilton (pictured) and Middletown campuses to include an offering of...

More

Miami THRIVE

Progress Update: Wave 1 Initiatives

PROGRESS UPDATE May 2025

Status Complete | Not Started | On Track | At Risk of Delay | Delayed

Initiative	Lead(s)	Status	Disposition
Polytechnic Campus	Moira Casey Pete Haverkos		Started the master planning process and are supporting faculty curriculum development over the summer.
Partnerships/Office of Strategic Transformation	Randi Thomas Lee Weldon		Building off the success of some key new partners, we are exploring tools to scale our work across the university.
Nursing Expansion	Stephanie Nicely Tricia Neu		Faculty approved the curriculum for the psychiatric mental health NP and it is moving through the next levels of approval. Expansion of the undergraduate program is progressing, with biweekly meetings with healthcare partners in NE Ohio. Developing MOU with Warren County Career Center, Lebanon City Council, and Kettering Health for a 1+3 program, with summer meetings planned to design the curricular pathway.

Miami THRIVE

Progress Update: Wave 1 Initiatives

PROGRESS UPDATE May 2025

Status Complete | Not Started | On Track | At Risk of Delay | Delayed

Initiative	Lead(s)	Status	Disposition
Experiential Learning Expansion	Adam Beissel Artie Kuhn		Leads are setting up pilots for the CELLS initiatives and working with legal/marketing on names.
Neighborhood Quads	BaShaun Smith Brian Woodruff		Currently working on how to best align communities and neighborhoods within our residence hall layouts. Looking at how to leverage current strengths with new opportunities for student satisfaction and engagement on campus.
Student Hallmark Experiences	Jayne Brownell Jen O'Brien		The team is working on an RFP for a new software system with the go-live date of July 2026.
Urban Bridges	Carrie Powell Karla Guinigundo		Developing relationships with partners in Cleveland.

Miami THRIVE

Progress Update: Wave 1 Initiatives

PROGRESS UPDATE May 2025

Status Complete | Not Started | On Track | At Risk of Delay | Delayed

Initiative	Lead(s)	Status	Disposition
Miami Online Expansion	Blake Faulkner		Moving forward key initiatives in admissions, marketing, and initial program development work.
Transfer Center	Cathy Moore Kathy Gutheil		Director position has been approved by Academic Personnel. Implementation team working on next steps.
Bold Value Proposition	Jessica Rivinius Bethany Perkins		
Hyperpersonalization and Segmentation	Jessica Rea Zac Vineyard		
Untapped Audiences	Lindsey Holden Ruth Orth		

Miami THRIVE

Progress Update: Wave 1 Initiatives

PROGRESS UPDATE May 2025

Status Complete | Not Started | On Track | At Risk of Delay | Delayed

Initiative	Lead(s)	Status	Disposition
Student News Bureau	Josh Chapin Seth Baugess		
Strengthened Alumni Engagement	Kim Tavares Scott Walter		
Choose Miami Scholars	Brandi Lee Ashley Lomax		
Disruptive Tech Collaboration	David Seidl Liran Ma		
Transfer Center	Cathy Moore Kathy Gutheil		
Events District	David Sayler Brad Bundy		

Progress Update: Wave 1 Initiatives

PROGRESS UPDATE May 2025

Status Complete | Not Started | On Track | At Risk of Delay | Delayed

Initiative	Lead(s)	Status	Disposition
Enrollment Management	Jessica Rivinius, Rachel Beech	✓	Initial phase completed and transitioning to hyperpersonalization/segmentation committee.
Operational Efficiencies	David Creamer		Work is ongoing; have realized $6 million in savings in FBS and almost $2.7 million in Academic Affairs next year as a result of current efforts.
Human Resources Transformation	VP CHRO		Successful VP CHRO search.
Streamlined Curriculum	Marko Dumančić, Elizabeth Wardle		

Miami THRIVE

Miami THRIVE

Implementation Steering Committee

Review Metrics
Quantitative and Qualitative indicators to ensure success
MiamiTHRIVE Implementation Steering Committee
Representation from academic divisions, administrative divisions
Assess Progress vs. Goals
Benchmarks, KPIs, strategic alignment
Strategic Discussion
Collaborative brainstorming and implications
Decision-Making
Maintain | Enhance | Pivot | Discontinue

Upcoming Priorities

1. Appoint initiative implementation team **leadership and committees.**
2. Confirm **cost** estimates.
3. Define/finalize **key performance indicators** and milestone events.
4. Complete review of **project planning & tracking software** and purchase if necessary.
5. Finalize **Implementation Steering Committee.**

Miami THRIVE

Questions?

Miami THRIVE

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Approved by the Board of Trustees
May 16, 2025

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

May 16, 2025
Consent Calendar

RESOLUTION R2025-36

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

Carol Bashford
Nursing

Eileen Bridge
Microbiology

Susan Hoffman
Biology

Sheri Leafgren
Teaching, Curriculum & Educational Inquiry

Deborah Lyons
French, Italian & Classical Studies

Lisa McLaughlin
Media, Journalism & Film and Global & Intercultural Studies

Mary Rogero
Architecture & Interior Design

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

Michael Vanni
Biology

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

Randal Claytor
Kinesiology, Nutrition and Health

Robert Davis
Statistics

Bruce Drushel
Media, Journalism & Film

Professor Emeritus (Continued):

Douglas Havelka
Information Systems & Analytics

Leterre Thierry
Political Science

John Maingi
Geography

David Sholle
Media, Journalism & Film

John Weigand
Architecture & Interior Design

Christopher Wolfe
Psychology

George Davis
Economics

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

Carol Jones
Senior Associate University Registrar

Leah Harris
Manager, Advanced Computing and Systems Operations

Meggan Peters
Supervisor of Costume Shop

Monica Fisher
Coordinator Ohio Writing Project

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

Michael Douglass
Senior Coordinator Transfer Credit Evaluation

Teddy Wong
Woodshop Manager

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May 16, 2025
Consent Calendar

RESOLUTION R2025-37

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

Renaming the Haines Boulangerie to the Haines Food Court
Located in Armstrong Student Center

Approved by the Board of Trustees
May 16, 2025

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

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May 16, 2025
Consent Calendar

RESOLUTION R2025-38

BE IT RESOLVED, that the Board of Trustees hereby approves the appointment as professor and the award of tenure to the following new faculty administrators, effective on the start date of their employment:

J.D. Wulfhorst
Director & Professor of IES
Geology

BE IT RESOLVED, that the Board of Trustees hereby approves the appointment as associate professor and the award of tenure to the following new faculty administrators, effective on the start date of their employment:

Siddarth Vedula
Chair & Associate Professor in Entrepreneurship
Entrepreneurship

Approved by the Board of Trustees
May 16, 2025

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

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May 16, 2025
Consent Calendar

RESOLUTION R2025-39

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

Dominik Konkolewicz
Distinguished Professor of Chemistry and Biochemistry

Elizabeth Wardle
Distinguished Professor of English

Approved by the Board of Trustees
May 16, 2025

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

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May 16, 2025
Academic and Student Affairs

RESOLUTION R2025-40

BE IT RESOLVED: that the Board of Trustees hereby accepts the attached Low Enrollment and Duplicate Program Report, and directs the Provost and Executive Vice President to submit the document to the Ohio Department of Higher Education.

Approved by the Board of Trustees
May 16, 2025

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

LOW ENROLLED & DUPLICATE PROGRAM REPORT

Miami University

Drafted December 2024

INTRODUCTION

Section 3345.35 of the Ohio Revised Code requires that each state institution of higher education evaluate all courses and programs based on enrollment and duplication with other state institutions of higher education every three years. Since 2017, Miami has taken aggressive steps to ensure that it offers the optimum portfolio of academic programs and courses to align with the university's mission, to meet student needs and employer demand, and to prepare Miami students for professional and lifelong success.

Internal Curricular Initiatives

Below are several initiatives designed to advance the goal of delivering an exceptional curricular portfolio:

1) **Academic Program Evaluation, Improvement & Prioritization (APEIP) Project** was a response to a recommendation in MiamiRISE (Miami's previous strategic plan) to conduct a comprehensive, one-time evaluation of all undergraduate and graduate academic programs. Led by a committee of faculty representing each college, and in coordination with the Office of the Provost and each college and department leadership teams, the APEIP goals were to:

   - Create a high quality and sustainable portfolio of academic programs, including liberal education;
   - Develop and support curricula that advance student success outcomes;
   - Leverage the talents and expertise of faculty via equitable and purposeful workload assignments;
   - Ensure good stewardship of financial resources

   In fall 2020, each department and division were provided detailed internal and external data on their programs and courses, including: student demand, employer demand, competitive intensity, application and information request trends, enrollment (head count & completions), student credit hours (by major, by faculty, and by lower vs. upper division), instructional cost per hour, section capacity and fill rates in departmental courses, DFW rates in courses, time to degree, degrees awarded, employment rates, and faculty data (course loads, research productivity, etc.).

   Using the data provided, departmental faculty, department chairs, and deans collaboratively identified initial ratings for each program. Forty-three of 260 programs (16.5%) were given the rating "continuous improvement with potential additional resources," and 120 (55%) were given the "continuous improvement with minor difficulties" rating. Forty-nine programs (18.8%) were asked to engage in program restructuring due to significant difficulties in the program, and 34 programs (13.1%) were voluntarily eliminated by the faculty of the program's home department in consultation with the dean. An additional 14 programs, which had not been admitting students in recent years, were removed from the books through standard processes. Programs nominated for elimination were judged by departmental faculty as either outdated, had histories of low enrollments or were misaligned with the University's mission and faculty expertise.

   Deans worked with their departments to develop 3-5-year curricular action plans to improve the programs that were not eliminated. These plans were developed by August 2021. During Fall 2021, feedback was offered by the dean and Office of Provost to provide additional guidance. From 2021 until 2024, departments were required to submit annual updates on their curricular action plans. These update reports were reviewed annually by the Office of the Provost, and feedback was provided on each report.

Each program identified a target enrollment, and those programs that did not achieve those targets have been or are in the process of being deactivated. Since the inception of this project in 2020, a total of 76 programs have been or are in the process of elimination. Of the 76 programs, 54 were degree programs or majors with 37 of these being at the bachelor's level and 19 at the graduate level. Fifteen were certificates, and four were co-majors. See Appendix A for list of all eliminated programs since 2020.

2) Launched in August 2021, the **Miami Academic Program Incubator (MAPI)** is an ongoing resource and consultation service for departments that aims to encourage, support and incentivize the rapid revitalization and creation of successful undergraduate and graduate programs that:
   - Advance the University mission;
   - Are aligned with faculty talents and expertise;
   - Meet student and market needs; and
   - Ensure that Miami offers a high-quality and cost-effective portfolio of academic programs.

   Departments and divisions that are considering a new academic degree program or a significant revision to an academic program are required to participate in MAPI. MAPI is led by a steering team of University leaders who provide data and research on program ideas (data are gathered internally and externally from third-party vendors such as EAB and Gray Associates), curriculum coaching (including recommendations for collaborations with other departments, divisions and institutions), concrete narrative feedback on the program idea (as articulated in a brief concept paper prepared by the department) and the opportunity to apply for seed funding to jumpstart the program (if appropriate). The MAPI team also engages in research on future trends in higher education and provides recommendations to deans and chairs on potential new directions for existing programs as well as possible ideas for new programs.

3) **Department Planning & Improvement (DPI) Process** is a new model for academic program review that was approved in April 2022 and launched in 2024 (as the APEIP project phased out). It focuses on continuous improvement (including a comprehensive review led by a team of internal and external faculty experts plus biennial updates) and features:

   - Collaboratively developed strategic goals for each review (created in conversation with the department, dean and Office of Provost);
   - Holistic emphasis (encompassing all aspects of the department, including its academic programs and curricula, reports on assessment of student learning outcomes);
   - Six-year cycle (with updates on progress every two years in between the comprehensive review);
   - Review team members (from within and/or outside the University) who provide consultation on strategic goals in addition to an evaluation of the department;
   - Process customized for departments with professional accreditation reviews; and
   - Robust support for the process (e.g., consultation, departmental orientation, data, team chair training).

   Six departments (Anthropology, Architecture + Interior Design, Education & Society, Family Science & Social Work, Microbiology, and Political Science) completed the DPI process in fall 2024. This first cohort was conducted as a pilot. Participants in the first cohort have provided input and revisions were made to ensure that the process moving forward is effective. Approximately ten departments will be completing the process each year beginning fall 2025.

4) Curricular Ecologies Learning Lab (CELL) is a new curricular consultation service offered by the Office of Liberal Education (Miami's general education office) which provides direct support to faculty and departments to revisit, revise, and refresh programmatic offerings with a "total curriculum" approach. Departments are invited to participate in CELL where they will work with the Liberal Education leaders to review their overall curricular

offerings, identify courses that are appropriate for different components of the Miami Plan (our general education program), and pinpoint opportunities for further curricular streamlining. The goals of CELL are to:

- Support departments with repositioning MP offerings and/or integrating MP outcomes and/or courses into curricula;
- Support departments with broader curricular realignment, including streamlining offerings and integrating MP Pillars and outcomes into program outcomes;
- Facilitate transdisciplinarity among units and divisions to create novel initiatives, leverage expertise, and mitigate redundancy; and
- Implement new curricular directions reflecting student needs and institutional initiatives.

External Curricular Initiatives

1) Miami University has engaged with other Ohio higher education institutions and the Ohio Department of Higher Education on all of the **ODHE Transfer & Articulation initiatives** including Ohio Transfer 36, Transfer Assurance Guides, Ohio Transfer to Degree Guaranteed Pathways, Career Technical Assurance Guides, Military Transfer Assurance Guides, and more. Carolyn Haynes, Senior Associate Provost, co-chaired the statewide committee to revise the Ohio Transfer Module, has served on the Ohio Articulation & Transfer Network Advisory Board for over a decade, and chaired a task force to realign course matches with International Baccalaureate Examinations.

2) Miami University, along with Cincinnati State Technical & Community College, Gateway Community & Technical College, and Northern Kentucky University, joined the **Moonshot for Equity Initiative** in fall 2021 to promote seamless transfer pathways among these institutions along with diverse student success. Since its inception, Miami has developed over 120 transfer-friendly curricular pathways and wrap-around support for transfer students as they transition between institutions. Additionally, we have revised the alignment of the Miami Plan with OT36 to decrease students' time to degree, revised practices and policies that were barriers to transfer student success, and led four Transfer Summits for all institutions in the Southwest Ohio/Northern Kentucky region.

Data for this Report

To prepare this report, Miami University leveraged the data analyses and findings related to the APEIP project along data compiled by the Office of Provost and Office of Institutional Research and Effectiveness. Programs were evaluated in terms of the following indicators:

1) External demand (market, employer, student inquiries, Google searches)
2) Internal demand (enrollment trends, mission fit)
3) Program outcomes (completion rates, employment and placement rates)
4) Availability of resources (revenue & expenses, staffing)

Using the data analyses for the APEIP project as well as more recent enrollment data, Miami identified all academic programs whose enrollments over the past five years averaged below 20% above Miami's institutionally defined criteria for students in a program. In collaboration with deans and departments, each of these programs were provided one of the following labels:

1) No action (new program or program with strong success rates and enrollments)
2) Program elimination
3) Program restructuring (significant revisions planned)
4) Possible collaboration with University of Cincinnati

Miami's Office of Institutional Research and Effectiveness identified low-enrollment courses that over the past five years averaged below 20% above Miami's defined threshold for low-enrolled course sections. Courses in this list were assigned one of the following labels:

- No action (due to it being tied to new program, accreditation requirements, etc.)
- Course elimination
- Reduction in number of sections
- Change in course scheduling (day/time, frequency in scheduling)
- Change in delivery modality
- Possible course sharing (with another department or program).

LOW-ENROLLMENT THRESHOLDS

Courses

Miami University has had a longstanding practice of enforcing the following course enrollment thresholds:

Level	Institutional Threshold	20% Above Threshold
Undergraduate	12	14.4
Graduate	7	8.4

Exceptions to this practice include the following types of courses:

- ACE (courses for ESL international students with low TOEFL scores who are conditionally admitted to Miami University)
- Clinical Experiences
- Developmental/remedial courses
- Graduate Assistant Training Seminar or Training Seminars for Undergraduate Consultants/Tutors
- Independent Work/Study
- Internships
- Field Work
- Study Abroad
- Foreign Language courses (in less common languages)
- Courses offered on our Luxembourg campus
- Music Performance Lessons
- Practica
- ROTC courses
- Student Teaching
- Recreational/fitness courses

Programs

Miami University has historically not had a threshold for under-enrolled academic programs. However, for the purposes of this report as well as to advance the goals of APEIP, we have identified the following guiding thresholds which are based upon an average of five years:

Degree Program	Institutional Threshold	20% above Threshold
Undergraduate	35 (headcount)	49 (headcount)

Master & Doctoral	10 (headcount)	14 (headcount)

LOW-ENROLLMENT COURSE ANALYSIS

Process of Course Deletion

Departments and divisions have the opportunity to delete a course at any point through our Course Information Management System. Once a course is deleted, it is no longer offered.

Additionally, Miami University has "Course Deletion" policy which reads:

> "During the fall semester of each academic year, the Office of the University Registrar will electronically notify the appropriate chair or program director and academic dean of courses, (with cross-listing notations) that have not been offered or have had no enrollments for the prior four academic years. No action will be taken on these courses at this point in time. If the courses on this list are not offered the start of the fifth academic year, they will be removed from the General Bulletin. In this fifth academic year, the chair or program director with the approval of the appropriate academic dean may notify the Office of the University Registrar of a decision to retain the course on the list of active University courses for one (1) additional year. The course will remain for an additional sixth year and be deleted during the following year, if not offered or has no enrollment. Failure to supply such notification by stated deadline of the fifth year of a course not being offered will result in the deletion of the course from the General Bulletin list of active University courses. A department or program wishing to offer a course that has been deleted must follow the policy for approval of a new course before the course may be offered again."

This procedure has substantially reduced the number of under-enrolled courses and sections. For example, from Fall 2020 until Spring 2024, a total of 1,477 courses were eliminated. See Appendix B for a comprehensive listing of the eliminated courses. During the same period, 391 new courses were approved leading to a total net loss of 1,086 courses during this four-year period.

Current Low-Enrolled Courses

The following courses in 2023-2024 had an enrollment in some sections that were below 20% above Miami's defined threshold for low-enrolled course sections: 14.4 students for undergraduate courses and 8.4 students for graduate courses.

The Office of the Provost has worked with the Offices of the Academic Deans to evaluate the courses and make recommendations for improvement: (1) no action (due to it being tied to new program, accreditation requirements, etc.); (2) course elimination; (3) reduction in number of sections; (4) change in course scheduling (day/time, frequency in scheduling); (5) change in delivery modality; (6) possible course sharing (with other department or program); or (7) other.

Undergraduate Courses

Course #	Course Name	Division	Enrollment	Recommendation	Rationale
ACC445	Advanced Tax	FSB	5	No longer offered. That said, it was cross-listed with ACC 545 with a total enrollment of 16.	Low student interest. That said, it was cross-listed with ACC 545 with a total enrollment of 16 in fall 2023.

ACC490B	Strategy-Based Consulting	FSB	8	J-term, study-away trip (capped out 20 due to visit site capacity constraints).	ACC 490B (8 students) crosslisted with ACC 590B (2 students) and with MGT 490B (10 students) = 20 students
AMS183	Images of America	CLAAS	12	No action	Xlisted with ART 183; always has a waitlist
AMS205	Intro to American Studies	CAS	9	Offer fewer sections This section was reserved for ACE students (all other sections had 37 or more)	
AMS241	Religions of American Peoples	CAS	12		XL w/ REL 241 (30 enrolled)
AMS401	Senior Capstone in American Studies	CAS	10	Course elimination	Program has been eliminated
APC201	Intro Health Communication	CLAAS	11	Reduction in number of sections	Program has been eliminated
APC339	Organizational Communication	CLAAS	12	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
APC363	Advanced Methods in Applied Communication	CLAAS	8	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
APC401	Applied Communication Capstone	CLAAS	9	Reduction in number of sections	Revising the program curriculum. Changing the modality of delivery to online
ARC105	Intro to Architecture	CCA	12		Studio course
ARC309	Furniture Design & Construction	CCA	13	No action - tied to accreditation and cohort-based.	We are now backfilling with Arc and Minor students
ARC405C	Seminar on Typology & Regionalism	CCA	5		Cross-numbered (9 total enrollment)
ARC405E	Trends in Computational Design	CCA	10		Cross-numbered (13 total enrollment)
ART102	Color Theory & Practice	CLAAS	10	No action	Studio; capped at 15
ART105	Technical Drawing	CLAAS	12	No action	Studio; capped at 15
ART111	Design & Composition	CCA CLAAS	14 10	(3) Will reduce sections. Reduce frequency of offering to every other semester	Studio
ART122	Drawing Projects	CCA	13	(3) Will reduce sections.	Studio
ART125	Beginning Printmaking	CCA	13	ART CENTER - please delete per email exchange	Studio
ART130	Lasercutting & Digital Design	CCA	12	ART CENTER - please delete per email exchange	Lab

ART131	3D Printing	CCA	13	ART CENTER - please delete per email exchange	Lab
ART147	Beginning Art Photography	CLAAS	9	No action	Lab; capped at 12
ART149	Beginning Digital Photography	CCA CLAAS	14 8	ART CENTER - please delete per email exchange	Lab
ART155	Beginning Drawing	CCA	12	ART CENTER - please delete per email exchange	Lab
ART160	Beginning Ceramics	CCA	14	ART CENTER - please delete per email exchange	Lab
ART165	Beginning Metals	CCA	13	ART CENTER - please delete per email exchange	Lab
ART170	Basic Woodworking	CCA	14	ART CENTER - please delete per email exchange	Lab
ART171	Narrative & Sequence	CCA	13	(3) Will reduce sections.	Studio
ART181	Concepts in Art	CLAAS	13	No action	This course is no longer being offered at the regionals
ART183	Images of America	CLAAS	12	No action	Xlisted with AMS 183; always has a waitlist
ART218	3D Shading and Texturing	CCA	10	XL w/ IMS218 - 22 total enrolled in Sp24	DELETE FROM LIST
ART221	Intermediate Drawing 1	CCA CLAAS	10 11	?? - see email from G. Radler	Studio
ART222	Intermediate Drawing 2	CCA CLAAS	3 2	?? - see email from G. Radler	Studio
ART231	Painting I	CCA CLAAS	13 6	Increasing enrollment limit; will stack as neede Stacked with 331/332	Studio
ART241	Printmaking I	CCA CLAAS	10 7	Stacked w/ 341/342/441 - 16 students enrolled	DELETE FROM LIST
ART255	Intro: Digital Photography	CCA CLAAS	14 8	Increasing enrollment limit - should have no problem reaching 15 Reduce frequency of offering	Studio; capped at 12 in CLAAS
ART256	Design, Perception & Audience	CLAAS	11	No action	This course has been revised to become CMA 256 and now counts for PA and SI. Current enrollments are strong.

ART257	Photography I	CCA CLAAS	13 7	Increasing enrollment limit; will stack as needed Reduce frequency of offering	Studio; capped at 12 in CLAAS.
ART261	Ceramics I	CCA	10	?? - see email from G. Radler; historically this class has always filled.	Lab
ART264	Jewelry Design & Metals I	CCA	13	(3) Will reduce sections.	Lab
ART271	Sculpture I	CCA CLAAS	12 14	(3) Will reduce sections. No action	Studio; capped at 15 in CLAAS.
ART320B	Advanced Drawing	CCA CLAAS	8 2	(3) Will reduce sections. Stacked with 221 and 222; total enrollment at 15 in Fall 2023	Studio
ART331	Painting II	CCA CLAAS	8 2	Stacked w/ ART332/630 - 19 enrolled in Sp24	DELETE FROM LIST
ART332	Painting III	CCA CLAAS	5 1	Stacked w/ ART331 - 14 enrolled in one stack and 17 enrolled in other stack in Fa23	Studio
ART341	Printmaking II	CCA CLAAS	4 3	Fa23 B: stacked w/ 241/342 - 18 students enrolled Sp24 A: stacked w/ 241/342/441/442 - 19 students enrolled	DELETE FROM LIST
ART342	Printmaking III	CCA CLAAS	2 3	Fa23 A: stacked w/ 241/341/441 - 16 students enrolled Fa23 C: stacked w/ 241/342/645 - 13 students enrolled Sp24 B: stacked w/ 241/341/441 - 15 students enrolled Sp24 C: stacked w/ 241/341 - 17 students enrolled	Studio
ART357	Photography II	CCA	12	(3) Will reduce sections or stack as needed.	Lab
ART361	Ceramics II	CCA	13	Typically fills, but can stack as needed.	Lab
ART362	Ceramics III	CCA	6	Sp24 A - stacked w/ 461/462/562/660 - 18 students enrolled	DELETE FROM LIST
ART364	Jewelry Design & Metals II	CCA	6	Fa23 A - stacked w/ 264/365/465/ - 20 students enrolled	DELETE FROM LIST
ART365	Jewelry Design & Metals III	CCA	4	Sp24 A - stacked w/ 264/364/464 - 18 students enrolled	DELETE FROM LIST
ART371	Sculpture II	CCA	4	Sp24 A - stacked w/ 271/372/472 - 15 students enrolled	DELETE FROM LIST

ART372	Sculpture III	CCA	1	Fa23 A - stacked w/ 271/371/471 - 18 students enrolled	DELETE FROM LIST
ART431	Painting IV	CCA	7	Stacked w/ 432/630 - 16 enrolled Fa23	DELETE FROM LIST
ART432	Painting V	CCA	6	Stacked w/ 431/630 - 15 enrolled Sp24	DELETE FROM LIST
ART441	Printmaking IV	CCA CLAAS	3 1	Sp24 A - stacked w/ 241/341/342/442 - 19 students enrolled	DELETE FROM LIST
ART442	Printmaking V	CCA CLAAS	2 2	Sp24 A - stacked w/ 241/341/342/441 - 19 students enrolled	DELETE FROM LIST
ART457	Photography IV	CCA	9	Stacked w/ 458/657 - 15 enrolled Fa23	DELETE FROM LIST
ART458	Photography V	CCA	9	Stacked w/ 457 - 11 enrolled Sp24	Lab
ART461	Ceramics IV	CCA	5	Fa23 A - stacked w/ 362/462/660 - 16 students enrolled	DELETE FROM LIST
ART462	Ceramics V	CCA	6	Fa23 A - stacked w/ 362/461/660 - 16 students enrolled	DELETE FROM LIST
ART464	Jewelry Design & Metals IV	CCA	2	Sp24 A - stacked w/ 264/364/365 - 18 students enrolled	DELETE FROM LIST
ART465	Jewelry Design & Metals V	CCA	1	Fa23 A - stacked w/ 264/364/365 - 20 students enrolled	DELETE FROM LIST
ART471	Sculpture IV	CCA	1	Fa23 A - stacked w/ 271/371/372 - 18 students enrolled	DELETE FROM LIST
ART472	Sculpture V	CCA	2	Sp24 A - stacked w/ 271/371/372 - 15 students enrolled	DELETE FROM LIST
ART492	Portfolio & Exhibition Experience	CCA	6	Reducing offerings to 1 section/yr	Studio
ART493	Professional Dispositions	CCA	12	No action - Field experience for pre-service teachers	Lab
ATH175	Global Cultural Diversity	CLAAS	10	Change in modality and day/time	
ATH231	Foundations of Cultural Anthropology	CLAAS	8	Reduce offerings	Course is not being eliminated that we know of, but CLAAS will not offer it anymore
ATH301	Intercultural Relations	CAS	10		XL w ITS 301 (enrolled 26)
ATH491	Career Paths with Anthropology	CAS	2	Exclude	Practicum
BIO104	Success in the Sciences	CAS	12	No action	sprint course for students who need assistance with 116
BIO116	Biological Concepts: Structure	CAS	11	Reduce number of sections	

		CLAAS	14	No action	Required for our life science and Applied Bio majors
BIO121	Environmental Biology	CAS CLAAS	11 14	Reduce number of sections Reduce number of sections	
BIO159	Seminar in Neuroscience	CAS	11	No action	Cross-listed with PSY 159, with 23 total students enrolled
BIO161	Principles of Human Physiology	CLAAS	9	No action	Only low section was the evening lab
BIO171	Human Anatomy & Physiology	CLAAS	12	No action	Required for NSG students
BIO172	Ecology of North America	CLAAS	10	No action	Required for NSG students; also BIO 172 is Human Anatomy and Physiology, not Ecology of North America
BIO201	Human Anatomy	CAS CLAAS	12 13	Reduce number of sections Reduce number of sections; change scheduling	
BIO203	Intro to Cell Biology	CLAAS	11	No action	Required for Life Science and Applied Bio majors
BIO232	Human Heredity	CLAAS	13	Reduce number of sections; pursue MPF status	
BIO256	Programming in Life Sciences	CAS	14		Lab
BIO314	Plant Diversity	CLAAS	14	No action	Required for Applied Biology majors
BIO400W	Capstone: Contemporary Issues	CLAAS	6	No action	Capstone
BIO408	Ornithology	CAS	9	no action	BIO 408/508 has a total of 18 students registered. This is a one lecture and two lab sections of 12 each because it requires vans to travel and the vans are limited to 12
BIO422W	Evol & Population Genetics	CAS	13	no action	Cross numbered (total of 17 students enrolled in F2024)
BIO431	Global Plant Diversity	CAS	11		Cross numbered (total of 13 students enrolled)
BIO433W	Field Ecology	CAS	13	Reduce number of sections	
BIO463W	Limnology	CAS	11	Reduce number of sections	
BIO466	Bioinformatics Computing Skill	CAS	13	no action	Lab; cross numbered (14 total students enrolled, 18

					total students enrolled in Fall 2024)
BIO481	Theory of Electron Microscopy	CAS	3	No action	Cross-numbered (12 students enrolled) - taught by director of CAMI
BIS201	Intro to Integrative Studies	CLAAS	10	Course elimination after the program is sunsetted	The program will be sunsetted
BIS301	Integrative Studies Seminar II	CLAAS	11	Course elimination after the program is sunsetted	The program will be sunsetted
BIS305	Integrative Writing in Global	CLAAS	6	Course elimination after the program is sunsetted	The program will be sunsetted
BIS401	Senior Integrative Seminar	CLAAS	5	Course elimination after the program is sunsetted	The program will be sunsetted
BSC292	Applied Biology Seminar I	CLAAS	13	Change in scheduling	
BUS241	Business in the Global Market	FSB	4		Special program with limited enrollment
CAS116	American Academic Culture Communication	CAS	4		Program for special population of students
CAS133	Advanced Communication Strategies II	CAS	9		Program for special population of students
CCA190A	Arts, Activism & Advocacy	CCA	10	This was a special offering for Prodesse Scholars	Program for special population of students
CCA201	Intro to Arts Management	CCA	13	Reduction in number of sections	
CCA302	Arts Marketing & Engagement	CCA	6	Offer every other semester	
CCA320	Arts Management & Esp Studio 2	CCA	6	No action - Stacked w/ CCA420 in Fa23 - 13 students enrolled. 26 enrolled in Fa24	New course in new major. Fall 24 enrollment - 26
CCA331	Acting for the Musical Stage	CCA	12	Monitor enrollment and possibly offer in alternating years.	Enrollment has increased in the musical theatre minor, which requires this class and will likely result in it meeting the minimum each year, though we can consider alternating years if necessary This cap must be capped at 16 per NAST accreditation.
CCA420	Arts Mgmt & Esp Studio 3	CCA	7	No action - Stacked w/ CCA320 in Fa23- 13 students enrolled Fa23; 16 enrolled in Fa24	New course in new major. Fall 24 enrollment - 16
CEC101	Computing, Engineering & Society	CLAAS	11	Course elimination	Not offered by CEC
CEC102	Problem Solving & Design	CLAAS	14	Course elimination	Not offered by CEC

CEC140	Grand Challenge Experience	CEC	1	No change	Project course for NAE certificate; taught off-load like independent study
CHI252	Mod Chi Lit in English Translation	CAS	8	Curriculum is under revision.	
CHI253	Three Kingdoms	CAS	4	Curriculum is under revision.	
CHM109	Chemistry Fundamentals	CLAAS	12	Reduced number of section	
CHM111	Chemistry in Modern Society	CLAAS	13	Reduced number of sections. Change id course scheduling	
CHM111L	Chemistry in Modern Society Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM131	Chemistry of Life Processes	CLAAS	12	reduced number of sections. Change in course scheduling	
CHM131L	Chemistry of Life Processes Lab	CLAAS	13	Reduced number of sections. Change in course scheduling	Lab
CHM141R	College Chemistry	CLAAS	14	Reduced number of sections. Change in course scheduling	
CHM142	College Chemistry	CLAAS	14	Reduced number of sections. Change in course scheduling	
CHM142M	College Chemistry for Chemistry Majors	CAS	10	No action	Cross-listed with CHM 142H; 70- students in Sp2025
CHM144	College Chemistry Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM145	College Chemistry Lab	CLAAS	12	Reduced number of sections. Change in course scheduling	Lab
CHM231	Fundamentals of Organic Chemistry	CLAAS	7	Reduced number of sections. Change in course scheduling	
CHM231L	Fundamentals of Organic Chemistry Lab	CLAAS	7	Reduced number of sections. Change in course scheduling	Lab
CHM241	Organic Chemistry	CAS CLAAS	9 8	Reduce number of sections Reduced number of sections. Change in course scheduling	
CHM242	Organic Chemistry	CLAAS	8	Reduced number of sections. Change in course scheduling	
CHM244	Organic Chemistry Lab	CLAAS	10	Reduced number of sections. Change in course scheduling	Lab
CHM245	Organic Chemistry Lab	CLAAS	8	Reduced number of sections. Change in course scheduling	Lab
CHM425	Advanced Organic Chemistry	CAS	5	change in frequency of scheduling	Cross-numbered (10 total students enrolled)

CHM430I	Antibiotics & Microbes	CAS	8	change in frequency of scheduling	not taught in 2024-2025
CHM438	Biochemistry Lab	CAS	11		Lab
CHM450D	Intro Medicinal Chemistry	CAS	13	No action	25 students enrolled in Spring 2025
CHM454	Instrumental Analysis	CAS	7		Cross numbered (total of 12 students enrolled)
CIT167	IT People & Places	CLAAS	10	Reduced number of sections	
CIT201	Advanced Spreadsheet & Analytics	CLAAS	8	Course will be offered once a year instead of every semester	
CIT348	Info Management and Retrieval	CLAAS	13	Enrolls at above 15 level	Should not be on this list
CIT358	IT Assurance & Security	CLAAS	13	Expect better enrollment since it is now required course for the major	This course is now required for the Cybersecurity majors
CIT376	IT for Organizations	CLAAS	11	Will be offered once a year instead of every semester	
CIT386	Designing/Deploying Secure Net	CLAAS	9	New course. Was offered for the first time on AY 23-24.	This course is required for the Cybersecurity major (new major)
CIT480	Advanced Topics in Cyber	CLAAS	12	Will be offered every other year. Next time will be offered in Spring 26	
CJS101	Intro to the CJ System	CLAAS	12	Reduction in number of sections and change in modality	
CJS125	Law and the Courts	CLAAS	9	Now CJS 225. Reduction in number of sections and change in modality	
CJS231	Criminal Procedure	CLAAS	11	Now CJS 333. Reduction in number of sections and change in modality	
CJS235	Forensic Science Survey	CLAAS	7	Reduction in number of sections	
CJS270M	Crime Analysis	CLAAS	14	Eliminate course	
CJS270O	Suing Cops and Other Officials	CLAAS	10	Eliminate course	
CJS401	Race & Criminal Justice	CLAAS	9	Reduce frequency of offering	Cross listed (total of 10 students)
CJS411	Evidence Law & Expert Testimony	CLAAS	14	Reduce frequency of offering	
CJS451	Comparative Justice Systems	CLAAS	10	Reduce frequency of offering	
CJS485	Capstone in Criminal Justice	CLAAS	14	Reduce frequency of offering	
CLA190	Community Leadership Dialogues	CLAAS	7	Change in course scheduling	This course is part of the CLAAS Divisional Honors Program
CLS425	Senior Seminar	CAS	2		Cross listed (13 total students)

CMA401	Capstone in Community Arts	CLAAS	1	No action	Program has been given until fall 2026 to improve enrollments or it will be sunset. Currently has 12 enrolled for spring 2025.
CMR106	Intro to Business & the Economy	CLAAS	13	Change in modality	
CMR151	Intro to Hospitality Management	CLAAS	12	No action	Program is new and enrollments are improving
CMR207	Management Planning & Control	CLAAS	11	Reduction in number of sections	
CMR242	Management – Small Business Operations	CLAAS	9	Reduction in number of sections	
CMR302	Financial Info for Managers	CLAAS	8	Change in day/time and frequency of offering	
CMR351	Control Food/Bev Labor Costs	CLAAS	6	Reduce frequency of offering	Program is new and enrollments are improving
CMR352	Food Service Management	CLAAS	7	Reduce frequency of offering	Program is new and enrollments are improving
CMR401	Leadership Decision Skills	CLAAS	7	Reduction in number of sections	
CMR442	Current Issues & Innovations	CLAAS	8	Reduction in number of sections	
CMR451	Special Events Planning & Management	CLAAS	4		
CMR461	Sales Management	CLAAS	13	Change in modality	
CPB301	Pulp & Paper Chemistry	CEC	13	Change in course scheduling	Reduce frequency
CPB314	Engineering Thermodynamics	CEC	6	Course sharing with MME 314	
CPB328	Bioinstrumentation	CEC	7	No change	Newly req'd for BME
CPB451	Unit Operations Laboratory	CEC	11	No change	Lab; req'd, normally meets enrollment threshold
CPB452	Intro to FDA Reg, Med Dev Laws	CEC	12	No change	27 enrolled for 202520
CPB453	Med Device Development and Reg	CEC	5	No change	Crosslisted with 553; normally meets threshold
CPB471	Engineering Design I	CEC	11	No change	Required capstone
CPB472	Engineering Design II	CEC	12	No change	Required capstone
CRE362	Family Poverty	CLAAS	6	Stopped offering crosslist	The course won't be offered again
CSE174	Fundamentals Programming & Problem Solving	CLAAS	12	Reduce number of sections	Required course
CSE202	Software Requirements	CEC	10	Reduce number of sections	Required course
CSE212	Software Engineering for UI/UX	CEC	13	Reduce number of sections	Required course

CSE274	Data Abstractions & Structures	CEC	14	Reduce number of sections	Required course
CSE301	Software Architecture & Design	CEC	14	Reduce number of sections	Required course
CSE302	Software Construction	CEC	13	Reduce number of sections	Required course
CYB234	Sys Admin and Scripting	CEC	11	No change	Part of new major
CYB332	Human, Org, Soc Security	CEC	4	No change	Part of new major
CYB334	Network Security	CEC	7	No change	Part of new major
CYB335	Defensive Security	CEC	4	No change	Part of new major
DST312	American Deaf Cultures	CLAAS	12	Reduced number of sections. Change in delivery modality	
ECE205	Electric Circuit Analysis – I	CEC	14	No change	Lab; required for multiple majors, normally meets enrollment threshold
ECE287	Digital Systems Design	CEC	6	No change	Lab, req'd; normally meets enrollment threshold
ECE414	Robotics: Design & Modeling	CEC	8	No change	Req'd for new major, expect increase; crosslisted with 514
ECE430	EM in Sensing & Communications	CEC	7	Change in course scheduling	Crosslisted (10 total students); reduce frequency
ECE436	Control of Dynamic Systems	CEC	6	Change in course scheduling	Crosslisted; reduce frequency
ECE448	Senior Design Project	CEC	5	No change	Lab; required capstone
ECE449	Senior Design Project	CEC	4	No change	Lab; required capstone
ECE484	Embedded Systems Design	CEC	13	No change	Lab, req'd; normally meets enrollment threshold
ECE493	Power Electronics	CEC	5	Change in course scheduling	reduce frequency
ECO201	Principles of Microeconomics	CLAAS	12		
ECO301	Money & Banking	FSB	9	J-term-instructor agreed to reduced compensation	required for FIN, normally has 60+
ECO315	Intermed Microeconomic Theory	FSB	12	reduced number of sections	Enrollment normally 25+
ECO322	Introduction to Economic Research	FSB	4	reduced frequency	was a 1-credit course over J-term for which the instructor was not compensated out of tuition
ECO414	Mathematical Economics	FSB	5	Stacked course with over 15 enrolled	DELETE
ECO415	Topics in Microeconomics	FSB	1	Stacked course with over 15 enrolled	DELETE
ECO417	Topics in Macroeconomics	FSB	3	Stacked course with over 15 enrolled	DELETE
ECO420U	Financial Crises & Recessions	FSB	11		

EDL204	Sociocultural Studies in Education	EHS CLAAS	11 9	Reduce number of sections Reduce number of sections	Reduced sections from 11 to 8
EDL290E	Emerging Leaders	EHS	8	No action	Part of the emerging leaders living learning community.
EDL318A	Teacher Leadership: Adolescent Education	EHS	11	No action	Spring 24 enrollment 15
EDL318M	Teacher Leadership: Middle Childhood	EHS	11	Delete course	Gradeband change will combine primary and middle grades. This course will be deleted.
EDL383	Service in Urban Communities	EHS	1	Change course scheduling	Reduce frequency and investigate sharing with other departments
EDL464	Community-Based Leadership	EHS	12	No action	This is the capstone course for CBL minor.
EDP419F	Sup Tchg: Mild/Mod & Mod/Int	EHS	9	No action	Student Teaching
EDP432`	Assess & Edu Plan/Child PK-Grade 5	CLAAS	14	New recruitment strategy	This section was restricted to RPEC students. We now have recruited larger cohorts which will increase the enrollments of these particular sections.
EDP437	Blended & Online Learning Design	EHS	4	No action	Dual listed with EDP 537
EDP460	Research Sem/Exc Ed Devel Diff	EHS	9	No action	Action research/problem base seminar
EDP468	Methods II: Moderate/Intensive	EHS	12	No action	Dual listed with EDP 568
EDP479	Autism: Intro/Research	EHS	14	No action	Dual listed with EDP 579
EDP487	Student-Centered Practices	EHS	10	No action	Dual listed with EDP 587
EDP491	Methods II: Mild/Moderate Methods	EHS	10	No action	Dual listed with EDP 591
EDP496	Behav Interventin: Theory/Princ/Tech	EHS	8	No action	Dual listed with EDP 596
EGM411	Leading & Managing Projects	CEC	11		
EGS319	Medical Writing	CLAAS	11	This course should not be included here. In Fall 2023 it had 23 students and in Spring 2024 it had 22 – not low enrolled.	
EGS320A	Woolf and British Modernism	CLAAS	10	This course won't be offered again	Faculty who taught this course has retired
EGS390J	Literary Naturalism	CLAAS	10	This course won't be offered again	Faculty who taught this course has retired
EGS495	Capstone in English Studies	CLAAS	8	Reduce number of sections	

ENG104	Writing Studio	CLAAS	8	Reduced number of students. Raised the course cap from 8 to 10	Supplemental support course
ENG112	Composition & Literature	CLAAS	12	Reduced number of sections	
ENG122	Popular Literature	CLAAS	13	Change in course scheduling	
ENG125	Intro to Drama	CAS	11		Cross-listed with ENG 125H (actual enrollment is 24)
ENG134	Intro to Shakespeare	CLAAS	11	Changed the modality of delivery	
ENG151	Intro to Critical Reading	CLAAS	13		TLC course
ENG224	Prof Com & Digital Rhetoric	CAS	11		
ENG236	Experimental Film	CAS	10		cross-listed with FST 236 (actual enrollment is 34)
ENG248	Asian American Literature	CLAAS	7	If this course is under-enrolled in the future, we won't offer it	
ENG249	Asian and Asian American Cinema	CLAAS	7	Cross listed with AAA and FST. Had enrollment of 22.	
ENG273	English Lit: 1660-1900	CLAAS	10	Change in course scheduling	We will develop this course as ONLA
ENG356	Women & Gender in Film	CLAAS	8	Cross-listed with FST and WGS. Total enrollment: 20	
ENG413	Grant and Proposal Writing	CLAAS	10	Change in course scheduling	Available in ONLA format, but there is demand for F2F modality.
ENG420	Adv Creative Writing: Fiction Workshop	CAS	10	No action	considering offerings as part of program review
ENG423	Adv Creative NonFiction	CAS	13	No action	considering offerings as part of program review
ENG430	Adv Creative Writing: Poetry Workshop	CAS	10	No action	considering offerings as part of program review
ENG460	Capstone: Issues in Creative Writing	CAS	11	No action	considering offerings as part of program review
ENG481	Writing Center Theory & Practice	CAS	12	No action	considering offerings as part of program review
ENT137	Intro to Engineering Technology	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT193	Circuit Analysis II	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign

ENT196	Electronics	CLAAS	8	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT235	Computer-Aided Design	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT252	Computer-Aided Manufacturing II	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENG278	Mech III: Machine Component	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT293	Digital Systems	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT294	Local Area Networks	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT303	Digital Signal Processing Tech	CLAAS	4	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT312	Thermodynamics and Heat Power	CLAAS	9	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT355	Intro Finite Element Analysis	CLAAS	11	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT403	Wireless Communication	CLAAS	5	Change in course scheduling	Lab. The programs in ENT are undergoing a curriculum redesign
ENT404	Experimentation Techniques	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT413	Industrial Robotics Lab	CLAAS	8	Change in course scheduling	Lab. The programs in ENT are undergoing a curriculum redesign
ENT418	Electro-Mechanical Control Sys	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT478	Product Development	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ENT497	Senior Design Project	CLAAS	12	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign

ENT498	Senior Design Project	CLAAS	13	Change in course scheduling	The programs in ENT are undergoing a curriculum redesign
ESP401	Entrepreneurship: New Ventures	FSB	10	all sections for spring '25 show enrollment > 25	
ESP432	Entrepreneurship & Faith	FSB	11	spring '25 enrollment at 23	
ESP444	Venture Capital Immersion	FSB	6		
ESP481	Technology, Products & Ventures	FSB	12	course not offered spring '25	
ESP490	Special Topics – Entrepreneurship	FSB	7		
FAS211	Fashion Draping	CCA	7	Stacked w/ FAS341/441 - 12 enrolled Fa23. Working on building fas design cohort.	Studio
FAS212	Flat Pattern Drafting	CCA	6	Stacked w/ FAS341/441/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS281	Contemporary Fashion History	CCA	8	This was a summer course	
FAS341	Junior Fashion Studio	CCA	4	Stacked w/ FAS212/441/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS360	Fashion & Digital Tools	CCA	14	Working on building fas design cohort.	
FAS441	Senior Fashion Studio	CCA	2	Stacked w/ FAS212/341/442 - 14 enrolled Sp24. Working on building fas design cohort.	Studio
FAS442	Fashion Portfolio	CCA	2	Stacked w/ FAS212/341/441 - 14 enrolled Sp24. Working on building fas design cohort and opening up to MUF&D designers.	
FIN404	Forward, Futures & Derivatives	FSB	7	Revising the number of sections taught. Currently 3 sections in the spring with the other two sections above 30 in each. TR 4:25 not a popular time slot	
FIN482	Student Managed Fund II	FSB	8	New capstone class in FIN that has prerequisites. Demand for Spring 2025 is 15	Captstone in FIN
FIN485	Integrative Concepts in Finance	FSB	8	Looking at the number of sections offered, but students are choosing to try and take capstone in the spring instead of fall.	
FRE102	Elementary French	CAS	12	Reduction in number of sections	Divisional requirement
FRE201	Intermediate French	CAS	14	Reduction in number of sections	Divisional requirement

FRE202	Critical Analysis/French Culture	CAS	14	Reduction in number of sections	
FRE303	Mod and Contemp Lit & Life	CAS	14	Revision of offerings in progress	
FRE310	Texts in Context	CAS	8	Revision of offerings in progress	
FRE425	Senior Seminar	CAS	7	Course elimination	Program being eliminated
FST330B	Film Auteurs: Alfred Hitchcock	CLAAS	12	This was a special topic course. It won't be offered again under this topic.	faculty who taught this topic has retired
FST360B	Film Noir	CAS	12	Special topic will not be taught again.	
FST360S	Star Wars: Force, Culture & SciFi	CAS	11	Special topic will not be taught again.	
FSW201	Intro to Social Work	EHS	12	No action	Required course offered in multiple modalities to accommodate all students.
FSW225	Family Schools & Communities	EHS CLAAS	9 13	Reduction in section numbers Reduction in section numbers	Required course for multiple majors
FSW295	Research Methods	EHS	13	No action	Required course offered in multiple modalities to accommodate all students.
FSW304	Professionalism & Ethics	EHS CLAAS	12 12	Reduce number of sections Reduction in section numbers	Required course
FSW312	Human Behavior/Soc Environment	CLAAS	13	Reduction in section numbers	
FSW362	Family Poverty	CLAAS	5	Cross-listed withSOC 362 and CRE 362. Was well-enrolled	
FSW412	Senior Seminar Social Work I	EHS	13	No action	Practica
FSW413	Senior Seminar Social Work II	EHS	5	No action	Practica
GEO101	Global Forces, Local Diversity	CLAAS	7	Reduce number of sections	
GEO122	Geographic Environments	CAS	8	No action	Error - all sections had close to 60
GEO442	Advanced Geographic Info Systems	CAS CLAAS	11 7	 Change in delivery modality	
GER101	Beginning German	CAS	12	Offer fewer sections	CAS requirement
GER312	Coming of Age in German Life & Thought	CAS	14	Curriculum is under revision.	
GER410G	German Culture Between the Wars	CAS	10	Course elimination	
GER471	Linguistic Persp Contemporary German	CAS	8	Course elimination	
GHS301	Seminar in Global Health	CAS	13	Course elimination planned	
GHS491	Global Health Leadership	CAS	6	Course elimination planned	

GLG141	Geology of US National Parks	CLAAS	12	Reduction in number of sections	
GLG204	Survival on Evolving Planet	CAS	11	no action	15 students in Fall 2024
GLG211	Chemistry of Earth Systems	CAS	12	Reduce number of sections	
GLG322/322L	Structural Geology & Structural Geology Lab	CAS	14	Change in frequency of scheduling	going from every year to every other year
GLG354	Geomorphology	CAS	4	no action	19 students in Fall 2024
GLG357	Igneous/Metamorphic Petrology	CAS	14	no action	15 students in Spring 2025
GLG428	Hydrogeological Modeling	CAS	7	change in frequency of scheduling	not offered in 2024-2025
HST111	American History to 1877	CLAAS	13	Reduce number of f2f sections	Online sections do better
HST197	World History to 1877	CLAAS	12	Reduce number of sections	
HST270D	Mongols and their World	CAS	14		
HST290K	Ohio History	CLAAS	13	No action	Special topics course; won't be offered again.
HST354	Modern Chinese History	CAS	14	No action	31 students enrolled in Sp2025
HST360J	Gender & Sexuality Latin America	CAS	2		Cross list (total enrollment of 13 students)
HST400	Senior Capstone in History	CAS	9		
HST436	Havighurst Colloquium	CAS	6		Cross list (total of 10 students enrolled)
IES429	Environmental Communication	CAS	4	no action	Cross listed (20 total students in Spring 2025)
IES441	Env and Public Health	CAS	5		
IMS221	Music Technologies	CCA	1	Reduction in sections offered	Cross listed (11 total students)
IMS228	Co-Lab	CCA	11	Reduction insections offered	Lab
IMS314	Game Usability & Human Factors	CCA	13	Reduction in sections offered	
IMS322	Intermed Interaction Dev	CCA	13	Reduction in sections offered	
IMS354	Intermed Interaction Design	CCA	11	Reduction in sections offered	
IMS355	Prin & Pract- Managing Int Proj	CCA	14	Reduction in section offering	355 or 421 picklist
IMS381	Music for Games	CCA	7	No action	Cross list (total of 10 students). Only offered once per year for games program.
IMS396	Inside Startups	CCA	10	Reduction in section offerings	Course for specific population of students - DI Program

IMS398	Startup Networking	CCA	3		Course for specific population of students - DI Program
IMS421	Digital Product Management	CCA	12	Reduction in section offerings	
IMS422	Advanced Interaction Design & Dev	CCA	12	Reduction in section offerings from picklist.	
IMS431	Creative Direction in Ent Des	CCA	11	no action	pipeline in prerequisite courses has increased above threshold
IMS452	Senior Degree Project	CCA	12	Reduction in section offerings	
IMS473	Business of Esports	CCA	1	Course elimination	Cross numbered (enrollment of 8 students); program eliminated
IMS474	Special Topics in Esports	CCA	3	Change in course delivery	Moving from 2ch to 3ch standard to boost demand
IMS475	Esports Brand Management	CCA	3	Course elimination	
JRN201	Reporting & News Writing I	CAS	10	Reduction in section offerings	
KNH221	Social Marketing in Public Health	EHS	10	Course elimination	Course deactivated
KNH244L	Functional Anatomy Lab	EHS	14	No action	Lab
KNH245	Health Issues for Children	EHS CLAAS	12 9	Reduction in section offerings New recruitment strategies	Course needed for licensure requirement
KNH381L	Biodynamics of Hum Perf Lab	EHS	14	No action	Lab
KNH382L	PA and Fitness Assessment Lab	EHS	11	No action	Lab
KNH395	Public Health Research Methods	EHS	14	Change scheduling frequency: Offer ever other year	An elective course for Health Behavior minor
KNH402	KNH Capstone	EHS	10	No action	Capstone course offered in multiple modalities to accommodate all students
KNH453M	Public Health Campaigns	EHS	9	KNH public health major is in teach-out	KNH public health major is in teach-out
LAS410G	Capitalism & Commodities in LA	CAS	8	Course elimination	Program eliminated
LIN210F	Language Technology	CAS	9	program under revision	
LIN210K	Language and Syntax	CAS	11	program under revision	
LIN460	Capstone in Linguistics	CAS	14	program under revision	
MAC309	Advertising n Consumer Culture	CAS	13	Reduction in number of sections	
MAC311	Fiction Film Production	CAS	9	reconsideration of curriculum and facilities capacity	experiential learning

MAC450U	Topics in Film	CAS	11	reconsideration of curriculum and facilities capacity	experiential learning and required for capstone
MBI111	Microorganisms & Human Disease	CLAAS	7	CLAAS offering	
MBI131	Community Health Perspectives	CLAAS	12	CLAAS offering	
MBI143	Parasitology and Mycology	CAS	11	change in frequency of scheduling	Lab
MBI224	Bacteriophage Genomics	CAS	14	no action	Lab; experiential learning; 15 students enrolled Sp2025
MBI465	Genetics Lab	CAS	10	will reconsider offerings	Lab; experiential learning. grant-funded
MBI490	Undergraduate Seminar	CAS	7	Reduce number of sections	
MME202	Numerical Methods	CEC	13	No action	Normally has full enrollment
MME305	Measurements and Instrumentation	CEC	11	No action	Normally has full enrollment
MME437	Manufacturing Automation	CEC	8	Course elimination	
MME448	Senior Design Project	CEC	8	No action	Lab: required capstone off -cycle
MME470D	Advanced Computational Methods	CEC	12	No action	cross listed with MME 570D.
MTH115	Math for Teachers Grades P-6	CLAAS	11	Reduction in number of sections	
MTH119	Quantitative Reasoning	CLAAS	7	Stopped offering this course. Might offer again in the future	
MTH122	College Algebra	CAS	13	No action	It was a new course in AY 23-24. Now it is well enrolled
MTH124	Trigonometry	CLAAS	10	No action	It was a new course in AY 23-24. It is well enrolled now
MTH141	Business Calculus	CLAAS	11	Stopped offering this course. No demand on the Regionals	
MTH217	Mathematics for Middle School	CAS	10	No action	15 students Spring 2025
MTH218	Geometry/Middle Childhood Teacher	CAS	11	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)
MTH231	Elements of Discrete Math	CLAAS	7	Reduced number of sections	
MTH253	Introduction to Technical Comp	CAS	10	change in frequency of scheduling	not taught in 2024-2025
MTH309	OAE Math Problems Seminar	CAS	11	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)
MTH407	Mathematical Structures – Inquiry	CAS	12	No action	18 students Spring 2025
MTH408	Problem Solving with Technology	CAS	10	reconsider curriculum and frequency of scheduling	work with EHS on program requirements (math ed course)

MTH411	Foundations of Geometry	CAS	9	Reduce number of sections	
MTH483	Intro to Mathematical Logic	CAS	6	change in frequency of scheduling	Cross-listed (9 total students enrolled)
MTH491	Intro to Topology	CAS	3	No action	MTH 491/591 had 22 students in Fall 2024
MTH495	Applied Nonlinear Dynamics	CAS	3	No action	Cross listed: 16 total students in Spring 2025
MUS100Z	Laptop Ensemble	CCA	13	In AY 24-25, increased enrollment capacity to 17. We are unable to increase capacity beyond 17 based on limitations of classroom space, equipment, concert locations such as the XR Stage and Souers Recital Hall stage.	
MUS102	Theory of Music II	CCA	13	Reduced number of sections for AY 24-25, which eliminated low enrollment for 102	
MUS110	Vocal Accompanying	CCA	6	Similar to applied music - 1:1 instruction (bullet point “Music Performance Lessons”)	
MUS115	Beginning Piano for Non-Majors	CCA	12	Lab space only accommodates 12 students at piano stations.	Enrollment limited due to lack of space and additional pianos. Feasibility and cost of moving the piano lab is being analyzed.
MUS120	Instrumental Accompanying	CCA	3	Similar to applied music - 1:1 instruction (bullet point “Music Performance Lessons”)	
MUS151	Theory of Music: Aural Skills I	CCA	9	Reduction in section offerings	Lab
MUS161	Functional Piano	CCA	10	Lab space only accommodates 12 students at piano stations.	Enrollment limited due to lack of space and additional pianos. Feasibility and cost of moving the piano lab is being analyzed.
MUS171	Composition Seminar	CCA	11	This course is being discussed for elimination from curriculum	Consistently under enrolled
MUS175	Intro to Music Education	CCA	13	Considering reduction in sections from 2 to 1	Note: FY 24-25 enrollment was 39
MUS185	Multicultural Perspectives in Music	CLAAS	12	Reduce number of sections	
MUS201	Theory of Music III	CCA	12	Reduced number of sections for AY 24-25, which eliminated low enrollment for 201	
MUS202	Theory of Music IV	CCA	14	Reduced number of sections for AY 24-25, which eliminated low	

				enrollment for 202	
MUS215	Class Voice for Music Theatre	CCA	12	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every spring). Also considering opening up to non-minors (currently restricted to Music Theatre minors).	
MUS216	Applied Voice for Music Theatre	CCA	13	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS218	Beginning Guitar	CCA	11	Reduction in sections	
MUS218A	Intermediate Guitar	CCA	10	Considering course elimination	
MUS235	Lyric Diction I	CCA	10	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every fall), along with possible curricular revision	
MUS236	Lyric Diction II	CCA	13	Reviewing for possible change in course scheduling - frequency of offerings (currently offered every other spring), along with possible curricular revision	
MUS239	Alexander Technique	CCA	2	XL w/ THE239. Was taught as unpaid overload.	Cross list (total of 5 enrolled students)
MUS244Z	Applied Music – Composition	CCA	3	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS251	Theory of Music: Aural Skills III	CCA	12	Reduced number of sections for AY 24-25, which eliminated low enrollment for 251	
MUS252	Theory of Music; Aural Skills IV	CCA	11	Reduced number of sections for AY 24-25, which eliminated low enrollment for 252	
MUS260	Functional Piano	CCA	12	ab space only accommodates 12 students at piano stations.	Lab; limited enrollment due to space size and available pianos Feasibility and cost of moving the piano lab is being analyzed.
MUS262	Jazz Improvisation I	CCA	12	Will not run if low enrolled	Lab
MUS344Z	Applied Music – Composition	CCA	4	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS345	Elem Gen Music for Instrumental	CCA	6	Stacked w/ MUS355 - 18 enrolled in Sp24	DELETE FROM LIST
MUS352	Conducting I	CCA	12	Reviewing for possible change in course scheduling - day/time	

MUS355	General Music Teaching Techniques – Elementary	CCA	12	Stacked w/ MUS345 - 18 enrolled in Sp24	DELETE FROM LIST
MUS358	Marching Band Techniques	CCA	7	Reviewing for possible change in frequency of offering	Note: Fa24 enrollment of 29
MUS359	Secondary Instrumental Methods	CCA	8	Reviewing for possible change in frequency of offering	
MUS386	History of Hip Hop	CCA	11	Low enrollment due to unnecessary course prerequisites and MP revisions; this has been solved for future offerings and we do not anticipate any challenges with low enrollment moving forward.	
MUS404	Wind Band/Ensemble Literature	CCA	6	Considering course elimination; not required in any degree plan	
MUS430	Piano Pedagogy	CCA	1	Stacked w/ MUS530; 6 enrolled in Sp24; requirement for GRAD program	
MUS444Z	Applied Music – Composition	CCA	2	Applied instruction (bullet point "Music Performance Lessons")	DELETE FROM LIST
MUS490	Special Topics in Music	CCA	1	Stacked w/ MUS590 - 7 enrolled in Sp24 (590 is requirement for MM program)	
PHL245	Writing Philosophy	CAS	14	no action	21 students in fall 2024 CAS & major requirement, typically enrolls 20-21 students (avg over last few years is 17)
PHL373	Symbolic Logic	CAS	11	no action	stacked with 373H (honors contract), actual total is 16
PHL420E	Foucault	CAS	4	Course elimination	
PHL450D	Philosophy of Action	CAS	6	Course elimination	
PHY121	Energy & Environment	CLAAS	14	Reduction in course sections	
PHY161	Physics for Life Sci and Lab I	CLAAS	10	Reduction in course sections	Lab
PHY292	Electronic Instrumentation	CAS	13	no action	19 students in Fall 2024
PHY293	Contemporary Physics Lab	CAS	8	no action	Lab; 19 students in 2 sections in F2024 - not safe to combine into one room
PHY294	Lab – Electronic Instrumentation	CAS	11	no action	Lab; 25 students in 2 sections in Sp2025 - not safe to combine into one room

PHY400	Physics Seminar	CAS	1	no action	cross listed with PHY 500, which had 17 students in Fall 2024 and will have 16 students in Spring 2025
PHY401	Physics Assessment Examination	CAS	3	no action	not an actual class that is part of anyone's workload; just a 0-credit class which is a way to require students to take an exam for internal assessment
PHY421	Molecular & Cell Biophysics	CAS	8	change in frequency of scheduling	not taught in 2024-2025
PHY461	Electromagnetic Theory	CAS	5	change in frequency of scheduling	
PHY483	Mathematical Methods in Physics	CAS	7	change in frequency of scheduling	
PHY491	Intro to Quantum Mechanics I	CAS	7	change in frequency of scheduling	
PMD101	Explorations in Healthcare	CAS	4	Reduction in number of sections offered	
POL271	World Politics	CLAAS	8	Reduction in number of sections	
POL345K	Constitutional Conversation	CAS	9	no action	taught by adjunct funded with gift money
POL374W	Foreign Policy Analysis	CAS	12	Other: Moving to new writing plan	
PSS401F	Cognitive Psychological Science	CLAAS	11	No action	New course
PSY458	Capstone in Neuroscience	CAS	11	Other: Merging with another cours	Won't be offered like this again
PSY470	Seminar in Cognition	CAS	8	Other: Merging with another cours	Won't be offered like this again
REL373	Religion after Communism	CAS	11	no action	reconsidering offerings after program elimination
SLM402	Critical Reflection on Practices	EHS	11	No action	Multiple sections required to accommodate student demand
SOC201	Social Problems	CLAAS	11	Reduce frequency; change day/time	
SOC435	Death Studies	CAS	3	No action	Cross listed with FSW
SPA413	Senior Seminar: Communication Disorders	CAS	8	Change in course scheduling	Will be offered in the Fall only - fall semester has filled higher than Spring
SPN204	Second Year Spanish Lab	CAS	2	no action	Lab
SPN311	Grammar Review and Intro Composition	CAS	12	no action	stacked with honors, actual enrollment is 16
SPN312	Intro to Spanish Language and Linguistics	CAS	12	offer fewer sections	3 sections, 2 enrolled past 15
SPN 322	Hispanics and Health Care	CAS	13	offer once instead of twice a year	

SPN331	Spanish for Community Work	CAS	11	No action	17 enrolled in Fall 2024
SPN370X	Soccer in Europe	CAS	7	Reduce number of sections offered	
SPN382	Language and Culture II	CAS	14		20 enrolled in Fall 2024@B
SPN450I	Conq & Image in Span Colo Amer	CAS	13	i	Cross-listed with SPN 550I with a total of 16 students
SPN461	Spanish Am Film Vis Dig	CAS	13	Monitor enrollment and reduce upper-level offerings	
SPN463	Spanish Amer Interdisc Studies	CAS	14	Monitor enrollment and reduce upper-level offerings	
SPN490	Issues in Hispanic Literature, Linguistics, Culture	CAS	11	reduction in number of offerings	required for Spanish major - the only capstone
STC135	Principles of Public Speaking	CLAAS	10	Reduction in number of sections	
STC236	Intercultural Communication	CLAAS	10	Reduction in number of sections	
STC262	Research Methods	CLAAS	3	Change modality of delivery	
STC359	Advanced Strat Comm Writing	CAS	12	Reduce number of sections offered	
STC459	Strat Comm Campaigns	CAS	10	Reduce number of sections offered	
TCE202	Global Childhood Education	EHS	11	No action	
TCE225	Family, Schools & Communities	CLAAS	14	Croll-listed with FSW 225. Was well-enrolled	
TCE242P	Phonics & Literacy Instruction	EHS	5	Deleted	Replaced by Science of Reading course TCE 347
TCE246P	Reading, Language & Literacy	EHS	12	Deleted	Replaced by Science of Reading course TCE 247
TCE252M	Early School Experience: Middle	EHS	11	No action	Early Field Experience
TCE272P	Intro of Childhood Dev & Ed	CLAAS	9	Change in scheduling	The section of TCE 272P was taught for our non- RPEC, Oxford relocation education students. We are now combining our RPEC and relocation students into the same section of this course to increase enrollment.
TCE274	Prekindergarten Curriculum II	CLAAS	11	New strategies to increase enrollment	TCE 274 is part of the Pre K curriculum and we have been developing and beginning to implement several new recruitment strategies to increase enrollment.
TCE280	Beyond Sudoku	EHS	11	No action	2nd year honors core course

TCE310	Applications of Peer Education	EHS	11	No action	Fall 2024 sections (121 and 23 students)
TCE315P	Children's Literature for PK-5	EHS	12	No action	Part of the literacy curriculum that is being revised.
TCE420C	Urban Teacher Cohort Sem II	EHS	10	No action	Selective program with limited enrollment
TCE420F	Teach FL: Elementary School	EHS	12	No action	Practicum
TCE427	Adolescent Language Arts I	EHS	12	No action	Dual listed with TCE 527 (14 total students enrolled)
TCE428	Adolescent Language Arts II	EHS	11	No action	Dual listed with TCE 528 (13 total students enrolled)
TCE431	Adolescent Science Methods I	EHS	9	No action	Dual listed with TCE 531
TCE432	Adolescent Science Methods II	EHS	8	No action	Dual listed with TCE 532
TCE433	Adol Social Studies Methods I	EHS	12	No action	Dual listed with TCE 533 (14 total students enrolled)
TCE434	Adol Social Studies Methods II	EHS	12	No action	Dual listed with TCE 534 (14 total students enrolled)
TCE444	Language Teaching & Learning I	EHS	7	No action	Dual listed with TCE 544 (11 students enrolled)
TCE445	Language Teaching & Learning II	EHS	6	No action	Dual listed with TCE 545 (10 total students enrolled)
TCE446A	Integ Literacy Across Content	EHS	8	No action	Dual listed with TCE 546A (10 total students enrolled)
TCE446L	Reading Secondary School: Foreign Language	EHS	6	No action	Dual listed with TCE 546L (11 total students enrolled)
TCE448M	Reading Practice: Middle Grades	EHS	2	No action	Practicum
TCE454	TESOL PK12: Theory and Practice	EHS	10	No action	Dual listed with TCE 554 – total enrollment 13
TCE473P	PK-5 Synthesis	CLAAS	14	New recruitment strategies	This section was restricted to RPEC students. We now have recruited larger cohorts which will increase the enrollments of these particular sections.
TCE474P	Classroom Cultures, Community	EHS	14	No action	Fall 2024 enrollment--26,26,19
THE123	Acting for Non-Majors	CLAAS	13		
THE131	Principles of Acting	CCA	9	Increase accessibility to theatre minors by pre-seating majors and removing restrictions.	Studio must be capped at 16 per NAST accreditation. Low enrollment was an anomaly

					and is not expected to repeat.
THE151	Stage Makeup	CCA	14	Increasing class size	Purchased add'l equipment so can increase class size
THE226	Acting Studio: Foundations	CCA	14	Increase accessibility to minors & reduce number of upper-level acting courses in same semester.	Studio must be capped at 16. per NAST accreditation.
THE239	Alexander Technique	CCA	3	XL w/ MUS239. Possibly deactivate - need convo w/ Music.	Cross list (total of 5 enrolled students)
THE251	Visual Communication for Theatre	CCA	14	Deactivate - course discontinued w/ curriculum revision	Studio
THE301	Professional Practice in Theatre	CCA	12	Consider opening to theatre/dance/MT minors.	Higher enrollments in THE major should ensure this class meets the minimum moving forward.
THE351	Dance as Culture	CCA	12	Added to MP	Added to Miami Plan as perspectives course - no longer under enrolled.
THE361	Choreography	CCA	14	Decreased frequency back to alternating years.	Studio. Strong student interest - should be OK now that it is back on a regular schedule.
THE421	Fundamentals of Directing	CCA	13	Increase course cap, decrease frequency to alternating years.	Studio capped at 16 per NAST accreditation.
THE422	Theatre: Politics & Ethics	CCA	8	Possible conversion to capstone.	Increased enrollment in the major should prevent future under-enrollment of this course.
THE439A	Acting for the Camera	CCA	13	Increase accessibility to minors & reduce number of upper-level acting courses in same semester.	
UNV171	First-Year Research I	CAS	5		Special program with limited enrollment
UNV172	First-Year Research II	CAS	12		Special program with limited enrollment
WST201	Self and Place	CAS	14	Reduction in number of sections	WST is reviewing schedule of offerings
WST231	Interdisciplinary Inquiry	CAS	7	Reduction in number of sections	

Graduate Courses

Course #	Course Name	Division	Enrllmt	Recommendation	Rationale

ARC601	Architecture Studio	CCA	8	No action - has historically met min enrollment of 7	
ARC602	Architecture Studio	CCA	8	No action - has historically met min enrollment of 7	
ARC634	Architecture Theory	CCA	8	No action - has historically met min enrollment of 7	
ARC636	Design & Research Methods	CCA	8	No action - has historically met min enrollment of 7	
ARC701	Pre-Thesis Design Studio	CCA	5	Low numbers are reflective of accepted students not being able to get visas. We are recruiting more actively in the US but historically our applications are heavily from international students. That year we had over 37 confirmed and ended up with 8 because of visas	
ARC702	Thesis Design Studio	CCA	5	Low numbers are reflective of accepted students not being able to get visas. We are recruiting more actively in the US but historically our applications are heavily from international students. That year we had over 37 confirmed and ended up with 8 because of visas.	
ART561	Ceramics IV	CCA	1	Reduce sections/adjust stacks as necessary	Cross numbered (total of 6 students enrolled)
ART562	Ceramics V	CCA	1	Reduce sections/adjust stacks as necessary	Cross numbered (total of 6 students enrolled)
ART601	Graduate Assistant Seminar	CCA	3	No action - stacked w/ ART601 and has historically met min enrollment of 7	Stacked - 11 students enrolled
ART602	Graduate Seminar in Studio	CCA	8	No action - stacked w/ ART601 and has historically met min enrollment of 7	Studio
ART627	Design and Research Methods	CCA	8	Program in teach-out	Studio
ART630	Graduate Study in Painting	CCA	5	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART645	Graduate Study in Printmaking	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with	Studio

				accreditors for removing silos between media	
ART650	Experience Design Studio	CCA	3	Program in teach-out	
ART652	Experience Design Project	CCA	5	Program in teach-out	
ART657	Graduate Study in Photography	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART660	Graduate Study in Ceramics	CCA	3	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studio
ART664	Graduate Study in Metals	CCA	1	Stacked with upper-level UG studios; currently in line w/ accreditation requirements, but exploring options with accreditors for removing silos between media	Studeo
ART680	Graduate Seminar in Art History	CCA	7	No action - has historically met min enrollment of 7	
BIO582	Scanning Electrn Microscpy Lab	CAS	8		Lab (cross-listed, 7 total students in Sp 2025) - taught by director of CAMI
BIO638	Climate Change	CAS	8	Reduce number of sections	
BIO639	Master's Capstone: MAT	CAS	4	No action	28 students in Fall 2024
BIO656	Env Stwdshp in My Comm	CAS	8	Reduce number of sections	
BIO657	Regional Ecology	CAS	7	No action	22 students in Spring 2025
BIO663	Project Design & Assessment	CAS	8	Reduce number of sections	
BIO675	Inquiry & Action	CAS	7	Reduce number of sections	
BIO696	Primate Behavior & Conservtn	CAS	5	change frequency of offering	not taught in 2024-2025
BIO710	Advanced Seminar	CAS	7	No action	sections of 16 and 18 in Spring 2025
BUS645	Business Analytics	FSB	7		
CHM740D	Medicinal Chemistry	CAS	5	change frequency of offering	
CHM740I	Adv Antibiotics & Microbes	CAS	7	change frequency of offering	not taught in 2024-2025
CHM740S	Adv Prot Transport & Disease	CAS	7	change frequency of offering	not taught in 2024-2025
CHM740T	NMR, X-rays & CryoEM	CAS	5	change frequency of offering	not taught in 2024-2025

CHM750	First Year Graduate Seminar	CAS	8	No action	15 students in Fall 2024
CHM760M	Adv Electrochemistry	CAS	3	change frequency of offering	not taught in 2024-2025
CPB545	Hospital Instrumentation	CEC	6	Change in course scheduling	Reduce frequency
CPB553	Med Device Development and Reg	CEC	4	No change	Crosslisted with 453; normally meets threshold
CPB590A	Biomolecular Engr Teacher	CEC	2	Course elimination	
CPB622	Engineering of Clinical Device	CEC	5	Change in course scheduling	Reduce frequency
ECE514	Robotics: Design & Modeling	CEC	2	No change	Req'd for new major, expect increase; crosslisted with 414
ECE661	Adv Optical Networks	CEC	6	Change in course scheduling	Reduce frequency
ECO506	Environmental Economics	FSB	3	Stacked course with over 15 enrolled	Cross numbered (15 total students enrolled) DELETE
ECO685	Economic Research Methods	FSB	5		
EDL601	Educational Leadership Theory	EHS	7	No action	Principal licensure program; new recruitment efforts; should see impact in near future
EDL607	School Law	EHS	7	No action	Fall 2024 enrollment 13
EDL609	Politics in Education	EHS	6	No action	Principal licensure program;new recruitment efforts; should see impact in near future
EDL614	Family-Community-School Partnerships	EHS	6	No action	EdD program (MDT)
EDL721	Pupil Personnel Services	EHS	7	No action	Principal licensure program; new recruitment efforts; should see impact in near future
EDL772	Quantitative Research Design	EHS	6	No action	Spring 2024 enrollment 14 (f2f) and 13 (hybrid). Both modalities needed to accommodate all students.
EDP601	Advanced Educational Psy	EHS	7	No action	A requirement for the relatively new Learning Sciences and Human Development program
EGM511	Leading and Managing Projects	CEC	6	No action	Cross-listed with EGM 411; req'd for IES masters.
EHS710	Interdisciplinary Doctoral Lab	EHS	8	No action	Lab for specialized program with limited enrollment
ENG735	Empirical Research Composition	CAS	7	No action	considering offerings as part of program review

ENG750	Histories and Methodologies	CAS	8	No action	considering offerings as part of program review
ENG760	Special Topics in Rhetoric	CAS	8	No action	considering offerings as part of program review
ENG770	Professional Writing	CAS	8	No action	considering offerings as part of program review
FRE614	The Meaning of Meaning	CAS	5	Course elimination	Program elimination
FRE614	Intro to French Lit Theory	CAS	6	Course elimination	Program elimination
GEO503	Space, Place & Environment	CAS	5	Course elimination	Was a temporary course for transition from Master's to BAMA
GEO601	Seminar in Research Techniques	CAS	5	Course elimination	
GLG517	Forensic Isotope Geochemistry	CAS	4	change frequency of offering	Cross-numbered (total of 11 students enrolled)
GLG519	Geology of Streams	CAS	1	change frequency of offering	Cross numbered (total of 11 students)
GLG670	Geochemical Modeling	CAS	6	change frequency of offering	not taught in 2024-2025
GTY602	Perspectives in Gerontology	CAS	7	Other: GTY faculty is examining all course offerings	May reduce course offering are looking at other MU grad programs for students to complete some coursework
GTY608	Logic of Inquiry	CAS	7	see comment for 602	
GTY611	Program Evaluation	CAS	5	see comment for 602	
GTY667	Policy & Politics of Aging	CAS	8	see comment for 602	
GTY702	Knowledge Construction/Advanced Theory	CAS	8	see comment for 602	
GTY708	Quantitative Methods & Statistics	CAS	8	see comment for 602	
GTY745	Sociology of Aging	CAS	4	see comment for 602	
GTY751	Applied Categorical Regression	CAS	8	see comment for 602	
HST604	Research Seminar II	CAS	4	Course elimination	Program elimination
KNH534	Public Health Communication	EHS	3	No action	Dual listed with KNH 434 (total of 13 enrolled students)
KNH553	Seminar in Kinesiology & Health	EHS	1	No action	Dual listed with KNH 453
KNH553M	Public Health Campaigns	EHS	1	No action	Dual listed with KNH 453M (total of 10 students enrolled)
KNH607	Foundational Skills in AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH609	Emergency Care in AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree

KNH625	Clinical Anatomy and Kinesiology	EHS	8	No action	1st cohort of new Athletic Training Master's degree
KNH626	Exam & Diagnosis – LE	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH627	Exam & Diagnosis – UE	EHS	4	No action	1st cohort of new Athletic Training Master's degree
KNH636	Clinical Pathology	EHS	5	No action	1st cohort of new Athletic Training Master's degree
KNH691	Evidence-based AT	EHS	4	No action	1st cohort of new Athletic Training Master's degree
MBI750	Advanced Topics – Microbiology	CAS	6	No action	This is a journal course, taught outside of workload
MME615	Advanced Vibration	CEC	5	Change in scheduling	Reduce frequency
MMS690	Gen Medical Science Capstone	EHS	5		
MTH583	Intro to Mathematical Logic	CAS	3	change frequency of offering	Cross-numbered (9 total students enrolled)
MTH595	Applied Nonlinear Dynamics	CAS	3	no action	Cross-listed (16 total students in F2024s)
MTH621	Abstract Algebra I	CAS	6	no action	16 students in Fall 2024
MUS530	Piano Pedagogy	CCA	5	Stacked w/ MUS430; 6 enrolled in Sp24; requirement for GRAD program; reviewing options for curricular revision	Cross-numbered (6 total students)
MUS590	Special Topics in Music	CCA	6	Stacked w/ MUS490 - 7 enrolled in Sp24; requirement for GRAD program, reviewing options for curricular revision	Cross numbered (Total of 7 students)
MUS620	Graduate Accompanying	CCA	2	Applied Instruction - delete from list	Studio
MUS621	Inquiries in Music Research	CCA	2	change in frequency of offering, every other year, alternating with MUS 661	enrollment was 6 in Fa23
MUS661	Graduate Music Analysis	CCA	8	change in frequency of offering, every other year, alternating with MUS 621	
NSG614	Primary Care of Adults I	CLAAS	6	No action	New program
NSG616	Primary Care of Adults II	CLAAS	6	No action	New program
NSG620	Primary Care Skills II	CLAAS	6		Lab
NSG630	FNP Synthesis	CLAAS	6	No action	New program
NSG670	HC Budgeting & Econ	CLAAS	5	No action	New program
NSG672	Data & Analytics in Healthcare	CLAAS	4	No action	New program

NSG674	Healthcare Delivery Systems	CLAAS	7	No action	New program
NSG678	HR Management in Healthcare	CLAAS	4	No action	New program
NSG682	Professional Partnership in HC	CLAAS	5	No action	New program
NSG688	Nurse Leadership Synthesis	CLAAS	1	No action	New program
PHL520E	Foucault	CAS	6	course elimination	Cross-numbered (10 students enrolled total)
PHL550D	Philosophy of Action	CAS	2	course elimination	Cross-numbered (total of 8 students enrolled)
PHL610	Research Seminar	CAS	8	course elimination	
PHY521	Molecular and Cell Biophysics	CAS	2	change frequency of scheduling	Cross numbered (total of 10 students)
PHY583	Mathematical Methods in Physics	CAS	2	change frequency of scheduling	Cross numbered (total of 9 students)
PHY591	Intro to Quantum Mechanics I	CAS	1	change frequency of scheduling	Cross-numbered (total of 8 students)
POL601	Foundations of Pol Analysis	CAS	6	Course elimination	
POL603	Quantitative Methods	CAS	4	Course elimination	
POL604	Public Policy Research	CAS	4	Course elimination	
PSY601	Stats & Methods I	CAS	6	Other: Required course and size determined by incoming cohort	Program is working on ways to increase 1st year cohort size
PSY603	Proseminar in Psychology I	CAS	8	Other: Required course and size determined by incoming cohort	Program is working on ways to increase 1st year cohort size
PSY645A	Consultation with Communities	CAS	6	Practicum	
PSY646	Psychological Assessment I	CAS	5	Other: Clinical course	Offered once per year for the clinical cohort which is 6 (some come with coursework from MA programs)
PSY647	Psychological Assessment II	CAS	5	Other: Clinical course	See note above
PSY648	Lifespan Psychopathology	CAS	6	Other: Clinical course	See note above
PSY649	Ethics in Clinical Psychology	CAS	7	Other: Clinical course	See note above
PSY750	Advanced Clinical Techniques	CAS	6	Practicum	
SLM637	Sport Business Analytics	EHS	4	In teach out	Master of Sport Analytics program is being sunsetted
SLM638	Sport Performance Analytics	EHS	3	In teach out	Master of Sport Analytics program is being sunsetted
STA583	Analysis of Forecasting Systems	CAS	3	change frequency of scheduling	Cross-numbered (total of 12 students)

TCE515	Inquiring Life Science	EHS	1	No action	Dual listed with TCE 415 (total of 13 students)
TCE603	Lang, Literacy & Culture	EHS	6	Redesigned	To comply with state mandated Science of Reading requirement
TCE606	Curriculum Innovation	EHS	6	No action	Cross listed with EDL 606. In Fall, total enrollment 11
TCE643	Language and Discourse	EHS	8	Change course scheduling	Will offer the course less frequently
TCE646	Reading & Writing in Content Areas	EHS	5	Redesigned	To comply with state mandated Science of Reading requirement
TCE691	Grad Capstone Experience in Ed	EHS	6	No action	Cross-listed with EDL 691. Summer 23-24 total enrollment 12
WGS522	Theatre: Politics & Ethics	CAS	1		Cross-numbered (total of 8 students)

LOW-ENROLLMENT PROGRAM ANALYSIS

Process of Program Elimination

When programs (e.g., majors, minors, certificates) are proposed for elimination, the proposal for elimination is first approved internally. At this point, the University must submit a proposal to ODHE for approval which includes a list of students currently in the program and their anticipated graduation date, an explanation for how students currently in the program can complete the program in the anticipated time frame as well as a description of how the University has informed the students of this timeframe and the need for timely completion of the degree program being eliminated. Once the proposed elimination is approved by ODHE, the University must cease admitting students into the program as well as any marketing of that program, and ensure that students who were admitted prior to this date are advised appropriately of their degree path and timeline.

The rationale for this process is that the University must operate in good faith. When students are admitted into a program, students necessarily operate under the assumption that they will be able to complete the program within their anticipated graduation date. As these students progress through the program, the core major courses are eliminated as soon as students have completed them. Thus, courses tied to a deactivated program are eliminated steadily each year. It is important to note that many programs offer one or more core courses that also serve as Miami Plan courses. If those courses are well-enrolled with students completing Miami Plan requirements, the University may continue offering those courses for students from a wide variety of majors.

Current Low-Enrolled Programs

The programs which are listed in the tables below have headcount enrollments below 20% above Miami's defined threshold for low-enrolled programs.

Associate & Bachelor Degree Programs

Program	Dept/Div	CIP	Headcount	Recommendation	Rationale

American Studies, BA	GIC/CAS	050102	7	Program elimination	Continued low enrollment; some courses retained for Miami Plan general education program
Applied Social Research, BA	SBS/CLAAS	450101	2	Program elimination	
Art & Architecture History, BA	ART/CCA	500703	40	Program Elimination	Continued low enrollment; will be revised into a concentration in the BA Art
Biological Physics, BS	PHY/CAS	260203	7	Program elimination	Continued low enrollment
Chinese Education, BS	TCE/EHS	131306	2	Program elimination	Continued low enrollment; will be incorporated into broader world language education major
Classical Studies, BA	FICS/CAS	161200	12	Program elimination	Continued low enrollment
Communication Studies, BA	ICS/CLAAS	090100	40	Program revision	Streamlining requirements and number of courses offered
Community Arts & Culture, BA	HCA/CLAAS	501002	21	Program elimination	Low enrollment
Critical Race & Ethnic Studies, BA	GIC/CAS	050200	4	Program elimination	Some courses retained for Miami Plan
Diplomacy & Global Politics, BA	POL/CAS	450901	40	Under review	Program undergoing Department Planning & Improvement (program review)
Education Studies, BS	EDL/EHS	130101	17	Program elimination	Declining enrollment
Engineering Physics, BA	PHY/CAS	141201	5	Program elimination	Low enrollment
Forensic Investigation, BS	JCS/CLAAS	430106	3	Program elimination	Low enrollment
Family Science, BS	FSW/EHS	190101	2	Program elimination	Low enrollment
French, BA	FICS/CAS	160901	15	Program elimination	Continued low enrollment
French Education, BS	TCE/EHS	131325	3	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Geography & Sustainable Development, BA	GEO/CAS	304401	35	Under review	Dept is reviewing curricular options and will revise or eliminate program.
German, BA	GRAMELAC/CAS	160501	15	Program elimination	
German Education, BS	TCE/EHS	131326	1	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Gerontology, BA	SOC/CAS	301101	7	Program elimination	Low enrollment
Health Communication, BS	ICS/CLAAS	090905	9	Program elimination	Low enrollment
Health Information Technology, BS	CIT/CLAAS	110103	13	Program elimination	Low enrollment
Hospitality Management, BS	CMR/CLAAS	520901	23		

Inclusive Special Education, BS	EDP/EHS	131001	37	Program elimination	Declining enrollments
Integrated Math Education, BS	TCE/EHS	131311	41	Program revision	Streamlining requirements and number of courses offered
Integrated Science Education	TCE/EHS	131316	28	Program revision	Streamlining requirements and number of courses offered
Integrative Studies, B	ICS/CLAAS	240101	16		
Italian Studies, BA	FICS/CAS	050126	11	Program elimination	Continued low enrollment
Latin American Studies, BA	GIC/CAS	050107	3	Program elimination	Low enrollment
Latin Education, BS	TCE/EHS	131333	1	Program elimination	Low enrollment; program being revised into concentration in larger foreign language education major
Linguistics, BA	ENG/CAS	160102	31	Under review	Department undergoing Department Planning & Improvement; will be exploring new directions for this program
Mathematics & Statistics, BS	MTH/CAS	270503	37		
Media & Culture, BA	MJF/CAS	090102	7	Program elimination	Replaced by updated program, Media & Communication
Medical Laboratory Science, B.S.	MBI/CAS	511005	49	No action	Program enrollment aligns with the number of clinical placements.
Music, BA	MUS/CCA	500901	42	No action	New program
Music Composition, BM	MUS/CCA	500904	17	No action	New program created to meet professional accreditation standards
Nonprofit and Community Studies, BA	JCS/CLAAS	520206	2	Program elimination	
Physics, BS	PHY/CAS	400801	48	Under review	Undergoing program review by EAB
Public Administration, BA	POL/CAS	440401	41	Under review	Undergoing DPI review this year
Public Health, BS	KNH/EHS	512201	42	Program elimination	Program merged into existing BA Public Health
Quantitative Economics, BS	ECO/FSB	450603	35	Monitoring	STEM-certified undergraduate degree that attracts top students to Miami and prepares them for quantitative careers in economics and finance
Religion, BA	REL/CAS	380201	5	Program elimination	Low enrollment. Some courses retained for Miami Plan
Robotics Engineering, BS	ECE/CEC	144201	42	No action	New program
Smart Manufacturing, BS	MME/CEC	143601	18	Monitoring	Low enrollment but high employer demand; program recently revised to be more updated and focused on smart approaches
Social Justice, BA	SOC/CAS	451101	28	Program elimination	Low enrollment

Spanish Education, BS	TCE/EHS	131330	11	Program elimination	Low enrollment; program being revised into concentration in larger world language education major
Sport Coaching, BS	SLM/EHS	310501	30	No action	New program
Urban & Regional Planning	GEO/CAS	040301	43	Under review	Dept is reviewing curricular options and will revise or eliminate program.
Women, Gender & Sexuality Studies, BA	GIC/CAS	050207	11	Program elimination	Faculty exploring co-major to meet needs of students

Master's Degree Programs

Program	Dept/Div	CIP	Headcount (5-Yr Avg)	Recommendation	Rationale
Art, MFA	ART/CCA	500701	11.5	No action	steady enrollment; evaluate with DPiP
Athletic Training, M	KNH/EHS	510913	8.5	No action	New program that only started in 2023 (increase in enrollment in F24); accreditation visit will be in Spring 2025; will evaluate closely after review
Biomedical Science, MMS	CAS	260102	8.0	No action	New program; enrollment increased slightly in Fall 2024; most of the curriculum overlaps with MMS Physician Associate curriculum (minimal extra costs)
Botany, MS	BIO/CAS	260301	3.5	Continued monitoring	Overlaps heavily with MS Biology which has very strong total enrollment; will need to evaluate in future
Cell, Molecular & Structural Biology, MS	BIO/CAS	260499	11	No action	Leads to doctoral program that has a 5 year average enrollment of 16 students
Chemical & Biomedical Engineering, M.S.	CPB/CEC	140702	11	No action; continued monitoring	Recently merged chemical engineering and biomedical engineering master's programs into this joint master's program in 2021. Review in to ensure program yields increased external grant dollars
Chemical Engineering, MS	CPB/CEC	140701	8.3	Program elimination 2022	See description above
Chemistry Education, MS	TCE/EHS	131323	1.0	Continued monitoring	Steady low enrollment; courses overlap with bachelor's program in the field
Clinical Engineering, MS	CPB/CEC	140501	7.0	Continued monitoring	Program recently revised so that it will meet target enrollment goals
Criminal Justice, M	JCS/CLAAS	430103	0.2	Program elimination 2021	Low enrollment
Curriculum & Instruction, MS	EDL/EHS	130301	10.0	Review in one year	Will be carefully evaluated after this year by graduate school and EHS Dean; new marketing plan and revision of curriculum have been implemented; program was started in 2023, but is not meeting enrollment goals

Earth Science & Chemistry Education, MS	TCE/EHS	131316	0.5	Program elimination	No enrollment for 3 years; plan to redesign the science education program into one integrated science education degree
Economics, MA	ECO/FSB	450603	14.0	No action	Steady enrollment; large BA/MA enrollment
Electrical & Computer Engineering, MS	ECE/CEC	144701	10.6	No action	Although a drop in enrollment in Fall 2024, program has had steady enrollment; the introduction of a non-thesis MEng degree should help with enrollment
ESport Management, M	ETBD/CCA	310504	7.0	Program elimination	Program did not meet enrollment or revenue goals
Experience Design, MFA	ART/CCA	500402	9.7	Program elimination	Low enrollment
Foreign Language Education, MS	TCE/EHS	131306	1.5	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
French, MA	FICS/CAS	160901	6.7	Program elimination	Graduate assistantships being eliminated
Geography, M.A.	GEO/CAS	450701	10.7	Review	Program to be evaluated; 4 graduate assistantships eliminated in last 7 years; enrollment was steady, but there were only 7 students in Fall 2024
Geography & Sustainable Development, MS	GEO/CAS	450701	1.0	No action	New program started in 2023; will evaluate as part of DPI process
Gerontological Studies M	SOC/CAS	301101	12.8	No action	Steady enrollment (although a small drop in F24; has an accompanying doctoral program (Social Gerontology), which has 5-year enrollment average of 17.7 students. Students in this program often do grant work with program faculty and staff
History, MA	HST/CAS	540101	12.7	Monitoring	Steady enrollment despite cutting 8 graduate assistantships in 7 years); large BAMA enrollment. To be evaluated as part of DPI process
Instructional Design & Technology, M.S.	EDP/EHS	130501	11.3	Program Elimination	
Integrated English Language Arts Education, MS	TCE/EHS	131305	2.5	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Integrated Mathematics Education, MS	TCE/CAS	131311	1.8	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Integrated Social Studies Education, MS	TCE/EHS	131318	3.7	No action	Steady low enrollment; courses overlap with those in the bachelor's degree
Learning Sciences & Human Development, MS	EDP/EHS	130607	6.0	continue	New program started in 2022; enrollment increasing but slowly; need to evaluate as part of DPI process
Life Science & Chemistry Education, MS	TCE/EHS	131323	1.3	Program redesign continue	Steady low enrollment; courses overlap with those in the bachelor's degree
Life Science Education, MS	TCE/EHS	131322	0.3	Program elimination	No enrollment for 2 years

Management, MS	FSB	520201	7.0	not accepting students 2023; under review	Investigating whether to officially sunset program
Microbiology, MS	MBI/CAS	260502	10.7	No action	Enrollment numbers have increased the last two years. Many of the MS students in the microbiology department move into the doctoral program with total average graduate enrollment (master's + doctoral) for microbiology is 21.5 students.
Music Education, MM	MUS/CCA	131312	1.0	Program elimination	No enrollment for 3 years
Nurse Executive Leadership	NSG/CLAAS	513802	5.3	No action	new program started in 2022; enrollment slowly growing; accreditation in 2024
Philosophy, MA	PHL/CAS	380101	6.3	Monitoring	Two graduate assistantships eliminated in past 7 years; enrollment is steadily declining
School Psychology, MS	EDP/EHS	422805	10.0	No action	Steady enrollment with many students progressing to earn a doctoral degree; will evaluated as part of DPI process
Spanish, MA	SPN/CAS	160905	5.8	Monitoring	Need to evaluate as almost all students are BAMA students
Sports Analytics, M	SLM/EHS	521299	7.0	Program will be sunsetted	Not meeting enrollment goals
Zoology, MS	BIO/CAS	260701	0.2	Program elimination 2021	

Doctoral Programs

Program	Dept/Div	CIP	Headcount (5-Yr Avg)	Recommendation	Rationale
Biology, PhD	BIO/CAS	260101	13	No action	The Biology department has doctoral students in 3 different programs: biology, CMSB, and EEEB. EEEB and CMSB have 5 year averages of 18.8 and 16.0 students, respectively. The actual enrollment of doctoral students in the biology department is over 35 students.
Educational Administration, Ed.D.	EDL/EHS	130411	0.2	Program elimination	Last student admitted was in AY19-20
Geology, PhD	GLG/CAS	400601	11.2	No action	Steady enrollment with many of the MS students in the geology department moving into the doctoral program. The total average graduate enrollment (master's + doctoral) for geology is 27.4 students. Program attracts considerable external funding, given the relatively low headcount of faculty.
Microbiology, PhD	MBI/CAS	260502	10.8	No action	Steady enrollment with many of the MS students in the microbiology department moving into the doctoral program. The total

					average graduate enrollment (master's + doctoral) for geology is 21.5 students.
Nursing Practice, D	NSG/CLAAS	513818	2.0	continue	New program with first cohort launched in Fall 2024; this program is not yet accredited (the practice of the nursing accreditation group is that a program must graduate their first cohort before accreditation will be considered.
Student Affairs in Higher Education, PhD	EDL/EHS	131102	8.5	Program elimination	Currently teaching out the remaining students

DUPLICATE PROGRAMS

In response to the request by the Ohio Department of Higher Education, Miami University has conducted a review of potential duplicate associate and baccalaureate programs with another university in the southwest Ohio region, specifically University of Cincinnati. Programs were identified by the Ohio Department of Higher Education and are listed below.

Although program-based collaboration is an exciting option for some programs, it is important to note that the main campuses of Miami University and University of Cincinnati are at least one hour driving distance from one another, and both campuses serve residentially-based students who are not inclined to commute that distance for courses. Online offerings at both institutions are limited.

The Office of the Provost compiled the program data and shared the information with the academic deans who offered feedback based upon their contextual understanding of the program's mission, purpose and effectiveness. Each academic dean consulted with the appropriate department to determine the recommendation action. Possible actions include:

1. **No action**: The program is well aligned with the University's liberal arts mission and/or experiencing strong enrollment and/or has strong track record of student success outcomes.
2. **Program elimination**: The program is outdated, experiencing declining enrollments or deficient success outcomes.
3. **Program restructuring**: The program will undergo significant revisions for improvement.
4. **Possible collaboration with University of Cincinnati**.

Undergraduate Programs

CIP	Program	Recommended Action
131209	PreKindergarten AA	No action due to increasing enrollments and program meeting local employer needs
240102	Associate of Arts	No action because this program is important for seamless transfer pathways
520302	Accounting Technology AAS	Program Eliminated due to low enrollments
040301	Nonprofit & Community Studies BA (Regionals)	Program Eliminated due to low enrollments
	Urban & Regional Planning (Oxford)	
050201	Critical Race & Ethnic Studies BA	Program eliminated
050207	Women's, Gender & Sexuality Studies, BA	Program eliminated
090401	Journalism, BA	No action due to stronger enrollments than at UC likely because this is a unique program with liberal arts emphasis

090702	Emerging Technology, Business & Design, BA	No action due to strong enrollments and highly unique program
090902	Strategic Communication, BA	No action due to stronger enrollments than at UC
110101	Computer and Information Science, BS	Program eliminated
110103	Health Information Technology, BS	Program eliminated
131001	Inclusive Special Education, BS	Program eliminated
131203	Middle Childhood Education, BS	No action due to steady enrollment and program meeting public workforce need
131210	Primary Education, BS	No action due to steady enrollment and meets public workforce need
131312	Music Education, BM	No action due to steady enrollment and meets public workforce need; program enrollments are stronger than UC
140501	Biomedical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140701	Chemical Engineering, BS	No action due to steady enrollment and STEM field; program plans to increase completion and enrollments through new industry partnerships and internship opportunities
140901	Computer Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141001	Electrical Engineering, BS	No action due to steady enrollment and STEM field; program plans to work on rebranding program with new research opportunities
141901	Mechanical Engineering, BS	No action due to strong enrollment and program being in a STEM field and meeting workforce needs
151501	Engineering Management, BS	No action due to strong enrollment and STEM field
160501	German, BA	Program eliminated
160901	French, BA	Program eliminated
160905	Spanish, BA	No action as the program has steady enrollment
161200	Classical Studies, BA	Program eliminated
231305	Technical Writing, BA	Program eliminated
231302	English: Creative Writing, BA	Program streamlined; enrollments strong than at UC
240101	Integrative Studies, B	Program elimination
	Liberal Studies, BS and BA	No action as this program has steady enrollment and is a degree completion program
260101	Biology, BA and BS (Oxford)	Program restructuring; program is core to liberal arts mission; program recently revised to enhance program completion & curricular efficiencies
	Applied Biology, BS (Regionals)	No action because program is relatively new with increasing enrollments
260202	Biochemistry, BA and BS	Program revised to increase student success through career development, mentoring and experiential learning; enrollments stronger than at UC
270101	Mathematics, BA and BS	Core program for liberal arts mission; enrollments stronger than at UC

309999	Individualized Studies, BA	Program Restructuring to enhance enrollment, galvanizing alumni and community outreach and exploring nee B.Phil program
310504	Sport Leadership & Management, BS	No action due to strong and steady enrollment; enrollments stronger than at UC
310505	Kinesiology, BS	No action due to strong and steady enrollment; enrollments stronger than at UC
380101	Philosophy, BA	Core to liberal arts mission; stable enrollments for past decade
400501	Chemistry, BA and BS	Program restructuring to improve success outcomes through peer mentoring and metacognitive approaches
400601	Geology, BA and BS	Geology BA Program Elimination; BS program has steady enrollments that are stronger than at UC
	Environmental Earth Science, BS	Program eliminated
400801	Physics, BA and BS	BA Program Elimination
420101	Psychology, BA	No action due to strong enrollments and job placements as well as program being core to liberal arts mission
440701	Social Work, BA	No action due to strong enrollments and program meeting local employer and community needs
450201	Anthropology, BA	No action as program is core to liberal arts mission
450601	Economics, BA	No action due to strong enrollment; enrollments outperform UC
450901	Diplomacy and Global Politics, BA	Program undergoing review (fall 2024)
	International Studies, BA	Program being restructured and streamlined; will undergo review (fall 2026)
451001	Political Science, BA	No action as program has good enrollment and is core to liberal arts mission; enrollments stronger than at UC
451101	Sociology, BA	No action as program is core to liberal arts mission; program reduced under-enrolled sections through less frequent course offerings; enrollments are stronger than at UC
500402	Graphic Design, BA	Program eliminated
500501	Theatre, BA	Program restructured so that program includes more liberal education courses and pathways for students pursuing double majors
500703	Art & Architectural History, BA	Program in process of elimination
500901	Music, BA & BM	Program restructuring to reduce credit hour requirements and provide new BA program that advances a liberal arts approach; enrollments stronger than at UC
500903	Music Performance, BM	Program restructured to reduce credit hour requirements and enhance enrollment in upper class courses
510204	Speech Pathology & Audiology, BS	No action as program has steady and strong enrollment that outperforms UC
510913	Athletic Training, BS	Program eliminated
511005	Medical Laboratory Science, BS	Program size is purposefully small to align with number of clinical placement sites
512201`	Public Health, BA and BS	BS program eliminated; BA program redesigned to prepare for accreditation standards.
513101	Nutrition, BS	No action due to steady and strong enrollments and strong job placement

513801	Nursing, BS	No action due to increasing and strong enrollment, STEM field, and critical workforce needs
520201	Interdisciplinary Business Management, BS	Program eliminated
520205	Human Capital Management & Leadership, BS	No action due to strong enrollment
520801	Finance, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs; enrollment outperforms UC
521003	Organizational Leadership, BA	No action due to this being relatively new program with growing enrollments
521301	Information & Cybersecurity Management, BS	No action due to strong enrollment, strong job placements and program meeting workforce needs
521401	Marketing, BS	No action due to strong enrollment and program meeting workforce needs
540101	History, BA	Program restructuring as program is core to a liberal arts mission and was recently revised including eliminating low enrolled or infrequently offered courses and infusing more career development opportunities. Enrollments outperform UC.

Graduate Programs

CIP	Program	Recommended Action
110101	Computer Science, M.S.	Program restructuring; meets workforce needs
130401	School Leadership, M.Ed.	Enrollments outperform UC; program meets workforce needs
	Transformative Education, M.Ed.	Program eliminated
130501	Educational Technology, M.Ed.	Program eliminated
	Instructional Design & Technology, M.A.	Program streamlined
131001	Special Education, M.Ed.	Program revised to offer fully online version; enrollments outperform UC.
131312	Music Education, M.M.	Program eliminated
131351	Integrated Language Arts Education, M.A.T.	Enrollments outperform UC.
140701	Chemical Engineering, M.S.	Program eliminated
141901	Mechanical Engineering, M.S.	Program restructuring
160901	French, M.A.	Program eliminated
160905	Spanish, M.A.	Stand-alone program eliminated; now offered only as a combined B.A./M.A. program
231302	Creative Writing, M.F.A.	Low residency program eliminated; in-person program has steady enrollment which is stronger than UC
260101	Biology, M.S.	Steady enrollment
270101	Mathematics, M.S.	
27050	Statistics, M.S.	
310504	Sports Leadership & Management, M.S.	

380101	Philosophy, M.A.	Graduate assistantships eliminated
400501	Chemistry, M.S.	Enrollments outperform UC
400601	Geology, M.S.	Enrollments outperform UC.
400801	Physics, M.S.	Enrollments outperform UC
420101	Psychology, M.A.	
42285	Learning Science & Human Development, M.S.	Enrollments outperform UC
440701	Social Work, M.	
450603	Economics, M.A.	
451001	Political Science, M.A.	
500903	Music Performance, M.M.	
510203	Speech Pathology & Audiology, M.A.	
520301	Accountancy, M.	
540101	History, M.A.	Program eliminated
040902	Architecture, M.	
260101	Biology, Ph.D.	
400501	Chemistry, Ph.D.	
400601	Geology, Ph.D.	
420101	Psychology, Ph.D.	

APPENDIX A: PROGRAMS ELIMINATED SINCE FALL 2020

Program	Dept & Division	Date
1. Adult TESOL Graduate Certificate	English; CAS	Spring 2022
2. Advanced Studio Art Graduate Certificate	Art; CCA	Spring 2022
3. American Studies, B.A.	Global & Intercultural; CAS	Fall 2024
4. Analytics Co-Major	Statistics/ISA; FSB and CAS	Spring 2024
5. Analytics for Professionals Post-Baccalaureate Certificate	ISA; FSB	Spring 2023
6. Applied Social Research, B.S.	Social & Behavioral Sciences; CLAAS	Spring 2021
7. Applied Statistics Graduate Certificate	Statistics: CAS	Fall 2022
8. Art & Architectural History, B.A.	Art; CCA	Spring 2025
9. Art Education, M.A.	Art; CCA	Spring 2021
10. Assessment & Evaluation Graduate Certificate	Educational Psychology; EHS	Spring 2021
11. Athletic Training, B.S.	Kinesiology; EHS	Fall 2024
12. Autism Spectrum Disorder Undergraduate Certificate	Educational Psychology; EHS	Spring 2023
13. Biological Physics, B.S.	Physics; CAS	Fall 2023
14. Botany, Ph.D.	Biology; CAS	Fall 2022
15. Chinese Business Undergraduate Certificate	FSB	Fall 2023
16. Chinese Education, B.S. Education	TCE; EHS	Fall 2023
17. Classical Languages, B.A.	French, Italian & Class Studies; CAS	Spring 2020
18. Comparative Media Studies Co-Major	Media, Journalism & Film Studies; CAS	Spring 2021
19. Creative Writing, MFA (Low Residency Version)	English; CAS	Fall 2021
20. Criminal Justice, M.S.	Justice & Community Studies; CLAAS	Spring 2021
21. Criminal Justice Administration Certificate	Justice & Community Studies; CLAAS	Spring 2021

22. Critical & Classical Languages & Cultures Co-Major	GRAMELAC; CAS	Spring 2020
23. Critical Race & Ethnic Studies, B.A.	Global & Intercultural Studies; CAS	Fall 2024
24. Curriculum & Teacher Leadership, M.Ed.	Educational Leadership; EHS	Spring 2020
25. Customer Service Certificate	Commerce; CLAAS	Spring 2021
26. Education Studies, B.S.	Educational Leadership; EHS	Fall 2023
27. Elementary Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2022
28. Elementary Education, M.Ed.	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2022
29. Engineering Physics, B.S.	Physics; CAS	Spring 2023
30. Environmental Earth Science, B.A.	Geology; CAS	Spring 2023
31. Esport Management, M	Emerging Technology, Business & Design; CCA	Fall 2024
32. Experience Design, M.F.A.	Art; CCA	Spring 2023
33. Family Science, B.S.	Family Science & Social Work; EHS	Spring 2020
34. Forensic Investigation, B.S.	Justice & Community Studies; CLAAS	Spring 2021
35. Forensic Science, B.S.	Justice & Community Studies; CLAAS	Spring 2021
36. French, B.A.	French, Italian & Classical Studies; CAS	Fall 2024
37. French Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
38. General Engineering, B.S.	CEC	Fall 2020
39. Geography & Sustainable Development, B.A.	Geography; CAS	Spring 2025
40. Geology, B.A.	Geology; CAS	Fall 2021
41. German, B.A.	GRAMELAC; CAS	Fall 2024
42. German Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Spring 2023
43. Gerontology, B.A.	Sociology & Gerontology; CAS	Fall 2021

44. Global & Intercultural Studies Co-Major	Global & Intercultural Studies; CAS	Spring 2024
45. Health Communication, B.S. Applied Communication	Communication Studies: CLAAS	Spring 2024
46. Health Information Technology, B.S. Information Technology	Computer Information Technology; CLAAS	Spring 2024
47. History, M.A.	History; CAS	Fall 2024
48. History, Ph.D.	History; CAS	Fall 2020
49. Human Brain & Learning Certificate	Educational Psychology; EHS	Fall 2022
50. Inclusive Special Education, B.S. Education	Educational Psychology; EHS	Fall 2023
51. Instructional Design & Technology, M.A.	Educational Psychology; EHS	Spring 2024
52. Interactive Media Studies Certificate	Emerging Technology, Business & Design; CCA	Spring 2020
53. Interdisciplinary Business Management, B.S. Business	FSB	Spring 2021
54. Italian Studies, B.A.	French, Italian & Classical Studies: CAS	Fall 2024
55. Latin American Studies, B.A.	Global & Intercultural Studies; CAS	Fall 2024
56. Latin Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
57. Management, M.S.	FSB	Fall 2024
58. Mathematics, M.A.	Mathematics: CAS	Fall 2021
59. Music Education, M.M.	Music; CCA	Spring 2021
60. Nonprofit & Community Studies, B.S.	Justice & Community Studies: CLAAS	Spring 2021
61. Nursing, RN-BSN Completion	Nursing: CLAAS	Spring 2021
62. Physics, B.A.	Physics: CAS	Fall 2021
63. Political Science, M.A.T.	Political Science; CAS	Spring 2020
64. Political Science, Ph.D.	Political Science: CAS	Spring 2020

65. Public Health, B.S. Kinesiology, Nutrition & Health	Kinesiology, Nutrition & Health; EHS	Spring 2024
66. Quantitative Data Analysis in Education & Social Sciences Certificate	Educational Psychology; EHS	Spring 2021
67. Religion, B.A.	Comparative Religion; CAS	Spring 2024
68. Russian, Eastern European & Eurasian Certificate	GRAMELAC; CAS	Spring 2021
69. Russian, B.A.	GRAMELAC; CAS	Fall 2024
70. Social Entrepreneurship & Aging Certificate	Entrepreneurship; FSB	Spring 2023
71. Social Justice, B.A.	Sociology; CAS	Fall 2024
72. Spanish Education, B.S. Education	Teaching, Curriculum & Educational Inquiry; EHS	Fall 2023
73. Student Affairs in Higher Education, Ph.D.	Educational Leadership; EHS	Spring 2021
74. Teaching English Language Learners Certificate	English: CAS	Fall 2022
75. Theatre & Practice, M.A.	Theatre; CCA	Spring 2021
76. Transformative Education, M.Ed.	Teaching, Curriculum & Educational Inquiry; EHS	Spring 2024

APPENDIX B: ELIMINATED COURSES, FALL 2020 – SPRING 2024

From Fall 2020 until Spring 2024, a total of 1,477 courses were eliminated. During the same period, 391 new courses were approved leading to a total net loss of 1,086 courses during this four-year period.

2020-2021 (TOTAL OF 470 Courses)

470 courses were eliminated, and 189 new courses were approved. Net loss of 281 courses.

AAA	299A	Asian American Stud	Indian Culture
ACC	458	Accountancy	Advanced Auditing Topics
ACC	299A	Accountancy	Perf Measurement and Control
ACC	399G	Accountancy	FSB Ecuador
ACE	310C	American Culture & English Prg	American Academic Culture
ACE	310E	American Culture & English Prg	American Film
ACE	310F	American Culture & English Prg	World Englishes UK and Spain
ACE	310P	American Culture & English Prg	American Academic Culture
ACE	399A	American Culture & English Prg	Dialects&Stories of the South
AMS	341	American Studies	Protestantism & Dev/Amer Cultr
AMS	346	American Studies	Issues Stdy Native Amer Relgns
AMS	280A	American Studies	Baseball and American Culture
AMS	299C	American Studies	San Francisco Connected
AMS	310E	American Studies	Cultural Studies & Pop Music
AMS	310M	American Studies	Digital Empires
AMS	450B	American Studies	Sound, Media and Everyday Life
ARB	401	Arabic	Adv Arb Conv and Comp
ARB	399O	Arabic	Miami in Oman
ARC	4057	Architecture & Interior Design	18th, 19th, 20th Century Arch
ARC	5057	Architecture & Interior Design	18th, 19th, 20th Century Arch
ARC	399A	Architecture & Interior Design	Sustainable Construction
ARC	399N	Architecture & Interior Design	Energy Efficiency in Design
ARC	404Q	Architecture & Interior Design	Advertising in Architecture
ARC	404V	Architecture & Interior Design	Film MixMedia Culture/ID/Place
ARC	405G	Architecture & Interior Design	Gothic Architecture
ARC	405I	Architecture & Interior Design	Renaissance Architecture
ARC	405R	Architecture & Interior Design	Architecture in Context
ARC	405Y	Architecture & Interior Design	Frank Lloyd Wright&Modernism
ARC	406Q	Architecture & Interior Design	Advanced Energy Modeling
ARC	406R	Architecture & Interior Design	Case Studies in Arch Practice
ARC	499C	Architecture & Interior Design	Design/Build Summer Residency
ARC	499N	Architecture & Interior Design	Energy Efficiency in Design
ARC	504Q	Architecture & Interior Design	Advertising in Architecture
ARC	504V	Architecture & Interior Design	Film MixMedia Culture/ID/Place

ARC	505D		Architecture & Interior Design	Greek & Roman Architecture
ARC	505G		Architecture & Interior Design	Gothic Architecture
ARC	505R		Architecture & Interior Design	Architecture in Context
ARC	505Y		Architecture & Interior Design	Frank Lloyd Wright&Modernism
ARC	506Q		Architecture & Interior Design	Advanced Energy Modeling
ARC	506R		Architecture & Interior Design	Case Studies in Arch Practice
ARC	599C		Architecture & Interior Design	Design/Build Summer Residency
ARC	599N		Architecture & Interior Design	Energy Efficiency in Design
ARC	599Y		Architecture & Interior Design	Passive House Malta
ART	421		Art	Drawing VII
ART	299A		Art	Visual Art Study Tour India
ART	480F		Art	East Asia in the Museum
ART	499B		Art	Six Element Bracelet
ART	499G		Art	Steel Band WKSH for Beginners
ART	499I		Art	Flame-Glass Beading Basics
ART	499J		Art	Natural Dye, Ink & Pigment
ART	499K		Art	Lost Wax Bronze Casting
ART	499M		Art	One of a Kind Jewelry Pieces
ART	499N		Art	Breaking the Circle
ART	499Q		Art	Felting Tech Workshop
ART	499R		Art	Photo, Consrv & Cult. Bahama
ART	499S		Art	Culture on a String
ART	499T		Art	Move/Groove Mind, Body, Spirit
ART	499U		Art	The Business of Art
ART	499V		Art	Wet-Collodion Portraits
ART	499 W		Art	Paper and Fabric Marbling 101
ART	499X		Art	Scarves to Dye for II
ART	499Y		Art	Uke, Flow, and Rock n Roll
ART	499Z		Art	3D Printing - You can too
ART	580F		Art	East Asia in the Museum
ART	599A		Art	The Fun of Stained Glass
ART	599B		Art	Six Element Bracelet
ART	599G		Art	Steel Band WKSH for Beginners
ART	599I		Art	Flame-Glass Beading Basics
ART	599J		Art	Natural Dye, Ink & Pigment
ART	599K		Art	Lost Wax Bronze Casting
ART	599M		Art	One of a Kind Jewelry Pieces
ART	599N		Art	Breaking the Circle
ART	599Q		Art	Felting Tech Workshop
ART	599S		Art	Culture on a String

ART	599T	Art	Move/Groove Mind, Body, Spirit
ART	599U	Art	The Business of Art
ART	599V	Art	Wet-Collodion Portraits
ART	599W	Art	Paper and Fabric Marbling 101
ART	599X	Art	Scarves to Dye for II
ART	599Y	Art	Uke, Flow, and Rock n Roll
ART	599Z	Art	3D Printing - You can too
ART	699A	Art	Visual Art Study Tour India
ATH	329	Anthropology	Religions of Africa
ATH	384	Anthropology	Anthro of Capitalism: Russia
ATH	426	Anthropology	Field Research
ATH	428	Anthropology	Anthropology of Women's Health
ATH	503	Anthropology	Anthropology of Religion
ATH	505	Anthropology	Food, Taste, and Desire
ATH	521	Anthropology	Senior Seminar In Anthropology
ATH	531	Anthropology	Archaeology of Power
ATH	532	Anthropology	Secrecy and Statecraft
ATH	536	Anthropology	Havighurst Colloquium
ATH	565	Anthropology	Ethnography of Communication
ATH	571	Anthropology	Ecological Anthropology
ATH	670	Anthropology	Independent Studies
ATH	499B	Anthropology	Field Methods in Archaeology
ATH	599B	Anthropology	Field Methods in Archaeology
BIO	105	Biology	Dog and Cat Behavior
BIO	361	Biology	Patterns in Development
BIO	401	Biology	Plant Ecology
BIO	403	Biology	Plant Development
BIO	409	Biology	Herpetology
BIO	410	Biology	Mammalogy
BIO	422	Biology	Evol & Population Genetics
BIO	424	Biology	Exp Techniques in S/F Genomics
BIO	425	Biology	Environmental Plant Physiology
BIO	435	Biology	Winter Biology
BIO	444	Biology	Molecular Biology
BIO	449	Biology	Biology Of Cancer
BIO	451	Biology	Conserv. Educ. & Comm. Engag.
BIO	455	Biology	Comp Exercise Physiology
BIO	457	Biology	Neuroanatomy
BIO	463	Biology	Limnology
BIO	465	Biology	Animal Behavior

BIO	469	Biology	Neurophysiology
BIO	471	Biology	Molecular Physiology
BIO	482	Biology	Scanning Electrn Microscpy Lab
BIO	490	Biology	Botany Capstone Seminar
BIO	496	Biology	Biodiversity of Kenya
BIO	501	Biology	Plant Ecology
BIO	503	Biology	Plant Development
BIO	509	Biology	Herpetology
BIO	524	Biology	Exp Techniques in S/F Genomics
BIO	535	Biology	Winter Biology
BIO	790	Biology	Research In Biology
BIO	161H	Biology	Principles of Human Physiology
BIO	699B	Biology	Global Biomes
BIO	710A	Biology	Popular Texts in Conservation
BIO	710B	Biology	R Interface & Data Exploration
BIO	710C	Biology	Book Club: Your Inner Fish
BIO	750G	Biology	Evolution of the Plant Body
BIO	750K	Biology	Topics in Plant Physiology
BIS	210A	Integrative Studies	Social Relationships
BUS	151	Business Analysis	Exploring International Bus.
BUS	4202	Business Analysis	Australia Internship
BUS	4203	Business Analysis	Lux Plus Program
BUS	4204	Business Analysis	FSB Europe Program
BUS	4205	Business Analysis	1st Year Expl. Program
BUS	4206	Business Analysis	Costa Rica Program
BUS	373L	Business Analysis	International Business inFocus
BUS	399A	Business Analysis	Sustainable Business in Asia
BUS	399G	Business Analysis	Doing Business in Australia
BUS	399M	Business Analysis	Europe and the Euro
BUS	399O	Business Analysis	Sust. Dev/Conserv.Costa Rica
BUS	420B	Business Analysis	FSB Int'l Studies:Argentina
BUS	420J	Business Analysis	FSB Israel - Jordan
BUS	420L	Business Analysis	FSB Int'l Studies: Luxembourg
BUS	420 W	Business Analysis	FSB: Western Europe & Beyond
BUS	420X	Business Analysis	Asian Economic Powers
BUS	420Y	Business Analysis	Hong Kong Internship
BWS	307	Black World Studies	Middle East/Anthro Perspects
BWS	342	Black World Studies	Africa Since 1945
BWS	365	Black World Studies	Civil War & Reconstruction Era
BWS	370C	Black World Studies	Contemporary African Politics

BWS	370F		Black World Studies	Black Thought in the 20th C
CCA	321		College of Creative Arts	App. Integrated Arts & Culture
CCA	111L		College of Creative Arts	Innov, Creat., & Des Thinking
CCA	410A		College of Creative Arts	Business Planning for the Arts
CCA	499B		College of Creative Arts	International Fashion Design
CCA	599B		College of Creative Arts	International Fashion Design
CHI	272		Chinese	Traditional Chinese Culture
CHI	273		Chinese	Traditional Chinese Culture 2
CHM	410		Chemistry & Biochemistry	Topics in Chem Education
CHM	421		Chemistry & Biochemistry	Forensic Trace Analysis
CHM	627		Chemistry & Biochemistry	Applying Chemistry Across Curr
CHM	710		Chemistry & Biochemistry	Topics in Chemistry Education
CHM	421L		Chemistry & Biochemistry	Forensic Trace Analysis Lab
CHM	430S		Chemistry & Biochemistry	Signal Cascades
CHM	627D		Chemistry & Biochemistry	Chemistry Ed Enrichment I
CHM	627F		Chemistry & Biochemistry	Chem & Science of Organic Food
CHM	740Y		Chemistry & Biochemistry	Protein Chemistry
CHM	760M		Chemistry & Biochemistry	Electrochemistry
CHM	760U		Chemistry & Biochemistry	Data Handling/Chemical Analys
CIT	270A		Comp & Information Technology	Mobile Healthcare
CJS	313		Criminal Justice Studies	Alternatives to Corrections
CJS	511		Criminal Justice Studies	Evidence Law & Expert Testimon
CJS	551		Criminal Justice Studies	Comparative Justice Systems
CLS	213		Classics	Greek and Roman Comedy
CLS	317		Classics	Greek/Rom Philosophical Writer
CLS	331		Classics	Topcs In Classics:Epic-Romance
CLS	333		Classics	Greeks in Central Asia
CLS	334		Classics	Egypt: Greco-Roman Literature
CLS	436		Classics	Havighurst Colloquium
CLS	180B		Classics	Ancient Greco-Roman Medicine
CLS	299L		Classics	Ancient Rome & Modern Europe
CLS	310A		Classics	Daily Life in Antiquity
CMS	225		Comparative Media Studies	Linking Film and New Media
CMS	201H		Comparative Media Studies	Intro to Comparative Media
CPB	610		Chem, Paper & Biomed Engineer	Process Analysis
CPB	620		Chem, Paper & Biomed Engineer	Papermaking
CSE	260		Comp Sci &Software Engineering	Topics in the Profession
CSE	253O		Comp Sci &Software Engineering	Intro to Objective-C
CSE	270D		Comp Sci &Software Engineering	Programming for Non-Majors
CSE	470B		Comp Sci &Software Engineering	Computational Genomics
CSE	610L		Comp Sci &Software Engineering	Immersive Virtual Reality

CSE	610Y		Comp Sci &Software Engineering	Exploring Virtual Computing
ECE	414		Electrical & Computer Engineer	Introduction to VLSI Design
ECE	514		Electrical & Computer Engineer	Introduction to VLSI Design
ECO	685		Economics	Economic Research Methods
ECO	320L		Economics	European Economic Integration
ECO	399B		Economics	SE Asia Economic Development
ECO	420G		Economics	Consulting Economics
EDL	141		Educational Psychology	Mentoring Diverse Students
EDL	6995		Educational Psychology	iDis Fac Ohio NLS Mth/Sci 1
EDL	199C		Educational Psychology	Ghana: Engaging in Dialogue
EDL	699A		Educational Psychology	iDis Fac OH NLS Mth/Sci STEM
EDL	699D		Educational Psychology	iDis Fac OH NLS MTH/SCI Prac 1
EDL	780D		Educational Psychology	Special Topics
EDP	357		Educational Psychology	Student Mental Health
EDP	554		Educational Psychology	Math Curriculum Mild/Moderate
EDP	201H		Educational Psychology	Human Devel & Learng/Ed Envir
EDT	599B		Teacher Education	CSIP 2017
EDT	699F		Teacher Education	iDis Imp OH NLS MTH/SCI STEM 1
EDT	699L		Teacher Education	iDis Imp OH NLS MTH Prac 1
EDT	699N		Teacher Education	iDis Imp OH NLS SCI Prac 1
EDT	699U		Teacher Education	iDis Imp Ohio NLS Math 1
EDT	699V		Teacher Education	iDis Imp Ohio NLS Math 2
EHS	195		Education, Health and Society	Leadership/Healthy Communities
ENG	230		English	Themes & Genres
ENG	347		English	Postwar/Postclny Brit:1945-Pre
ENG	390		English	Studies In Amer Regionalism
ENG	418		English	Playwriting
ENG	470		English	Studies In Literary Theory
ENG	495		English	Capstone In Literature
ENG	600		English	Special Topics In Literature
ENG	660		English	Stds In Twentieth Century Lit
ENG	180O		English	Literature and the Environment
ENG	201D		English	Language in American Society
ENG	225L		English	Advanced Composition - LUX
ENG	233H		English	British Women Writers
ENG	256H		English	Russian Lit/Tolstoy-Nabokov
ENG	310G		English	Writing for Communty Engagemnt
ENG	399C		English	Literary Lndn Creative Writing
ENG	410B		English	Sociophonetics
ENG	440C		English	Major Writers: Milton
ENG	440E		English	Major Writers:Austen/English

ENG	440N		English	Major Writers: Dickens
ENG	440U		English	Major Writers: Trollope
ENG	490A		English	World War through Lit and Film
ENG	699I		English	Multigenre Writing
ENG	760A		English	Comparative Rhetoric
ESP	130		Entrepreneurship	Special Topics & Projects I
ESP	230		Entrepreneurship	Special Topics & Projects II
ESP	399G		Entrepreneurship	FSB Ecuador
FIN	299A		Finance	Capital Market Development
FRE	180I		French	The Global Graphic Novel
FRE	341D		French	French Converstn&Current Event
FRE	411D		French	Tutorial in French Civilizatn
FRE	430B		French	Sensory Knowledge
FRE	600B		French	Screen Environments
FRE	699A		French	Ecocriticism:FrenchRenaissance
FRE	700 W		French	Research For Masters Thesis
FST	272		Film Studies	Cin Cultures Cntrl E Europe
FST	380H		Film Studies	Honors
FST	400C		Film Studies	Science Fiction & Am Cinema
FSW	491C		Family Science and Social Work	Reporting&Lethality Assessment
FSW	591C		Family Science and Social Work	Reporting&Lethality Assessment
GEO	513		Geography	Tropical Marine Ecology:Bahama
GEO	528		Geography	Soil Geography
GEO	690		Geography	Internship In Geography
GEO	311L		Geography	Geography of Western Europe
GEO	399A		Geography	Tropical Marine Ecology
GEO	399B		Geography	Geography Field Workshop
GEO	410A		Geography	Reg:Ethnic Regionalism
GEO	460I		Geography	Cultural
GEO	599X		Geography	Sustainability in Costa Rica
GER	260		German	Topics In Modern Ger Lit Trans
GER	350		German	Topics Contemp Writing German
GER	231L		German	European Fairy Tale Tradition
GER	410E		German	Berlin in Literature and Film
GLG	512		Geology	Tropical Ecosystems:Costa Rica
GLG	513		Geology	Tropical Marine Ecology:Bahama
GLG	180B		Geology	Economic Geology
GLG	299L		Geology	Climate Change Science/Policy
GLG	499H		Geology	Field Methods in Hydrogeology
GLG	499X		Geology	Argentina Historical Geology

GLG	699H		Geology	Field Methods in Hydrogeology
GTY	460		Gerontology	Selected Topics In Gerontology
GTY	560		Gerontology	Selected Topics In Gerontology
HON	390		Honors	Advanced Honors Experience
HON	190G		Honors	Engaging in Outdoor Leadership
HON	190J		Honors	Facilitating 'Let's Talk' Dial
HON	190N		Honors	Opening Minds Art Vol Exper
HON	190Q		Honors	Intro to Leadership Theory
HON	282E		Honors	Outdoor Leadership
HON	290K		Honors	Opening Minds Art Leader Exper
HST	301		History	Age Of Revolutns:Eur 1750-1850
HST	326		History	The Hellenistic Age
HST	334		History	Eur Intellectl Hst/Sci Revolut
HST	342		History	Africa Since 1945
HST	290A		History	Civil War and American Memory
HST	290G		History	Atlantic Worlds 1492-1804
HST	296H		History	World History Since 1945
HST	330G		History	The Great War at 100
HST	360C		History	Modern Central Asia
HST	360D		History	The Graphic Novel and the Past
HST	436H		History	Havighurst Colloquium
HST	450A		History	Burke and Revolution
HST	510A		History	Age of Bismarck
HST	670M		History	Images and History
HST	670N		History	Modern US History
IES	399A		Environmental Sciences	Europe:Urbanism Climate Change
IES	399B		Environmental Sciences	UrbanismClimateChange Research
ISA	385		Information Systems& Analytics	App of Electrnc Comm Tech
ISA	635		Information Systems& Analytics	Intro to Predictive Analytics
ISA	385L		Information Systems& Analytics	App of Electrnc Comm Tech
ITS	254		International Studies	Intro Russian & Eurasian Stds
ITS	299E		International Studies	Renaissance through Art
ITS	402R		International Studies	Black Markets&Shadow Economies
JRN	240		Journalism	Student Media Practicum
JRN	524		Journalism	Ethics and Digital Media
JRN	529		Journalism	Environmental Communication
JRN	340N		Journalism	Intshp: The Washington Center
JRN	350D		Journalism	Internet Radio Write & Report
JRN	350E		Journalism	Foreign Correspondence
JRN	477N		Journalism	Independent Study - Washington
KNH	455		Kinesiology,Nutrition & Health	Comp Exercise Physiology

KNH	4532		Kinesiology,Nutrition & Health	Physical Fitness Assessment
KNH	4539		Kinesiology,Nutrition & Health	NutritionCounsel/ProfSkills&Pr
KNH	170B		Kinesiology,Nutrition & Health	Intermediate Swimming
KNH	199F		Kinesiology,Nutrition & Health	Global Perspective on Health
KNH	399A		Kinesiology,Nutrition & Health	Health Communication & Rapport
KNH	419A		Kinesiology,Nutrition & Health	Health Edu Student Teaching
KNH	453F		Kinesiology,Nutrition & Health	Counseling Theories & Practice
KNH	453I		Kinesiology,Nutrition & Health	Exploring Scandinavian Culture
KNH	453Z		Kinesiology,Nutrition & Health	Ethics in Sport & Exercise Psy
KNH	499O		Kinesiology,Nutrition & Health	Sport Management in Europe
KNH	499P		Kinesiology,Nutrition & Health	Perspectives of Asian Culture
KNH	599O		Kinesiology,Nutrition & Health	Sport Management in Europe
LAS	207		Latin American Studies	Latin America before 1910
LAS	512		Latin American Studies	Tropical Ecosystems:Costa Rica
LAS	524		Latin American Studies	Latin Amer Modern Architecture
LAS	299C		Latin American Studies	San Francisco Connected
LAS	299O		Latin American Studies	L.A.React. Neolib/Global
LAS	300A		Latin American Studies	Global Latin America
LAT	121		Latin Language & Literature	Review Latin
LAT	310T		Latin Language & Literature	Roman Comedy
MAC	167		Media and Communication	Practum/Elctrnc Media Productn
MAC	267		Media and Communication	Pract:Electrnic Media Productn
MAC	367		Media and Communication	Prac/Electronic Media Productn
MAC	427		Media and Communication	Inside Washington Sem. Program
MAC	454		Media and Communication	The Washington Community
MAC	462		Media and Communication	Red Atlantic
MAC	450B		Media and Communication	Sound, Media and Everyday Life
MAC	450C		Media and Communication	Science Fiction & Am Cinema
MAC	499P		Media and Communication	Feature Film Production
MBI	150		Microbiology	Topics in Microbiology
MBI	250		Microbiology	Topics in Microbiology
MBI	671		Microbiology	Population & Community Ecology
MGT	681		Management	Special Studies In Management
MGT	299B		Management	FSB Int'l Studies:Argentina
MGT	330 W		Management	Professional Practice Workshop
MGT	399A		Management	Global Supply Chain Integratio
MGT	477 W		Management	Independent Studies
MKT	315		Marketing	Creating Customer Value
MKT	345		Marketing	Decision Making in Marketing

MKT	330 W	Marketing	Professional Practice Workshop
MSC	320	Military Science	Tactical Problems Seminar
MTH	620	Mathematics	Topics In Algebra
MTH	630	Mathematics	Topics In Operations Research
MUS	344	Music	Applied Music
MUS	401	Music	Advcd Studies In Music Theory
MUS	405	Music	Choral Literature
MUS	461	Music	American Music
MUS	561	Music	American Music
MUS	636	Music	Advanced Choral Conducting
MUS	100P	Music	Chamber Orchestra
MUS	100S	Music	Choral Union
MUS	186H	Music	Global Music for the I-Pod
MUS	630Z	Music	Internship: Brass Quintet
PHL	106	Philosophy	Thought and Culture Of India
PHL	360	Philosophy	Interdisciplinary Spec Topics
PHL	493	Philosophy	Phenomenological Method
PHL	593	Philosophy	Phenomenological Method
PHL	180A	Philosophy	Existential Themes in PHL/Lit
PHL	180B	Philosophy	Science and Ethics
PHL	310D	Philosophy	Philosophy Cultural Conflict
PHL	410C	Philosophy	Contemporary Democratic Theory
PHL	410G	Philosophy	17th Century
PHL	510C	Philosophy	Contemporary Democratic Theory
PHL	510G	Philosophy	17th Century
PHL	510T	Philosophy	Truth and Objectivity
PHL	620B	Philosophy	Philosophy of Hannah Arendt
PHL	620D	Philosophy	History of Skepticism
PLW	399A	Prelaw	Inside Cincinnati Law
PMD	210	Premed	Premedical Scholars Seminar
POL	302	Political Science	Classical Political Philosophy
POL	333	Political Science	Politics Of Western Europe
POL	378	Political Science	Latin America:Region&The World
POL	410	Political Science	Political Philosophy Topics
POL	650	Political Science	Sem:American Political System
POL	660	Political Science	Sem:Public Admn/Policy Analys
POL	670	Political Science	Seminar:Internationl Relations
POL	336H	Political Science	Politics of the Middle East
POL	340N	Political Science	Intshp: The Washington Center
POL	353H	Political Science	Constitutionl Rights&Liberties

POL	440H		Political Science	Havighurst Colloquium
POL	459V		Political Science	Money and Politics
POL	471A		Political Science	The End of the Cold War
POL	471B		Political Science	Human Rights: Past and Future
POL	477N		Political Science	Independent Study - Washington
POL	559H		Political Science	Citizen Politics In The US
POL	559V		Political Science	Money and Politics
POL	571A		Political Science	The End of the Cold War
POL	571B		Political Science	Human Rights: Past and Future
POR	399A		Portuguese	The Way of St. James
PSY	350		Psychology	Topics in Advanced Personality
PSY	585		Psychology	History & Systems Psychology
PSY	410G		Psychology	Capstone:Intr to Psychotherapy
PSY	410R		Psychology	From Risk to Resilency
PSY	440A		Psychology	Culture and Psychopathology
PSY	645L		Psychology	School Consultation
REL	312		Religion, Comparative	Hebrew Bible/Old Testament
REL	346		Religion, Comparative	Issues Stdy Native Amer Relgns
REL	399O		Religion, Comparative	Miami in Oman
RUS	272		Russian	Cin Cultures Cntrl E Europe
RUS	536		Russian	Havighurst Colloquium
SJS	499F		Social Justice Studies	Social Justice in Fiji
SJS	599F		Social Justice Studies	Social Justice in Fiji
SOC	160		Sociology	Selectd Topcs Sociologicl Anly
SOC	463		Sociology	Gender & Aging
SOC	510		Sociology	Topics in Criminology
SOC	590		Sociology	Current Issues in Sociology
SOC	487H		Sociology	Globalization & Social Justice
SOC	499B		Sociology	Hlth Phys Cult US and Asia
SOC	499F		Sociology	Social Justice in Fiji
SOC	599F		Sociology	Social Justice in Fiji
SPA	233		Speech Pathology & Audiology	Perspective of Human Face
SPA	662		Speech Pathology & Audiology	Research In Speech Pathology
SPN	377 W		Spanish	Independent Studies
SPN	420E		Spanish	Sensory Knowledge
SPN	450K		Spanish	El teatro de Usigli
SPN	450M		Spanish	Saints and Sinners 1500-1700
SPN	450N		Spanish	E! cine de Antonio Banderas
SPN	550K		Spanish	El teatro de Usigli
SPN	550M		Spanish	Saints and Sinners 1500-1700

SPN	550N	Spanish	E! cine de Antonio Banderas
SPN	600D	Spanish	Contemporary Spanish Novel
SPN	600F	Spanish	Seminar in Early Modern Lit
STA	350	Statistics	Topics in Statistics
STA	368	Statistics	Introduction To Statistics
STA	450	Statistics	Advanced Topics in Statistics
STA	615	Statistics	Criminal Justice Statistics
STA	638	Statistics	Pred. Analytics & Data Mining
STC	201B	Strategic Communication	Minority Languages
STC	201D	Strategic Communication	Language in American Society
STC	212L	Strategic Communication	Media Representation
STC	450H	Strategic Communication	Health Communication
THE	423	Theatre	Topics in Theatre Studies
THE	450	Theatre	Special Topics in Design/Tech
THE	455	Theatre	Adv Problms/Theatrical Design
THE	523	Theatre	Topics in Theatre Studies
THE	550	Theatre	Special Topics in Design/Tech
THE	210E	Theatre	Puppetry and Theatre Crafts
THE	210F	Theatre	Live Action Storytelling
THE	210J	Theatre	Advanced Make-up Techniques
THE	210K	Theatre	Tap Dance
THE	539A	Theatre	Acting for the Camera
WGS	463	Women,Gender&Sexuality Studies	Gender & Aging
WGS	575	Women,Gender&Sexuality Studies	Women Gender & Sport
WGS	650	Women,Gender&Sexuality Studies	Topics In Womens History
WGS	180Y	Women,Gender&Sexuality Studies	Identity and Food in Oxford OH
WGS	370E	Women,Gender&Sexuality Studies	Malory and Arthurian Legend
WGS	370F	Women,Gender&Sexuality Studies	Women's Narrative Expression
WGS	370K	Women,Gender&Sexuality Studies	Hispanic Women Writers
WGS	410D	Women,Gender&Sexuality Studies	Renaissance Sexualities
WST	397	Western Program	American Environmental History
WST	110P	Western Program	Pathways to Oxford
WST	201H	Western Program	Self and Place - Honors
WST	280A	Western Program	Baseball and American Culture

2021-2022 Eliminated Courses (Total of 292)

292 courses were eliminated, while 59 new course were approved for a net loss of 233 courses.

ACC	330W	Accountancy	Professional Practice Workshop
AMS	342	American Studies	Religious Pluralsm Mod America
AMS	379	American Studies	US Consumerism 1890-Present

AMS	299B	American Studies	Engaging Native American Youth
AMS	310I	American Studies	Race & Pop. Culture in the US
AMS	399A	American Studies	Americans Abroad
AMS	405A	American Studies	Medicine and the Humanities
AMS	450A	American Studies	Dev: Advanced Pol Geography
ARC	180A	Architecture & Interior Design	Art & Craft Hand Papermaking
ARC	301L	Architecture & Interior Design	Architecture Studio - LUX
ARC	404S	Architecture & Interior Design	Advanced Digital Rendering
ARC	405D	Architecture & Interior Design	Greek & Roman Architecture
ARC	504S	Architecture & Interior Design	Advanced Digital Rendering
ARC	599T	Architecture & Interior Design	Design/Build Ghana
ART	321	Art	Drawing V
ART	322	Art	Drawing VI
ART	350	Art	Illustration
ART	486	Art	Art Of The Late 19th Century
ART	586	Art	Art Of The Late 19th Century
ART	480P	Art	Architecture & Photography
ART	580P	Art	Architecture & Photography
ATH	306	Anthropology	Russia-Eurasia/Anthro Perspect
ATH	525	Anthropology	Ethnographic Field Methods
ATH	212H	Anthropology	Archaeological Theory/Methods
ATH	415H	Anthropology	Field Methods in Archaeology
BIO	255	Biology	Introduction To Biotechnology
BIO	411	Biology	General Entomology
BIO	452	Biology	Neuromodulation
BIO	511	Biology	General Entomology
BIO	537	Biology	Paleontology in Conservation
BIO	552	Biology	Neuromodulation
BIO	598	Biology	Evolution Of Human Behavior
BIO	699C	Biology	Human Dimensions of Conserv
BIO	699E	Biology	Envir & Informal Sci Education
BLS	399L	Business Legal Studies	FSB Legal London
BLS	465C	Business Legal Studies	Ethics, Law, & Business
BUS	299A	Business Analysis	FSB Southeast Asia
BUS	450C	Business Analysis	Seniors BUS Honors Colloquium
BWS	276	Black World Studies	Intro to Art Black Diaspora
BWS	243L	Black World Studies	Atlantic Slave Trade
BWS	299G	Black World Studies	Afro-Peruvian Culture
BWS	370I	Black World Studies	Race & Pop. Culture in the US
BWS	370N	Black World Studies	Europe in the Africn Imaginatn
BWS	399A	Black World Studies	Americans Abroad

BWS	599S	Black World Studies	Sustainable Development-Zambia
CCA	499C	College of Creative Arts	Inside New York - Arts
CHM	144H	Chemistry & Biochemistry	College Chemistry Laboratory
CHM	145H	Chemistry & Biochemistry	College Chemistry Laboratory
CHM	251H	Chemistry & Biochemistry	Organic Chemistry For Chm Maj
CHM	430E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	430T	Chemistry & Biochemistry	Traditional & Herbal Medicine
CHM	430Z	Chemistry & Biochemistry	Biochem of Antibiotics
CHM	440E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	460D	Chemistry & Biochemistry	Mass Spec Prin & Applications
CHM	740E	Chemistry & Biochemistry	Recent Adv in Protein NMR Spec
CHM	760D	Chemistry & Biochemistry	Mass Spec Prin & Applications
CMR	112	Commerce	Intro: Human Resource Managmnt
CMR	221	Commerce	Professional Development
CMR	281	Commerce	Business Communication Sftware
CSE	471	Comp Sci &Software Engineering	Simulation
CSE	571	Comp Sci &Software Engineering	Simulation
CSE	631	Comp Sci &Software Engineering	Ontologies for Semantic Web
CSE	174H	Comp Sci &Software Engineering	Fundmntls-Progrming&Prob Solvg
CSE	253D	Comp Sci &Software Engineering	Accelerated Intro to C++
CSE	270F	Comp Sci &Software Engineering	Intro: Functional Programming
CSE	270G	Comp Sci &Software Engineering	Intro to Computer Vision
ECE	695	Electrical & Computer Engineer	Graduate Research Project
ECO	342	Economics	Comparative Economic Systems
ECO	361	Economics	Labor Economics
ECO	441	Economics	Intl Trade & Commercial Policy
ECO	541	Economics	Intl Trade & Commercial Policy
ECO	299A	Economics	Economics Evolution Argentina
ECO	399D	Economics	Business in SE Asia
ECO	420N	Economics	Topics in Public Economics
ECO	420S	Economics	Topics in Sustainability
ECO	420T	Economics	Time Series and Forecasting
EDL	390	Educational Leadership	Comparative Student Affairs II
EDL	666	Educational Leadership	Stu Culture-College Environmnt
EDL	681	Educational Leadership	Leadership Perspectives
EDL	690	Educational Leadership	Student Affairs Study Tour
EDL	783	Educational Leadership	Curriculum, Politics, Policy
EDL	204H	Educational Leadership	Sociocultural Studies in Educa
EDL	290G	Educational Leadership	Fraternity and Sorority Life
EDL	399B	Educational Leadership	Student Unions in Europe
EDL	699G	Educational Leadership	iDisc Facil Fdns 1

EDL	750E	Educational Leadership	Ind Reading in Educ Leadership
EDL	750R	Educational Leadership	Ind Reading in Educ Research
EDL	790T	Educational Leadership	College Teaching Seminar
EDP	332	Educational Psychology	ID: Theory and Models
EDP	333	Educational Psychology	Eval & Assessment for ID
EDP	454	Educational Psychology	Math Curriculum Mild/Moderate
EDP	299A	Educational Psychology	Intro Disability Studies IUP
EDP	450A	Educational Psychology	Transdiciplinary Special Educ
EDT	4998	Teacher Education	CSIP
EDT	430H	Teacher Education	Adolescent Mathematics II
EDT	450C	Teacher Education	Tech for WL Teachers
EDT	450D	Teacher Education	Speaking in the WL Classroom
EDT	550C	Teacher Education	Tech for WL Teachers
EDT	550D	Teacher Education	Speaking in the WL Classroom
EDT	699M	Teacher Education	iDis Imp OH NLS SCI Prac 2
EDT	699O	Teacher Education	iDisc: Fdn Mth K-2 1
EDT	699Q	Teacher Education	iDisc VPLC Math 1
EGS	320G	English Studies	Lit & Cultures: Genre
EGS	320M	English Studies	Lit & Cultures: Multicultural
EGS	460G	English Studies	Genre Issues
EGS	460M	English Studies	Multicultural Issues
ENG	494	English	Disability Glob/Local Contexts
ENG	651	English	Graduate Poetry Writing Wrkshp
ENG	6997	English	OWP:Role of Texts in Classroom
ENG	143H	English	American Lit 1945-Present
ENG	180I	English	Culture & Lit of the South
ENG	201A	English	Language and Gender
ENG	310E	English	Rhetoric & Digital Identity
ENG	399L	English	Luxembourg Summer Institute
ENG	410A	English	Research&Writing in Linguistic
ENG	450J	English	Studies in Genre: The Western
ENG	490J	English	Medicine and the Humanities
ENG	698S	English	Writing and Reading Conf
ENG	699S	English	Implementing Reading & Writing
ENG	700N	English	Low Res Creative Project
ENT	202A	Engineering Technology	Embedded Systems Technology
ESP	299A	Entrepreneurship	ESP in Developing Country
ESP	490B	Entrepreneurship	International Creativity
ESP	490L	Entrepreneurship	Entrepreneurial Leadership
ESP	490S	Entrepreneurship	Social Entrepreneur Corps
FIN	101	Finance	Personal Finance

FIN	462	Finance	Advanced Corporate Finance
FIN	645	Finance	Futures and Options
FRE	617	French	Inten Course For Grad Students
FRE	618	French	Inten Course For Grad Students
FRE	460B	French	Cinema and the Senses
FRE	477D	French	Independent Studies
FRE	477L	French	Independent Studies-LUX
FRE	600F	French	Early Modern Subjects
FRE	699B	French	Masterpieces: Belgian Culture
FRE	699E	French	Trans Studies and French Lit
FRE	700Z	French	Research For Masters Thesis
FST	205	Film Studies	American Film As Communication
FST	230A	Film Studies	Film Auteurs: Emmanuel Lubezki
FST	250M	Film Studies	Sci-Fi East & West
FST	330A	Film Studies	Film Auteurs: Emmanuel Lubezki
FST	350M	Film Studies	RealStories:UnforgettableFilm
FST	360A	Film Studies	Horror and American Cinema
FST	450J	Film Studies	Studies in Genre: The Western
FST	460B	Film Studies	Cinema and the Senses
FSW	612	Family Science and Social Work	Social Welfare Policy II
FSW	618	Family Science and Social Work	Human Behavior: Social Env. II
FSW	667	Family Science and Social Work	Policy & Politics of Aging
FSW	491J	Family Science and Social Work	Advanced Diverse Family System
GEO	241	Geography	Map Interpretation
GEO	413	Geography	Tropical Marine Ecology:Bahama
GEO	447	Geography	Aerial Photo Interpretation
GEO	547	Geography	Aerial Photo Interpretation
GEO	280B	Geography	Ecological Restoration
GEO	299A	Geography	Field Study Abroad: Peru
GEO	410L	Geography	The Hague
GEO	460C	Geography	Dev: Advanced Pol Geography
GEO	460E	Geography	Urban/Economic: WILKS
GEO	499B	Geography	Sustainability-Marine Ecology
GEO	499X	Geography	Sustainability in Costa Rica
GER	610	German	Self-Paced Grad Reading In Ger
GER	680	German	Independent Studies
GLG	413	Geology	Tropical Marine Ecology:Bahama
GLG	666	Geology	Theoretical Seismology
GLG	499S	Geology	Sustainable Development-Zambia
GLG	599S	Geology	Sustainable Development-Zambia
GTY	299A	Gerontology	Aging in Thailand

HON	290J	Honors	Hon Teaching Lead & School Org
HST	318	History	British Empire
HST	368	History	U.S. ProgressiveEra to Deprssn
HST	379	History	US Consumerism 1890-Present
HST	243L	History	Atlantic Slave Trade
HST	290K	History	American Law & Constitution
HST	290N	History	The American South
HST	290P	History	America and Global Capitalism
HST	290Q	History	Election 2016: Making History
HST	290R	History	Introduction to Islam
HST	330K	History	Freedom in Early Modern Europe
HST	333L	History	Reconstruction:Europe Snc 1945
HST	350D	History	Investigations in MU History
HST	350F	History	Black Thought in the 20th C
HST	400A	History	German History
HST	410F	History	Cities in Modern America
HST	670E	History	Borderlands and Frontiers
HST	670P	History	Modern US History 2
IDS	199E	Interdisciplinary	Cultural Heritage of India
IES	175	Environmental Sciences	Environmental Science Seminar
IES	423	Environmental Sciences	Tropical Marine Ecology:Bahama
IES	523	Environmental Sciences	Tropical Marine Ecology:Bahama
IES	641	Environmental Sciences	Earth Expeditions: Adv Field
IES	440B	Environmental Sciences	American Studies Workshops
IES	540B	Environmental Sciences	American Studies Workshops
IMS	261	Emerging Tech: Business&Design	Info & Data Visualization
IMS	566	Emerging Tech: Business&Design	Critical Game Development
IMS	390E	Emerging Tech: Business&Design	Comprehensive Study of Esports
ISA	432	Information Systems& Analytics	Survey Sampling In Business
ISA	625	Information Systems& Analytics	Management of IT
ISA	636	Information Systems& Analytics	Managing Data for Bus. Anal.
ITS	365B	International Studies	Rogue States & Narco-States
ITS	365D	International Studies	Political Ecology
ITS	402K	International Studies	Geopolitics of Civil War
ITS	402O	International Studies	Issues in Post-Soviet Eurasia
JPN	260A	Japanese	Death in Japanese Literature
JPN	260B	Japanese	Modern Japanese Literature
JPN	260D	Japanese	Tales of the Supernatural
JRN	318H	Journalism	Advanced Storytelling in Journ
JRN	350G	Journalism	Stories from Cuba
KNH	206	Kinesiology,Nutrition & Health	AIDS:Etiology,Prvlnc&Prev.

KNH	208	Kinesiology,Nutrition & Health	Serving&Support Chldren Fam II
KNH	453G	Kinesiology,Nutrition & Health	Applied Health Behavior Change
KNH	453N	Kinesiology,Nutrition & Health	Motor Control Research
LAS	412	Latin American Studies	Tropical Ecosystems:Costa Rica
LAS	413	Latin American Studies	Tropical Marine Ecology:Bahama
LAS	243L	Latin American Studies	Atlantic Slave Trade
LAS	299G	Latin American Studies	Afro-Peruvian Culture
LAS	418H	Latin American Studies	Field Methods in Archaeology
LAT	310D	Latin Language & Literature	Latin Elegy
MAC	450E	Media and Communication	Unscripted Stories
MAC	450N	Media and Communication	Gender, IT, & Transnat Culture
MBI	424	Microbiology	Exp Techniques in S/F Genomics
MBI	524	Microbiology	Exp Techniques in S/F Genomics
MBI	850Z	Microbiology	Research Doctoral Dissertation
MGT	502	Management	Employment Law
MGT	504	Management	Compensation Management
MGT	531	Management	Logistics Management
MKT	442H	Marketing	Highwire Brand Studio
MME	436H	Mechan & Manufact Engineering	Control of Dynamic Systems
MTH	247	Mathematics	Financial Math for Actuaries
MTH	495H	Mathematics	Applied Nonlinear Dynamics
MUS	403	Music	Orchestra Literature
MUS	454	Music	Guitar Repertory and Pedagogy
MUS	460	Music	Methodologies: Ethnomusicology
MUS	463	Music	Orchestra Conducting
MUS	481	Music	Adv Study In Special Subjects
MUS	482	Music	Adv Study In Special Subjects
MUS	503	Music	Orchestra Literature
MUS	554	Music	Guitar Repertory and Pedagogy
MUS	560	Music	Methodologies: Ethnomusicology
MUS	563	Music	Orchestra Conducting
PHL	420B	Philosophy	Arendt
PHL	430M	Philosophy	Aristotle's Metaphysics
PHL	440D	Philosophy	Descartes and Spinoza
PHL	450F	Philosophy	Feminist Epistemology
PHL	450P	Philosophy	French Feminist Theory
PHL	520B	Philosophy	Arendt
PHL	530M	Philosophy	Aristotle's Metaphysics
PHL	540D	Philosophy	Descartes and Spinoza
PHL	550F	Philosophy	Feminist Epistemology
PHL	550P	Philosophy	French Feminist Theory

PHL	620F	Philosophy	Foucault
PHY	180A	Physics	Energy & the Environment
POL	160	Political Science	Challenge of Public Leadership
POL	695	Political Science	Resrch Tutorial/Masters Degree
POL	850	Political Science	Research Doctoral Dissertation
POL	332H	Political Science	Post-Soviet Russian Politics
POL	332W	Political Science	Post-Soviet Russian Politics
POL	337W	Political Science	Politics Of Latin America
POL	357W	Political Science	Politics Of Organized Intrests
POL	440E	Political Science	Public Ldrshp & Public Affairs
POL	460D	Political Science	US Energy Policy
POL	560D	Political Science	US Energy Policy
PSY	200F	Psychology	Basic Psychophysiology
REL	700	Religion, Comparative	Research For Masters Thesis
RUS	250K	Russian	Contemp RUS Culture/Politics
RUS	250M	Russian	Sci-Fi East & West
SJS	101	Social Justice Studies	Elements of Social Justice
SJS	519	Social Justice Studies	Environment, Society & Justice
SOC	554	Sociology	Formal Organization
SOC	151H	Sociology	Social Relations
SPA	650	Speech Pathology & Audiology	Normal Deglutition
SPA	660	Speech Pathology & Audiology	Ind Studies: Speech Path & Aud
SPN	299F	Spanish	Global through Local/Nicaragua
SPN	299G	Spanish	Afro-Peruvian Culture
SPN	370A	Spanish	Nicaraguan History and Culture
SPN	370K	Spanish	Hispanic Women Writers
SPN	399G	Spanish	Nicaragua: In Transition
SPN	490A	Spanish	The Sensuous Baroque
SPN	490N	Spanish	Nineteenth Century Chronicle
SPN	600G	Spanish	Narratives and Cultural Study
STA	571	Statistics	Actuarial Prep: Probability
STA	635	Statistics	Intro to Predictive Analytics
STA	671	Statistics	Environmental Statistics
STC	205	Strategic Communication	American Film As Communication
STC	201A	Strategic Communication	Language and Gender
STC	450C	Strategic Communication	Brand Cultures
THE	200M	Theatre	Prod & Perf: Vocal Coaching
THE	210M	Theatre	Laban Movement
THE	210N	Theatre	Storytelling and Geolocation
THE	210P	Theatre	Theatrical Collaboration
WGS	204	Women,Gender&Sexuality Studies	Gender, Science, & Technology

WGS	410L	Women,Gender&Sexuality Studies	The Hague
WST	280C	Western Program	Ecological Restoration

2022-2023 Eliminated Courses (Total of 288 Courses)

288 courses were eliminated, and 90 new courses approved for a net loss of 198 courses.

ACC	661	Accountancy	Accounting Theory and Research
ACE	111	American Culture & English Prg	Acad Culture International
ACE	310Q	American Culture & English Prg	Advanced Pronunciation
AMS	105	American Studies	American Studies Film Series
AMS	405	American Studies	American Studies Workshops
AMS	677	American Studies	Independent Studies
AMS	299D	American Studies	Native Youth Camp I
AMS	399D	American Studies	Native Youth Camp II
ARC	499Y	Architecture & Interior Design	Passive House Malta
ART	565	Art	Jewelry Design & Metals V
ART	572	Art	Sculpture V
ART	320C	Art	Experimental Media
ART	377W	Art	Independent Studies
ART	580A	Art	Screen Media in Art and Space
ATH	302	Anthropology	Africa: Anthro Perspectives
ATH	254H	Anthropology	Intro Russian & Eurasian Stds
BIO	102	Biology	Intro to Research in Biology
BIO	432	Biology	Ecoregions of North America
BIO	532	Biology	Ecoregions of North America
BIO	402W	Biology	Plant Anatomy
BUS	594	Business Analysis	Sustn Perspec/Resources & Bus
CCA	399M	College of Creative Arts	Music Busines - Nashville
CEC	206	Col of Engineering & Computing	Agile Launchpad II
CEC	488	Col of Engineering & Computing	Senior Design-Special Projects
CEC	460A	Col of Engineering & Computing	Engineering & Technology:India
CHM	424	Chemistry & Biochemistry	Exp Techniques in S/F Genomics
CHM	524	Chemistry & Biochemistry	Exp Techniques in S/F Genomics
CHM	662	Chemistry & Biochemistry	Molecular Spectroscopy
CHM	704	Chemistry & Biochemistry	Non-Thesis Project
CHM	252H	Chemistry & Biochemistry	Organic Chemistry For Chm Maj
CHM	430J	Chemistry & Biochemistry	Membrane Proteins
CHM	430P	Chemistry & Biochemistry	Protein Trafficking
CHM	430V	Chemistry & Biochemistry	EPR Methods & Instrumentation
CHM	470R	Chemistry & Biochemistry	Inorganic Spectroscopy
CHM	740D	Chemistry & Biochemistry	Medicinal Chemistry
CHM	740J	Chemistry & Biochemistry	Membrane Proteins

CHM	740P	Chemistry & Biochemistry	Protein Trafficking
CHM	760R	Chemistry & Biochemistry	Inorganic Spectroscopy
CHM	770V	Chemistry & Biochemistry	EPR Methods & Instrumentation
CIT	270B	Comp & Information Technology	Linux Operating Systems
CJS	611	Criminal Justice Studies	Criminal Justice Theory
CJS	270B	Criminal Justice Studies	Citizenship & Democracy
CJS	270C	Criminal Justice Studies	Police, Trust and Community
CJS	270D	Criminal Justice Studies	Hispanic Community Relations
CJS	270E	Criminal Justice Studies	Free Speech Workshop 1
CLS	215	Classics	Greek and Roman Historians
CLS	531	Classics	Archaeology of Power
CLS	210M	Classics	Greek and Roman Medicine
CLS	299A	Classics	Discovering Greece
CMR	125	Commerce	Medical Office Simulation
CMR	402	Commerce	Cross Cul Ldrshp
CMR	441	Commerce	Social Media & Career Dev
CMR	441H	Commerce	Social Media & Career Dev
CPB	320	Chem, Paper & Biomed Engineer	Professional Practice
CPB	450B	Chem, Paper & Biomed Engineer	Paper Eng Europe: exp, reflect
CSE	600	Comp Sci &Software Engineering	Independent Studies
CSE	615	Comp Sci &Software Engineering	Mathematical Modeling
CSE	630	Comp Sci &Software Engineering	Professional Practice
CSE	253B	Comp Sci &Software Engineering	Introduction to C++
CSE	470D	Comp Sci &Software Engineering	Semantic Web Languages
ECE	320	Electrical & Computer Engineer	Professional Practice
ECE	353	Electrical & Computer Engineer	Software Defined Radio
ECO	321	Economics	American Industries and Issues
ECO	385	Economics	Government And Business
ECO	419	Economics	Business Cycles
ECO	423	Economics	History Of Economic Analysis
ECO	523	Economics	History Of Economic Analysis
ECO	320C	Economics	The Economics of Education
EDL	434	Educational Leadership	Girlhoods and Globalization
EDL	534	Educational Leadership	Girlhoods and Globalization
EDL	671	Educational Leadership	Crisis Management Seminar
EDL	680	Educational Leadership	Theoretical Perspectives
EDL	781	Educational Leadership	Youth, Culture and Education
EDL	787	Educational Leadership	Leadership for the Public Good
EDL	290E	Educational Leadership	Emerging Leaders
EDL	399A	Educational Leadership	EDL: Leadership Dominican Rep
EDL	699H	Educational Leadership	iDisc Facil Fdns 2

EDP	472	Educational Psychology	Literacy Seminar:Practicum
EDP	572	Educational Psychology	Literacy Seminar:Practicum
EDP	199A	Educational Psychology	(Dis)Ability Allies
EDP	277W	Educational Psychology	Independent Studies
EDP	299B	Educational Psychology	EDP: College Intervention
EDP	419I	Educational Psychology	Teaching Internship-Internat
EDP	650C	Educational Psychology	Theory,Models,Trends/Interven
EDP	690C	Educational Psychology	Program Evaluation
EDP	695A	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EDP	695B	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EDP	695C	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EGS	390B	English Studies	Medieval Womens Spiritual Writ
EGS	410A	English Studies	Global Cultural Performance
ENG	317	English	Writing for Games
ENG	604	English	Writing Center Development
ENG	652	English	Issues in Creative Writing
ENG	6999	English	OWP Digital Tools and Texts
ENG	311L	English	Contemporary Fiction - Lux
ENG	350J	English	American Independent Cinema
ENG	360A	English	Creative Writing for Games
ENG	399A	English	London Writing You: Advanced
ENG	440K	English	Austen
ENG	440X	English	Major Writers: Baldwin
ENG	450M	English	Historical Fiction
ENG	490E	English	Question of the Posthuman
ENG	490G	English	18th-Century Literature and Ne
ENG	490N	English	Urban Futures
ENG	495B	English	Capstone:English Literature
ENG	698C	English	Fairy, Folk, Fantasy & Sci-Fi
ENG	698D	English	OWP Classroom Research I
ENG	698K	English	OWP Classroom Research IV
ENG	699Q	English	OWP Composing Arguments
ENG	699U	English	OWP Making Spaces for Literacy
ENG	730A	English	Writing Program Administration
ENT	202B	Engineering Technology	Introduction to 3D Printing
ESP	490K	Entrepreneurship	Social Entrepreneur Corps
ESP	490W	Entrepreneurship	Advancing Women in ESP
FAS	150A	Fashion	Deconstruction/Reconstruction
FAS	150D	Fashion	Beginning Knitting and Crochet
FAS	150E	Fashion	Technical Fashion Drawing
FIN	401H	Finance	Prin Of Investmnt&Securty Mkts

FRE	231	French	Comics and Culture in Belgium
FRE	331	French	The European Graphic Novel
FRE	423	French	Theatre, Performnce, Spectacle
FRE	523	French	Theatre, Performnce, Spectacle
FRE	299A	French	Quebec Cultures, Arts+History
FRE	399A	French	Francophone Graphic Novels
FRE	477W	French	Independent Studies
FRE	511W	French	Modern and Contemporary French
FRE	699D	French	Trans Studies and French Lit
FRE	699W	French	Trans Studies and French Lit
FST	350J	Film Studies	American Independent Cinema
FST	350R	Film Studies	Latin American Film
FST	360C	Film Studies	Film Comedy
FST	360D	Film Studies	Am Cinema Suspense/Thriller
FSW	142	Family Science and Social Work	Exploring Helping Professions
FSW	208	Family Science and Social Work	Serving&Support Chldren Fam II
FSW	491K	Family Science and Social Work	Clinical Intervention
FSW	491M	Family Science and Social Work	Families and Health
FSW	491N	Family Science and Social Work	Vicarious Trauma
FSW	591K	Family Science and Social Work	Clinical Intervention
FSW	591M	Family Science and Social Work	Families and Health
FSW	591N	Family Science and Social Work	Leadership Skill Development
GEO	457	Geography	Global Cities, World Economies
GEO	532	Geography	Ecoregions of North America
GEO	557	Geography	Global Cities, World Economies
GEO	299B	Geography	Kenyan Environments
GEO	450K	Geography	Tools
GEO	460K	Geography	Tools
GEO	560K	Geography	Tools
GEO	700Z	Geography	Research For Masters Thesis
GER	386	German	Art of the Weimar Republic
GER	461	German	Germany:Milestones in 20th Cen
GHS	201	Global Health Studies	Data & Decisions in GH
GIC	399C	Global & Intercultural Studies	Sustainable Local Food Systems
GLG	180A	Geology	Gems and Gem Formation
GRK	310K	Greek Language and Literature	Plato
GTY	686	Gerontology	Global Health and Health Care
HON	290I	Honors	Urban Leadership Internship
HON	299A	Honors	Outdoor Leadership in Maui
HST	305	History	Becoming Christianity
HST	312	History	The American West

HST	353	History	Hist Of Chinese Civilization
HST	365	History	Civil War & Reconstruction Era
HST	4002	History	20th Century American History
HST	290S	History	History through the Musicals
HST	290T	History	American Presidency, 1901-2017
HST	360A	History	The Mexican Revolution
HST	400V	History	Early Modern European History
HST	400W	History	20th Century European History
HST	450C	History	American Indians Great Lakes
HST	570B	History	Germany 1918-1945
HST	670Q	History	The 1960s
IES	649	Environmental Sciences	Kenya: Wildlife & Pple Integr
IES	399C	Environmental Sciences	Sustainable Local Food Systems
IES	440L	Environmental Sciences	European Env Perspectives-Lux
IES	499C	Environmental Sciences	Sustainable Practices in Austr
IES	699S	Environmental Sciences	Brazil: Golden Lion Tamarins
IMS	499B	Emerging Tech: Business&Design	Digital Innovation
IMS	599B	Emerging Tech: Business&Design	Digital Innovation
ISA	638	Information Systems& Analytics	Pred. Analytics & Data Mining
ISA	680	Information Systems& Analytics	Studies-Business Analytics
ISA	399C	Information Systems& Analytics	Data Mgt. and Visualization
ITL	680	Italian	Independent Studies
ITL	277W	Italian	Independent Studies
ITL	399A	Italian	Urbino and Renaissance Culture
ITS	299B	International Studies	Tourism in Kenya
ITS	299D	International Studies	Cuba in Transition
ITS	365C	International Studies	Politics of Power in Europe
ITS	365J	International Studies	Issues in Russia and Eurasia
ITS	402C	International Studies	Global Issues in the Americas
ITS	402S	International Studies	Contemporary Refugee Crisis
JRN	350F	Journalism	Foreign Correspondence
JRN	350P	Journalism	Photojournalism
JRN	399A	Journalism	The Miami Capital Experience
KNH	243	Kinesiology,Nutrition & Health	Womens Health:Prob & Practices
KNH	504	Kinesiology,Nutrition & Health	Advanced Food Science
KNH	299A	Kinesiology,Nutrition & Health	Mental Health First Aid
KNH	399B	Kinesiology,Nutrition & Health	National & Global Health Polic
KNH	402L	Kinesiology,Nutrition & Health	Critical Refl on Practices-LUX
KNH	453D	Kinesiology,Nutrition & Health	PH Measurement & Assessment
KNH	453P	Kinesiology,Nutrition & Health	Physiology of Training
KNH	553P	Kinesiology,Nutrition & Health	Physiology of Training

KNH	699N	Kinesiology,Nutrition & Health	Life at Alt/Outdoor Leadership
LAS	299D	Latin American Studies	Cuba in Transition
LAS	410N	Latin American Studies	Contemporary Latin America
LAT	310C	Latin Language & Literature	The Age of Nero
MAC	677	Media and Communication	Independent Studies
MBI	350A	Microbiology	SEA Miami I: Ocean Sciences
MBI	399A	Microbiology	SEA Miami II:Nautical Training
MBI	750A	Microbiology	Pathogenic Microbiology
MGT	102	Management	CBL Buck Leadership Lab I
MME	320	Mechan & Manufact Engineering	Professional Practice
MME	410	Mechan & Manufact Engineering	Undergraduate Research Sem
MME	315H	Mechan & Manufact Engineering	Mechanical Vibrations
MME	360C	Mechan & Manufact Engineering	Applied Manufacturing Process
MME	470A	Mechan & Manufact Engineering	Rotor Dynamics
MME	499K	Mechan & Manufact Engineering	Global Engineering & Culture
MME	570A	Mechan & Manufact Engineering	Rotor Dynamics
MTH	331H	Mathematics	Proof: Intro to Higher Math
MUS	222	Music	Music Education Technology
MUS	630T	Music	Chamber Music - Jazz Combo
MUS	642A	Music	Applied Music - Voice
MUS	642B	Music	Applied Music - Piano
MUS	642C	Music	Applied Guitar
MUS	642D	Music	Applied Music - Flute
MUS	642E	Music	Applied Music - Clarinet
MUS	642G	Music	Applied Music - Oboe
MUS	642H	Music	Applied Music - Bassoon
MUS	642I	Music	Applied Music - Trumpet
MUS	642J	Music	Applied Music - French Horn
MUS	642K	Music	Applied Music - Trombone
MUS	642L	Music	Applied Music - Baritone Horn
MUS	642M	Music	Applied Music - Tuba
MUS	642O	Music	Applied Music - Violin
MUS	642P	Music	Applied Music - Viola
MUS	642R	Music	Applied Music - Cello
MUS	642S	Music	Applied Music - String Bass
MUS	642T	Music	Applied Music - Harp
MUS	644C	Music	Applied Guitar
MUS	644L	Music	Applied Music - Baritone
MUS	644S	Music	Applied Music - String Bass
MUS	644T	Music	Applied Music - Harp
PHL	620G	Philosophy	Mind, Action, and Normativity

PHY	427	Physics	Nano Science Technology
PHY	527	Physics	Nano Science Technology
POL	602	Political Science	Research & Writing
POL	334W	Political Science	Politics of Eastern Europe
POL	338W	Political Science	Contemporary African Politics
POL	345O	Political Science	The First 100 Days
POL	353W	Political Science	Constitutionl Rights&Liberties
POL	359W	Political Science	U.S. Campaigns and Elections
POL	459B	Political Science	American Political Development
POL	559B	Political Science	American Political Development
POL	699A	Political Science	Transatlantic Seminar
PSY	720	Psychology	Adv Seminar In Experimntl Psy
PSY	111H	Psychology	Introduction to Psychology
PSY	221H	Psychology	Social Psychology
PSY	320B	Psychology	Advanced Psychophysiology
RUS	411	Russian	Adv Conversatn&Compositn&Read
RUS	250L	Russian	Envy, Fear, and Fascination
SOC	499P	Sociology	Life in the Himalayas
SOC	499Q	Sociology	Life at Altitude
SPN	211	Spanish	Intensive Intermediate Spanish
SPN	241	Spanish	Intermediate Conversatnal Spn
SPN	242	Spanish	Intermediate Conversatnal Spn
SPN	392	Spanish	Language & Latin Am. Diaspora
SPN	680	Spanish	Independent Studies
SPN	420N	Spanish	Urban Futures
SPN	430A	Spanish	El mito de Trujillo
SPN	440A	Spanish	Psycholinguistics-Bilingual
SPN	450B	Spanish	The Way in Hispanic Literature
SPN	490C	Spanish	La imagen del otro
SPN	490V	Spanish	Lang Myths-Span Speaking World
STA	471	Statistics	Actuarial Prep: Probability
STA	637	Statistics	Stat programming/visualization
STC	135H	Strategic Communication	Intro: Publ Express & Crit Inq
STC	450A	Strategic Communication	Public Relations Law & Ethics
THE	521	Theatre	Fundamental of Directing
THE	210B	Theatre	Trends in Fashion Makeup
THE	399A	Theatre	Dance Pedagogy
THE	399B	Theatre	Ballroom Dance Tour-Costa Rica
THE	439C	Theatre	Acting Comedy
THE	539C	Theatre	Acting Comedy
UNV	101C	University	I Am Miami

WGS	243	Women,Gender&Sexuality Studies	Womens Health:Prob & Practices
WGS	434	Women,Gender&Sexuality Studies	Girlhoods and Globalization
WGS	534	Women,Gender&Sexuality Studies	Girlhoods and Globalization
WGS	370P	Women,Gender&Sexuality Studies	HIV/AIDS and Media
WGS	370T	Women,Gender&Sexuality Studies	Woolf and British Modernism
WGS	410J	Women,Gender&Sexuality Studies	African Women Writers

2023-2024 Eliminated Courses (Total of 268)

268 courses were eliminated, and 53 new courses were approved for a net loss of 215 courses.

ACC	301	Accountancy	Executive Leadership Lab
ACC	399A	Accountancy	Mgt Accounting for Hospitality
ACC	490C	Accountancy	Advanced Auditing
ACC	490E	Accountancy	Data Analytics
AMS	435	American Studies	Public History Practicum
AMS	299A	American Studies	Americans in Berlin
AMS	299E	American Studies	Cultrual Toursim I
AMS	310B	American Studies	Human Rights in Native Am Lit
AMS	310U	American Studies	A View From Abroad
ARB	230	Arabic	Arabic Lit. in Translation
ARB	311	Arabic	Media Arabic
ARB	680	Arabic	Directed Study in Arabic
ART	122	Art	Drawing Projects
ART	259	Art	Art and Digital Tools I
ART	386	Art	Art of the Weimar Republic
ART	587	Art	Art Of The Early 20th Century
ART	600	Art	Advanced Research Problems
ART	620	Art	Graduate Study in Drawing
ART	480G	Art	Architecture and Photography
ART	480I	Art	Icon as Religious Experience
ART	480J	Art	Photography and Architecture
ART	480V	Art	Vision & the Visionary in Art
ART	499A	Art	The Fun of Stained Glass
ART	580G	Art	Architecture and Photography
ART	650A	Art	XD Core Studio: Storytelling
ATH	235L	Anthropology	The Anthropological Other
ATH	335L	Anthropology	Multiculturalism of Europe
ATH	390B	Anthropology	Films on Politics and Society
BIO	407	Biology	Ichthyology
BIO	437	Biology	Paleontology in Conservation
BIO	459	Biology	Advanced Neuroscience with Lab

BIO	507	Biology	201410
BIO	559	Biology	Advanced Neuroscience with Lab
BIO	342W	Biology	Genetics
BIO	750I	Biology	Techniques:Electron Microscopy
BIO	750M	Biology	Plant Taxonomy & Evolution
BIS	299A	Integrative Studies	Iceland Study Abroad
BIS	410C	Integrative Studies	Cultural Performance in Miami
BSC	475	Biological Sciences	Capstone Environmental Biology
BUS	203	Business Analysis	BUS Writing Consulting
BUS	299B	Business Analysis	Intro to Bus & Finance in Asia
BUS	420F	Business Analysis	FSB Int'l Studies: Far East
BUS	420N	Business Analysis	FSB Int'l Studies:South Africa
CEC	205	Col of Engineering & Computing	Agile Launchpad I
CEC	255	Col of Engineering & Computing	CEC Preparation - Study Abroad
CEC	258	Col of Engineering & Computing	Reflect CEC Study Abroad Pjcts
CEC	230B	Col of Engineering & Computing	Leadership for Sustainability
CEC	392H	Col of Engineering & Computing	People Leadership II
CEC	460B	Col of Engineering & Computing	Engineering & Technology:China
CEC	460C	Col of Engineering & Computing	Engineering & Tech. in China
CHI	312	Chinese	Business Chinese II
CHM	627A	Chemistry & Biochemistry	Chemistry Ed Enrichment I
CHM	627C	Chemistry & Biochemistry	Science Content & Argument
CIT	370A	Comp & Information Technology	Cloud Computing
CJS	545	Criminal Justice Studies	GIS for Criminal Justice
CJS	612	Criminal Justice Studies	CJ Systems: Practice
CJS	615	Criminal Justice Studies	Criminal Justice Statistics
CJS	631	Criminal Justice Studies	Law, Liberty, and Crim Justice
CMR	290A	Commerce	Women and Business
CMR	495H	Commerce	Strategic Mgt. for Commerce
CPB	583	Chem, Paper & Biomed Engineer	Chemical Process Safety
CSE	283	Comp Sci &Software Engineering	Data Communications & Network
CSE	609	Comp Sci &Software Engineering	Scientific Programming
CSE	618	Comp Sci &Software Engineering	Virtual Environment Graphics
CSE	270A	Comp Sci &Software Engineering	Digital Modeling and Rendering
CSE	270I	Comp Sci &Software Engineering	Artifical Intelligence inGames
DST	272H	Disability Studies	Intro to Disability Studies
ECO	325	Economics	Economic Analysis Of Law
ECO	663	Economics	Econometrics
ECO	420A	Economics	Empirical Edu. Policy Analysis
ECO	420F	Economics	The Economics of Networks
EDL	151	Educational Leadership	The American University

EDL	672	Educational Leadership	Intergroup Dialogue
EDL	696	Educational Leadership	Student Success in Higher Educ
EDL	312L	Educational Leadership	Education in Global Contexts
EDL	640T	Educational Leadership	Teacher Leader Internship
EDL	780G	Educational Leadership	Teacher Policy
EDP	351	Educational Psychology	Miami Connections Mentoring
EDP	695D	Educational Psychology	Spvsd Pub Sch Exp/Sch Psy Stu
EGS	320B	English Studies	Human Rights in Native Am Lit
EGS	390C	English Studies	Space & Memory in Fiction
EGS	410C	English Studies	Cultural Performance in Miami
EGS	420E	English Studies	Composing A Life
EGS	460C	English Studies	Disability Literature & Theory
ENG	284	English	Prof Comm for Business
ENG	6991	English	Notebooks: Writers & Readers
ENG	122L	English	Popular Literature
ENG	199A	English	Humanities Research Methods
ENG	350K	English	Realism in European Cinema
ENG	490B	English	Literature, Science, Race
ENG	490R	English	Truth and Lies
ENG	490T	English	Novel Knowledge
ENG	610B	English	Transnational Studies
ENG	699D	English	The Role of Talk in Classrooms
ENG	699W	English	Working with Sources
ENG	701Z	English	Internship
ENG	760D	English	Rhets & Peds of Social Change
ENT	298	Engineering Technology	Data Communications
FAS	150B	Fashion	Shibori Fabric Dyeing
FAS	150F	Fashion	Hand Sewing and Embellishment
FIN	490A	Finance	Entrepreneurial Finance
FRE	414	French	Art and Architecture in France
FRE	442	French	Literary Innovation, 16-18 C
FRE	514	French	Art and Architecture in France
FRE	542	French	Literary Innovation, 16-18 C
FRE	600K	French	Seminar in French Literature
FRE	680W	French	Independent Study
FST	350C	Film Studies	Video Essay Production
FST	350K	Film Studies	Realism in European Cinema
FST	350U	Film Studies	A View From Abroad
FST	360W	Film Studies	American Cinema: Western
FSW	345	Family Science and Social Work	Empowerment Skills/Fam Develop
FSW	346	Family Science and Social Work	Adv PracticeSkills/Family Dev

FSW	491G	Family Science and Social Work	Nonviolent Crisis Intervention
FSW	491P	Family Science and Social Work	LSW Licensure Prep
FSW	591G	Family Science and Social Work	Nonviolent Crisis Intervention
GEO	288	Geography	Geographic Field Study Abroad
GEO	428	Geography	Soil Geography
GEO	432	Geography	Ecoregions of North America
GER	299A	German	Americans in Berlin
GIC	360F	Global & Intercultural Studies	Global Indigeneity
GIC	360N	Global & Intercultural Studies	Global Migrations
GLG	592	Geology	Global Tectonics
GLG	760	Geology	Adv Carbonate Sedimentology
GLG	121H	Geology	Environmental Geology
GLG	199A	Geology	The Geology of Great Britain
GRK	410A	Greek Language and Literature	Greek Tragedy
GTY	601	Gerontology	New Frontiers in Aging
GTY	612	Gerontology	Innovations Aging Marketplace
HST	433	History	Oral Tradition:History & Pract
HST	533	History	Oral Tradition:History & Pract
HST	3602	History	Violence in Africa
HST	199A	History	Humanities Research Methods
HST	275L	History	20th Cent European Diplomacy
HST	290U	History	Development of Am Capitalism
HST	330R	History	The French Revolution
HST	350C	History	U.S. in the 1970s
HST	350J	History	The Big Ideas: 19th Century
HST	350K	History	The American Midwest
HST	400R	History	World & Comparative History
HST	400S	History	American Cultural History
HST	410A	History	Age of Bismarck
HST	410D	History	Intl. Organizations after WWII
HST	510D	History	Intl. Organizations after WWII
HST	670A	History	Capitalism
HST	670D	History	Class and Historical Study
HST	670S	History	Ritual & Ceremony in World His
IDS	299B	Interdisciplinary	Italian Cinematic Contrasts
IES	620	Environmental Sciences	Topic Seminar
IES	648	Environmental Sciences	Hawai'i: Saving Species
IES	440A	Environmental Sciences	ENV RES/Env Policy & Practice
IES	540A	Environmental Sciences	ENV RES/Env Policy & Practice
IES	610G	Environmental Sciences	Student Team Project
IES	699F	Environmental Sciences	Paraguay: Eco-Leadership

IMS	238	Emerging Tech: Business&Design	Narrative & Digital Technology
IMS	466	Emerging Tech: Business&Design	Critical Game Development
ISA	203	Information Systems& Analytics	Supplementary Bus Statistics
ISA	399A	Information Systems& Analytics	Info Tech in a Connected World
ISA	480B	Information Systems& Analytics	Business Statistics using R
ISA	481A	Information Systems& Analytics	Information Security
ITS	365F	International Studies	Law, Violence & Humanitarian
ITS	365G	International Studies	Gender, Power, Politics
ITS	365K	International Studies	African Governance&Development
ITS	365M	International Studies	East-West Relations
ITS	365N	International Studies	Global Migrations
ITS	365O	International Studies	The United Nations
ITS	390B	International Studies	The UN and Human Rights
ITS	390F	International Studies	Global Indigeneity
ITS	402W	International Studies	Water
ITS	499A	International Studies	Specialized Study in Kosovo
ITS	599A	International Studies	Specialized Study in Kosovo
JRN	280A	Journalism	Intro to Narrative Nonfiction
KNH	4538	Kinesiology,Nutrition & Health	Cultural PerspectivesofIceland
KNH	453B	Kinesiology,Nutrition & Health	Nutrition & Physical Activity
KNH	453T	Kinesiology,Nutrition & Health	Resistance Exercise Research
KNH	499E	Kinesiology,Nutrition & Health	Life in Iceland
KNH	499J	Kinesiology,Nutrition & Health	Japanese Sport and Culture
LAS	390D	Latin American Studies	Circum-Caribbean Cultures
LAS	390F	Latin American Studies	Global Indigeneity
LAS	410G	Latin American Studies	Capitalism & Commodities in LA
LAS	410K	Latin American Studies	Music, Culture, and Identity
LAS	410M	Latin American Studies	Tourism in Latin America
LAT	111	Latin Language & Literature	Accelerated Latin
LAT	310G	Latin Language & Literature	Ovid: Metamorphoses
MAC	343	Media and Communication	Advanced Audio Production
MAC	450R	Media and Communication	Sports Video Production
MAC	450Z	Media and Communication	Developing/Pitchng a TV Series
MBI	104	Microbiology	Success in the Sciences
MBI	615	Microbiology	Papers Proposals Presentns/Sci
MBI	361H	Microbiology	Fundamentals of Epidemiology
MGT	103	Management	CBL Buck Leadership Lab II
MGT	399B	Management	Supply Chain in Australia
MGT	415L	Management	Leadership and Learning
MKT	292	Marketing	Careers in Marketing
MKT	399A	Marketing	Services Marketing

MKT	499A	Marketing	Marketing in Australia
MME	340F	Mechan & Manufact Engineering	Internship
MME	340Z	Mechan & Manufact Engineering	Internship
MME	495H	Mechan & Manufact Engineering	Applied Nonlinear Dynamics
MME	620A	Mechan & Manufact Engineering	Intro to Dislocation Theory
MTH	430	Mathematics	Problems Seminar
MTH	440H	Mathematics	Topics In Analysis
MUS	262	Music	Jazz Improvisation I
MUS	100T	Music	Chamber Music - Jazz Combo
MUS	340Z	Music	Internship: Brass Quintet
NCS	270	Nonprofit & Community Studies	Special Topics
NSG	399A	Nursing	Global Health: Central America
PHL	104	Philosophy	Purpose/Chance In The Universe
PHL	103L	Philosophy	Society And The Individual
PHL	104H	Philosophy	Purpose/Chance In The Universe
PHL	410R	Philosophy	Truth and Lies
PHL	430C	Philosophy	Hellenistic Philosophy
PHL	430D	Philosophy	The Pre-Socratics
PHL	440E	Philosophy	Early Modern Cosmopolitanism
PHL	530C	Philosophy	Hellenistic Philosophy
PHL	530D	Philosophy	The Pre-Socratics
PHL	540E	Philosophy	Early Modern Cosmopolitanism
PHL	620A	Philosophy	Feminist Epistemology
PHY	431	Physics	Elementary Particle Physics
PHY	531	Physics	Elementary Particle Physics
POL	332	Political Science	Post-Soviet Russian Politics
POL	346	Political Science	Global Gender Politics
POL	358	Political Science	Political Parties
POL	372	Political Science	Terrorism & Counterterrorism
POL	487	Political Science	Individual Lives/Intl Politics
POL	355W	Political Science	Public Opinion
POL	370C	Political Science	Terrorism & Insurgency
POL	399J	Political Science	Jamaica:Globalization & Dvlpmt
POL	471G	Political Science	Force, Diplomacy, & USForPol
POL	571G	Political Science	Force, Diplomacy, & USForPol
PSY	326	Psychology	Psychology Of Gender
PSY	374	Psychology	Psychology/ Language & Thought
PSY	680	Psychology	Adv Research Analysis Beh Sci
PSY	294H	Psychology	Writing and Research Methods
PSY	320M	Psychology	Mirroring & Development
PSY	394H	Psychology	Publishing in Psychology

REL	133	Religion, Comparative	Imagining Russia
REL	223	Religion, Comparative	Introduction to Buddhism
REL	360D	Religion, Comparative	Catholic Social Thought
SJS	399A	Social Justice Studies	Social Justice in Fiji
SOC	410	Sociology	Topics in Criminology
SOC	260A	Sociology	Intrnshp: Appld Soc&Human Svcs
SOC	279L	Sociology	African Americans in Sports
SOC	399A	Sociology	Social Justice in Fiji
SOC	490E	Sociology	Current Issues:Terrorism
SPN	319	Spanish	Exploring Spain Today
SPN	321	Spanish	The Way of St. James
SPN	450A	Spanish	Language & Migration in Spain
SPN	450P	Spanish	Cine y literatura
SPN	490E	Spanish	Spanish In the U.S.
SPN	550P	Spanish	Cine y literatura
SPN	600C	Spanish	Literature: Spanish Narrative
STA	271	Statistics	Intro to Actuarial Science
STC	262H	Strategic Communication	Research Methods
STC	450B	Strategic Communication	Theories of Celebrity Branding
STC	499K	Strategic Communication	Inside New York
THE	481	Theatre	Integrating Practice
THE	518	Theatre	Playwriting
THE	581	Theatre	Integrating Practice
THE	110G	Theatre	Beginning Modern Dance
THE	200L	Theatre	Prod & Perf:Theatre in Educ
THE	210R	Theatre	Neutral Mask
WGS	235	Women,Gender&Sexuality Studies	Women In Antiquity
WGS	326	Women,Gender&Sexuality Studies	Psychology of Gender
WGS	375	Women,Gender&Sexuality Studies	Allies and Activists
WGS	370C	Women,Gender&Sexuality Studies	New Media and Psychoanalysis
WGS	410T	Women,Gender&Sexuality Studies	Disability Literature & Theory
WGS	450A	Women,Gender&Sexuality Studies	ENV RES/Env Policy & Practice

Board of Trustees

President's Report

May 16, 2025

Over the Decades – Strategic Plans

2012

Great Recession Aftermath

Miami 2020
Moments that Transform

2019

Worldwide Pandemic

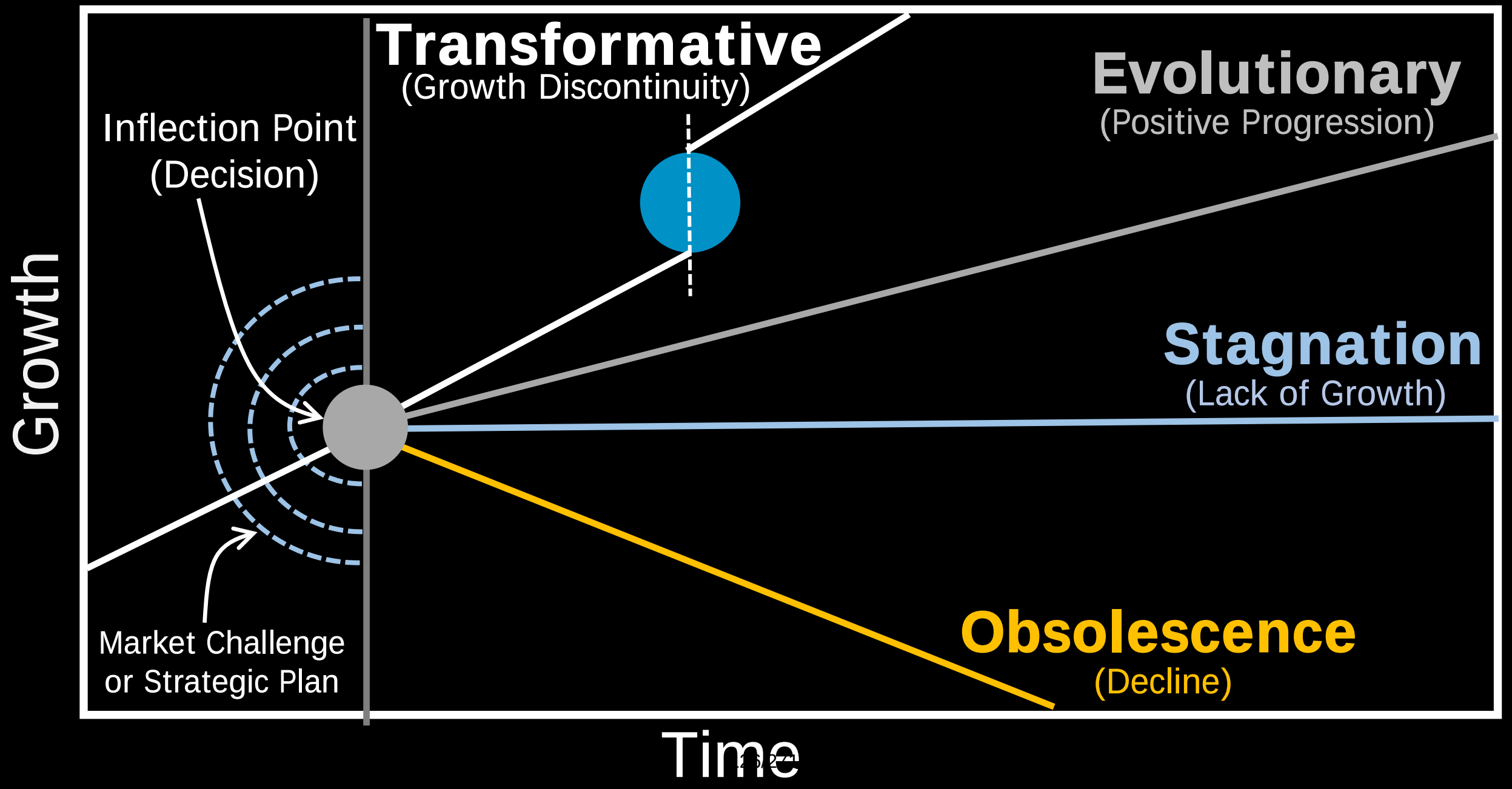
Miami**RISE**

2025

Enrollment ”Cliff”

Miami**THRIVE**

Inflection Point



Miami's Transformative Strategies

Progress

Honors

Entrepreneurship

Clinical Health

Data

Cadence

Miami's Evolutionary Strategies

Progress

Nat'l Honors

Sustainability

Pathways

Research

Cadence

RISE into THRIVE

Knightsbridge — AM Hub

Hamilton, Ohio

Butler Tech Pipeline

Growth of Company Partners

Significant Grant Funding

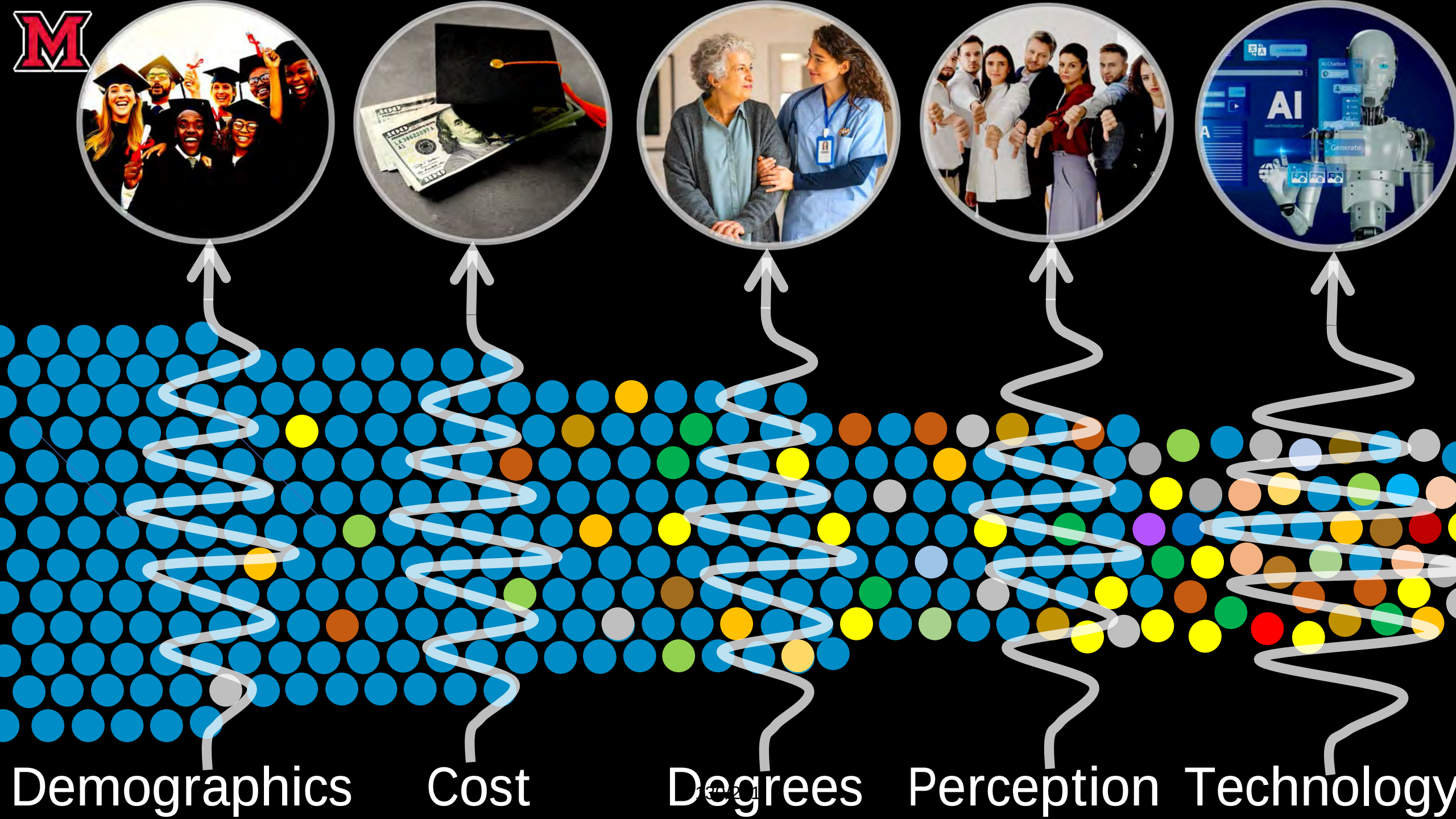
Bachelor Hall

Oxford, Ohio

Humanities & MJF

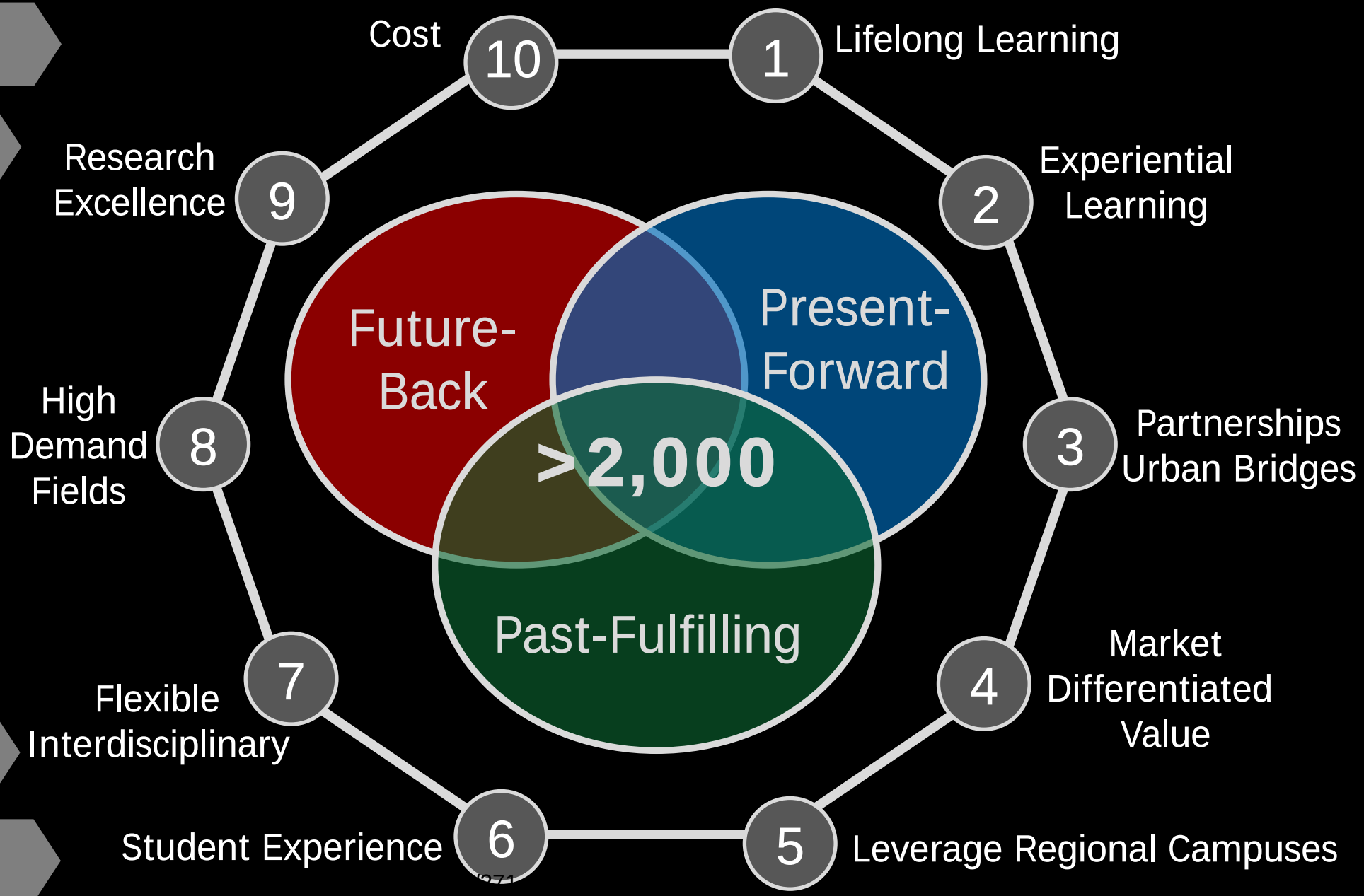
Transdisciplinary Collaborations

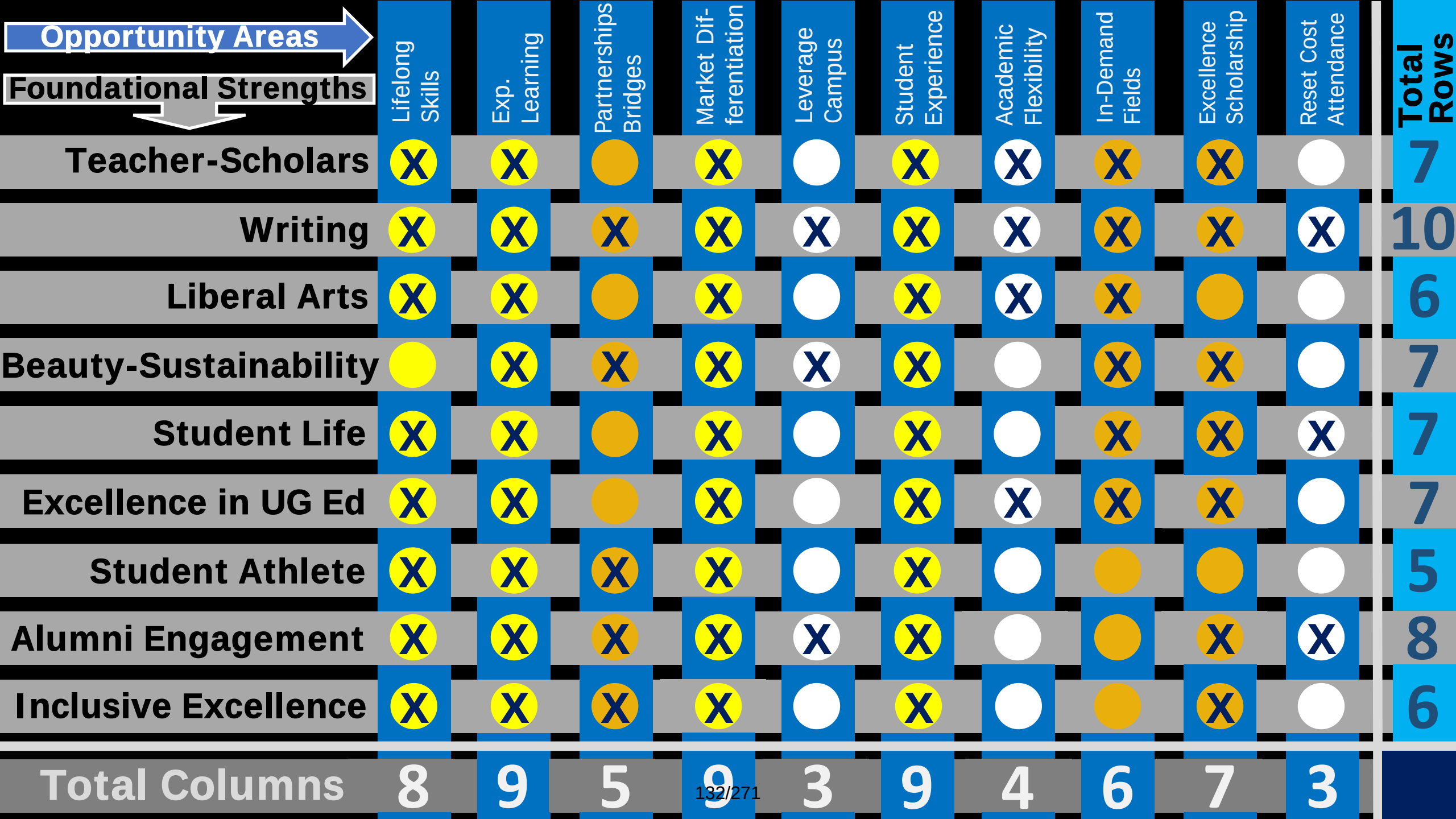
Research & Scholarship


AI
Generate
Demographics
Cost
Degrees
Perception
Technology

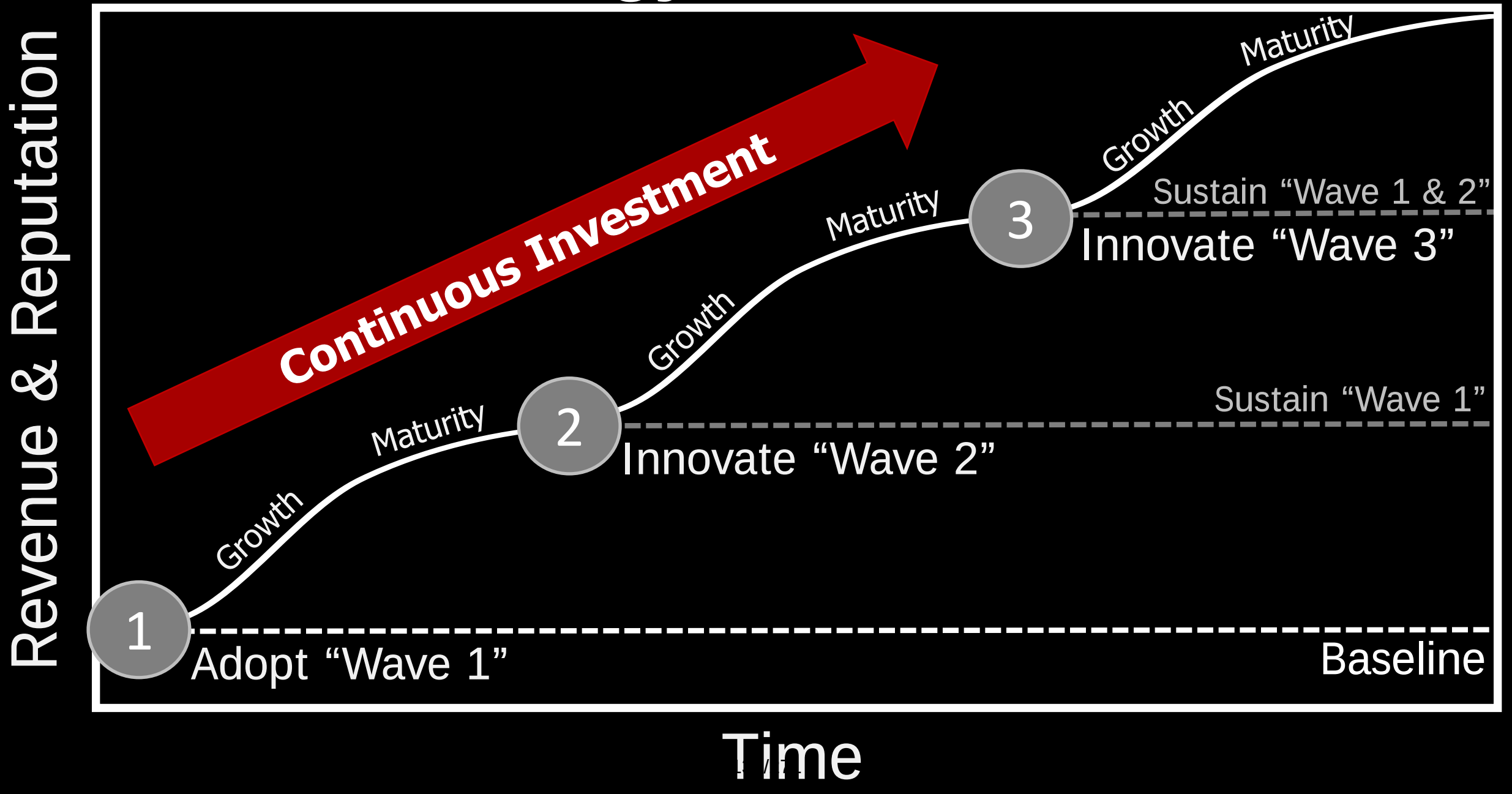
THRIVE: Transformative Thinking

- Teacher-Scholar
- Writing
- Liberal Education
- Campus Beauty Sustainability
- Student Life
- Undergraduate Education
- Student-Athlete
- Alumni Engagement
- Inclusive Excellence

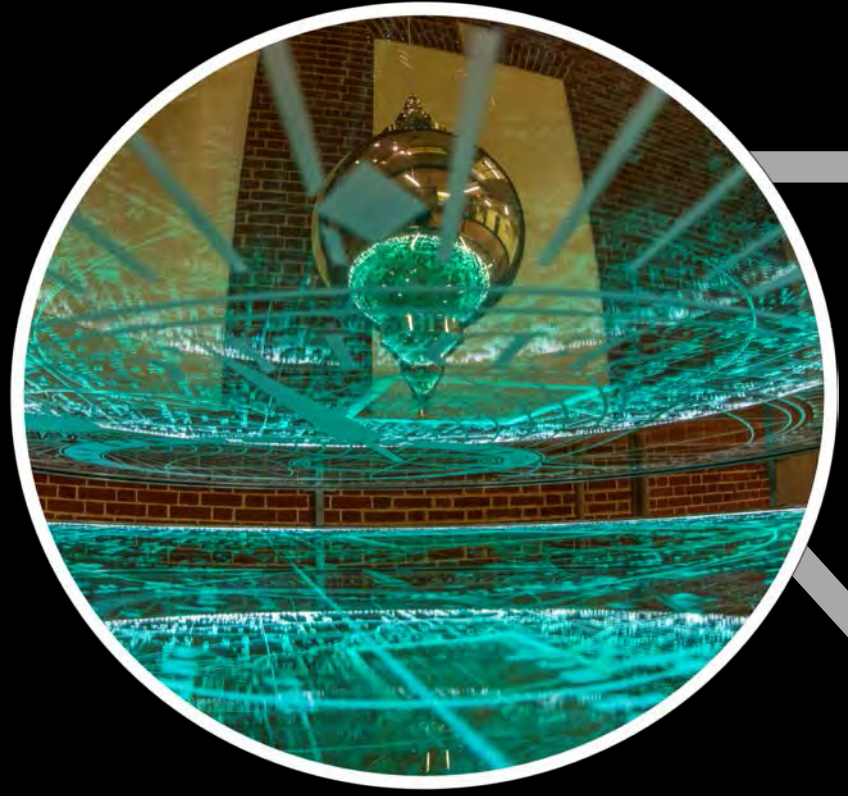



Opportunity Areas
Foundational Strengths
Lifelong Skills
Exp. Learning
Partnerships Bridges
Market Dif-ferentiation
Leverage Campus
Student Experience
Academic Flexibility
In-Demand Fields
Excellence Scholarship
Reset Cost Attendance
Total Rows
Teacher-Scholars 7
Writing 10
Liberal Arts 6
Beauty-Sustainability 7
Student Life 7
Excellence in UG Ed 7
Student Athlete 5
Alumni Engagement 8
Inclusive Excellence 6
Total Columns 8 9 5 9 3 9 4 6 7 3

“Wave” Strategy



MiamiTHRIVE
Themes



Transformative Ideas

Commitment to Excellence

Operational Efficiency

Student-Centered
Transformative Ideas

Experiential Learning

Pathways

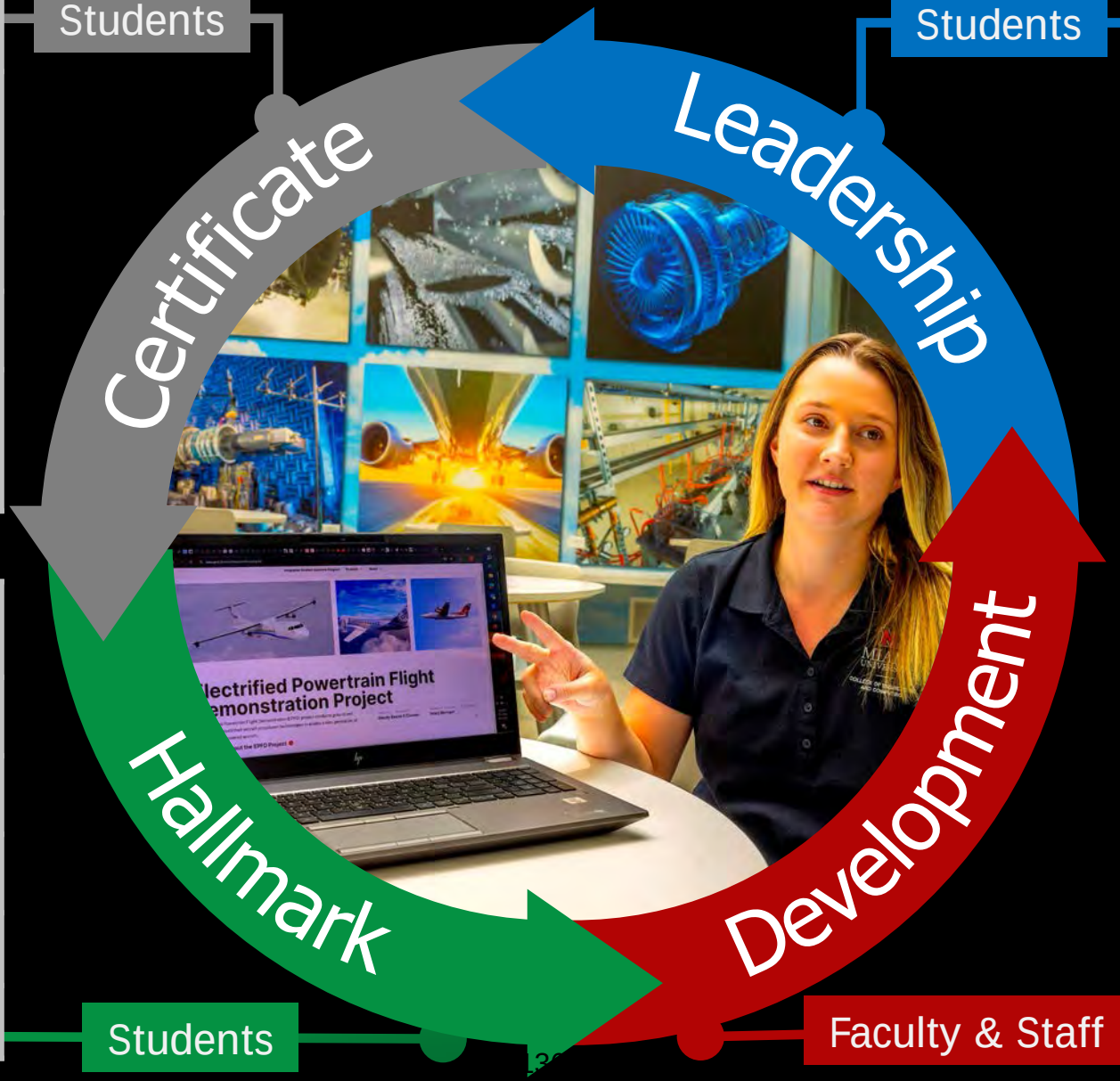
- Industry Readiness, Lifelong Skills
- Global Readiness
- Academic Readiness
- Leadership & Service Readiness

Students

CELLS

- Credit/Badge
- Shadowing
- Site Visits
- Career Treks

Students



Hallmark

- Software Platform
- Experience
- Reflection
- Outcomes
- Career

Students

Professional Development

- Improvement Leaves
- Industry
- Current Approaches
- Best Practices

Faculty & Staff

Urban Bridges

Cleveland
Healthcare
Federal Reserve
Quantum
Entrepreneurship

Cincinnati
Aerospace
Manufacturing
Healthcare
Entrepreneurship

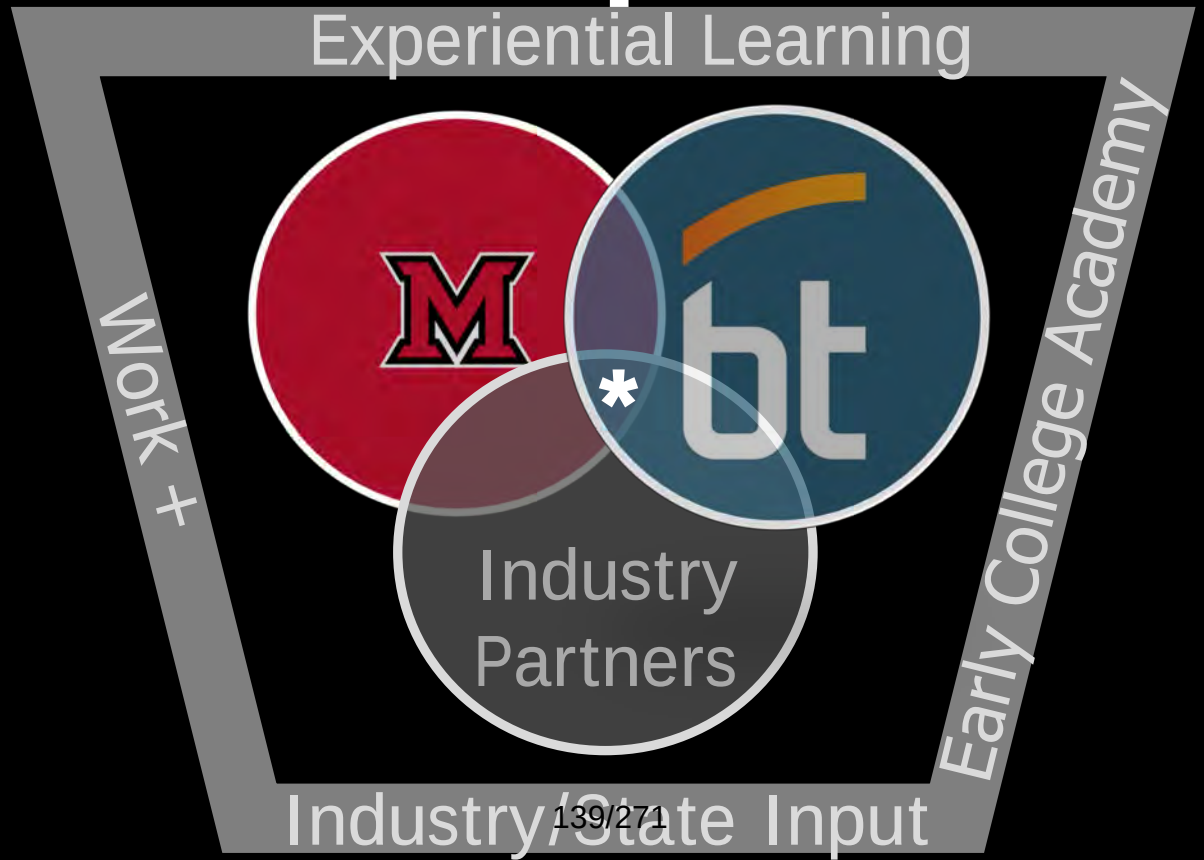
Columbus
Government
Fashion
Healthcare
Entrepreneurship

Arena District

Polytechnic

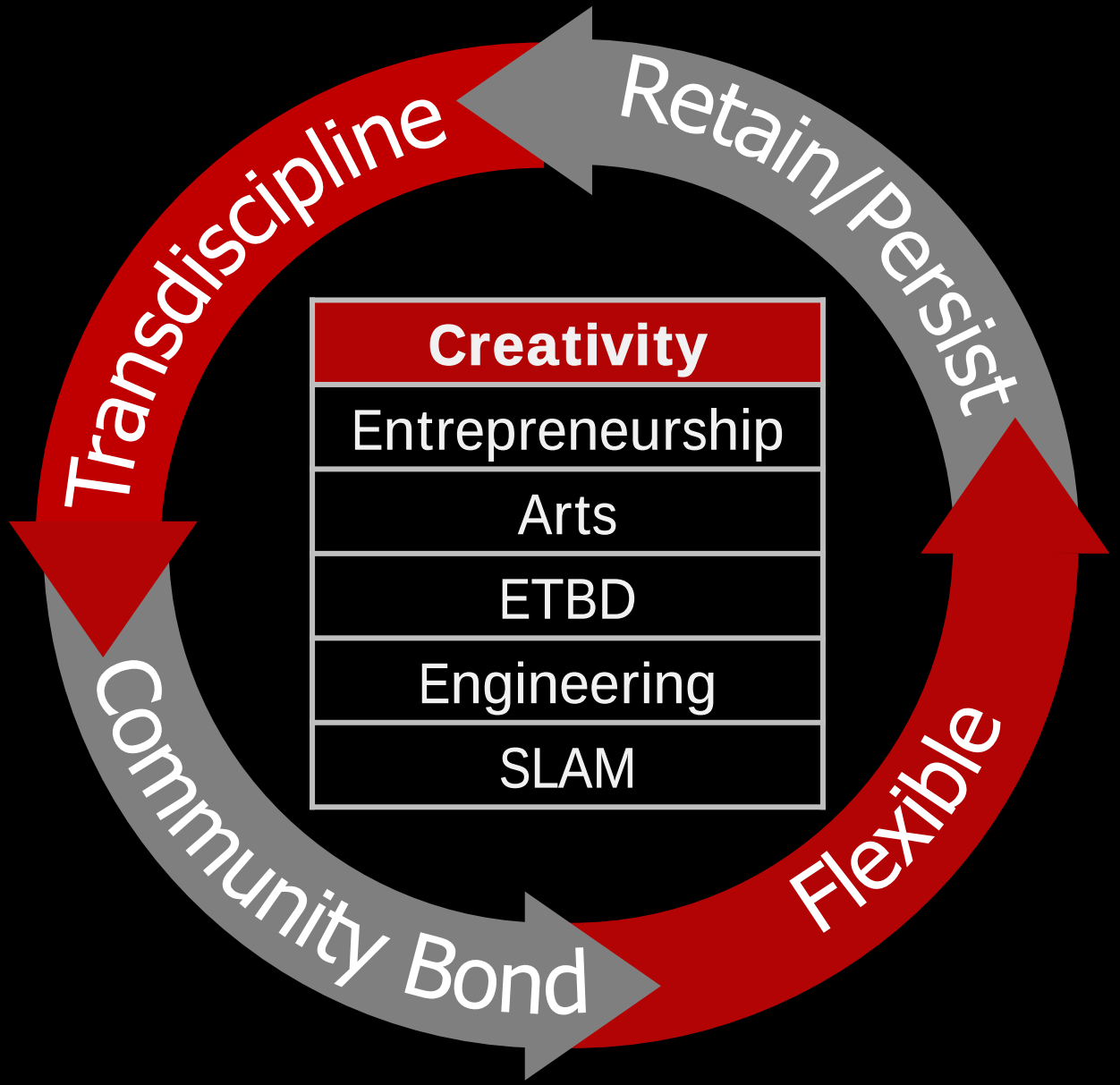
Miami Polytechnic
(Hamilton)

- **Workforce**
  - Commerce
  - Engineering
  - Health Sciences
  - ...Other
- **Partners**



- **GMP Themes**
  - Critical Thinking
  - Ethics
  - Analytical
  - Writing

”Neighborhood” Quad



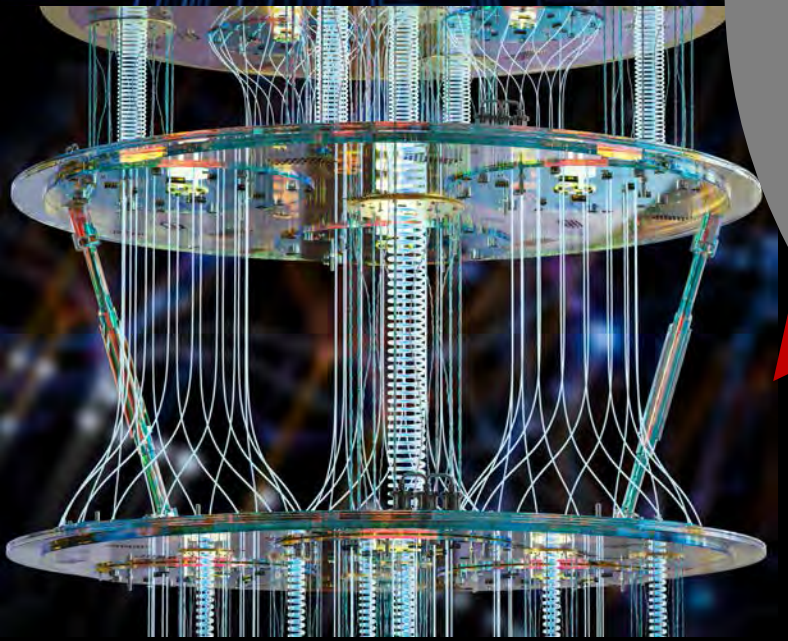
Possible Neighborhood Themes	
Creativity	Leadership
Impact	Health & Wellness

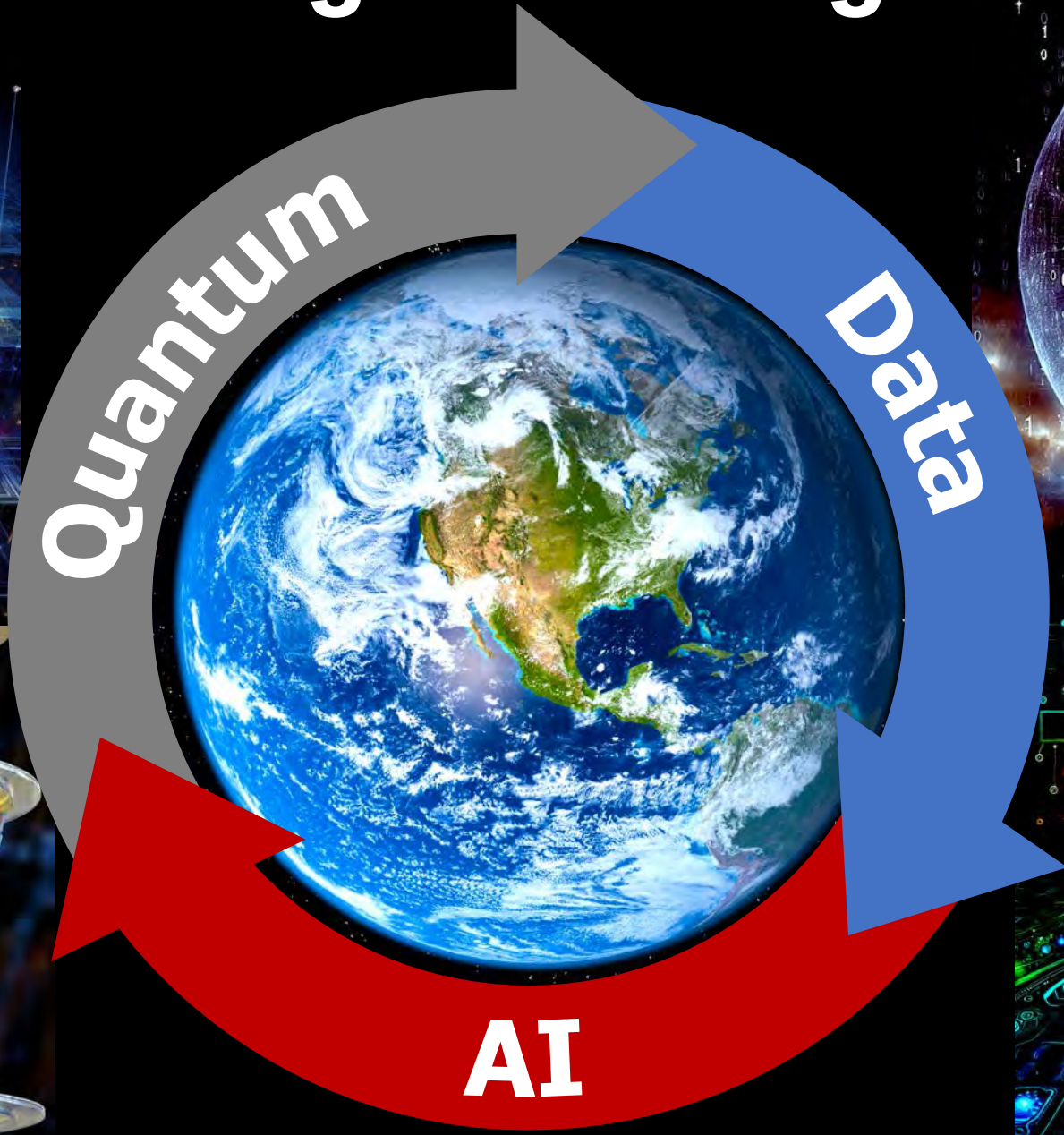
Market & Brand

Key Strategies
Hyper-personalization
Special Offerings to Prospectives
Student News Bureau

Public Engagement
38 Authors – 54 Articles
220 Outlets
Viewership >2.3 M

Rapid Technological Change





Shutterstock AI Generated

Artificial Intelligence @Miami

Training

Transdisciplinary

Partnerships

Center for Artificial Intelligence

Collaborations

Research

Curriculum

Shutterstock Images

Disruptive Technology Organization

Disruptive Technologies

Quantum

Data (CADS)

AI

Shutterstock Images

FSB Curricular Innovation – "X" Factor

Block 1—Basics

Intro Business
Economics
Accounting
Marketing
Management
ISA
Finance
Supply Chain
Business Law
5 courses

Block 2—Leadership

Business Ethics
Business Leadership
Strategic Analysis
Change Management
Business Elective

Minor
(Block 1)
or
Co-Major
(Block 1 + Block 2)

"X" + **Business** = **"X" + Business**

Psychology + Business = Neuro-Marketing

English + Business = Executive Communication

Biochemistry + Business = Pharmaceutical Sales

Operational Efficiency

2024 Efficiency Study

Finance

Institution	FTEs / $100M (Revenue)	FTEs (#)
Miami	9	61
<Peer>	11	122
Peer (High)	13	144
Peer (Low)	10	67

Human Resources

Institution	# FTE Served per HR FTE	FTEs (#)
Miami	87	46
<Peer>	81	67
Peer (High)	130	102
Peer (Low)	52	44

Information Technology

Institution	FTEs % Total Univ. FTEs	FTEs (#)
Miami	3.9%	156
<Peer>	6.2%	310
Peer (High)	8.2%	438
Peer (Low)	3.8%	197

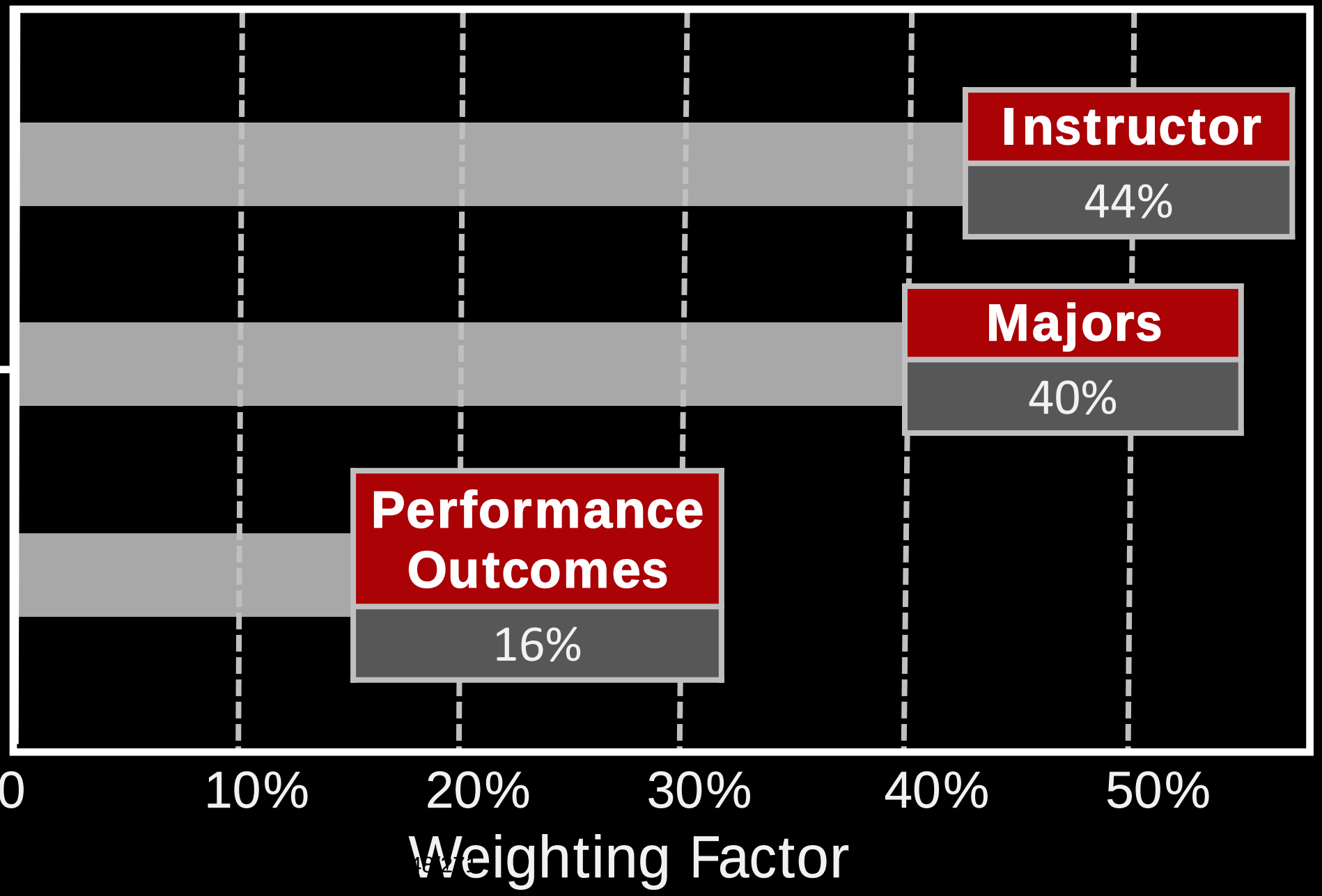
Marketing & Communication

Institution	FTEs / $100M (Revenue)	FTEs (#)
Miami	9	64
<Peer>	13	134
Peer (High)	18	162
Peer (Low)	8	111

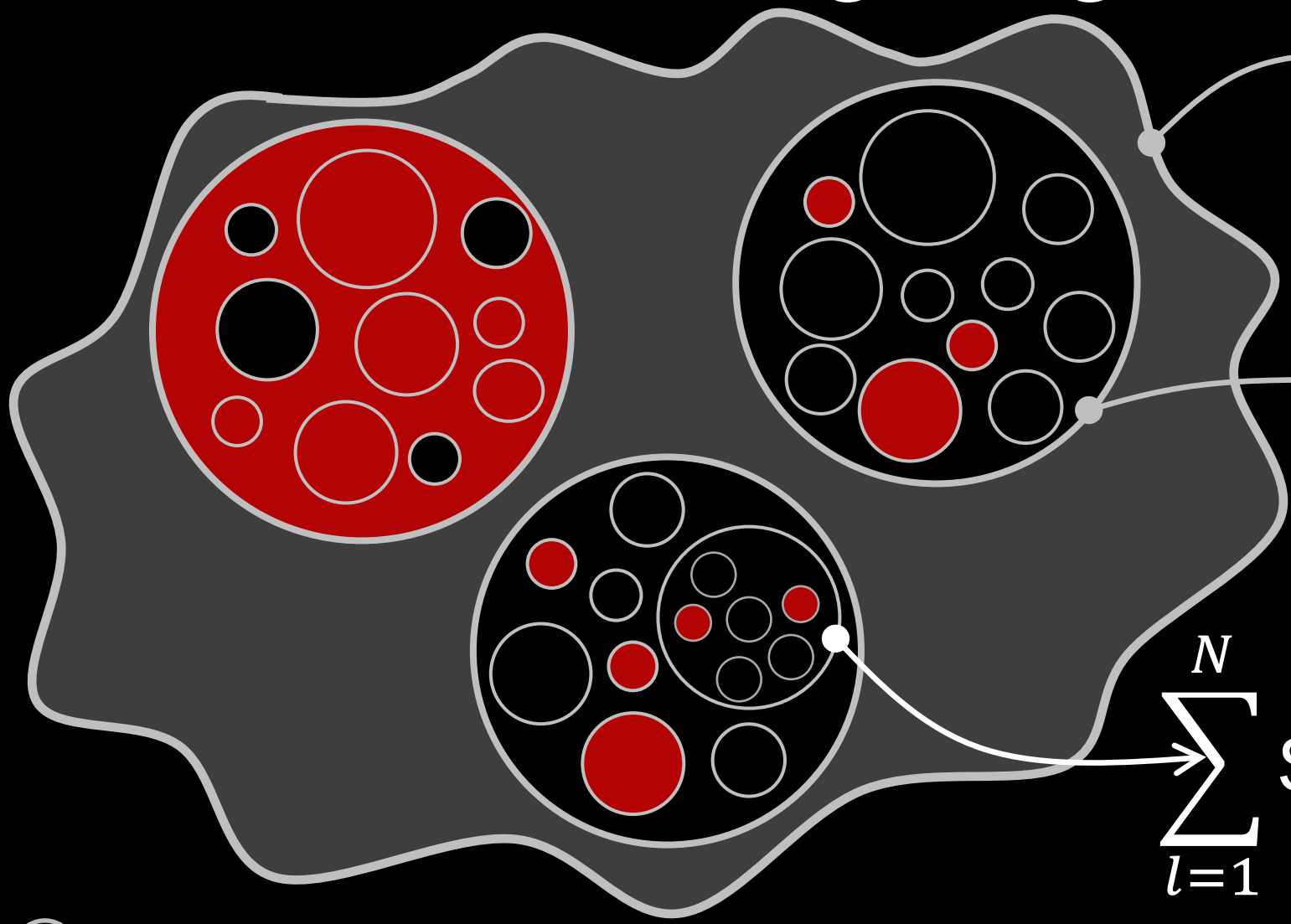
KU THE UNIVERSITY OF KANSAS · CLEMSON UNIVERSITY · JAMES MADISON UNIVERSITY · OSU · OU · UNIVERSITY OF DELAWARE · KANSAS STATE UNIVERSITY

RCM Model

Responsibility Centered Management (RCM)



Zero-Sum Budgeting



$$\sum_{j=1}^{N} \$B_j(\text{College}) \geq 0$$

$$\sum_{k=1}^{N} \$B_k(\text{Dept}) \geq 0$$

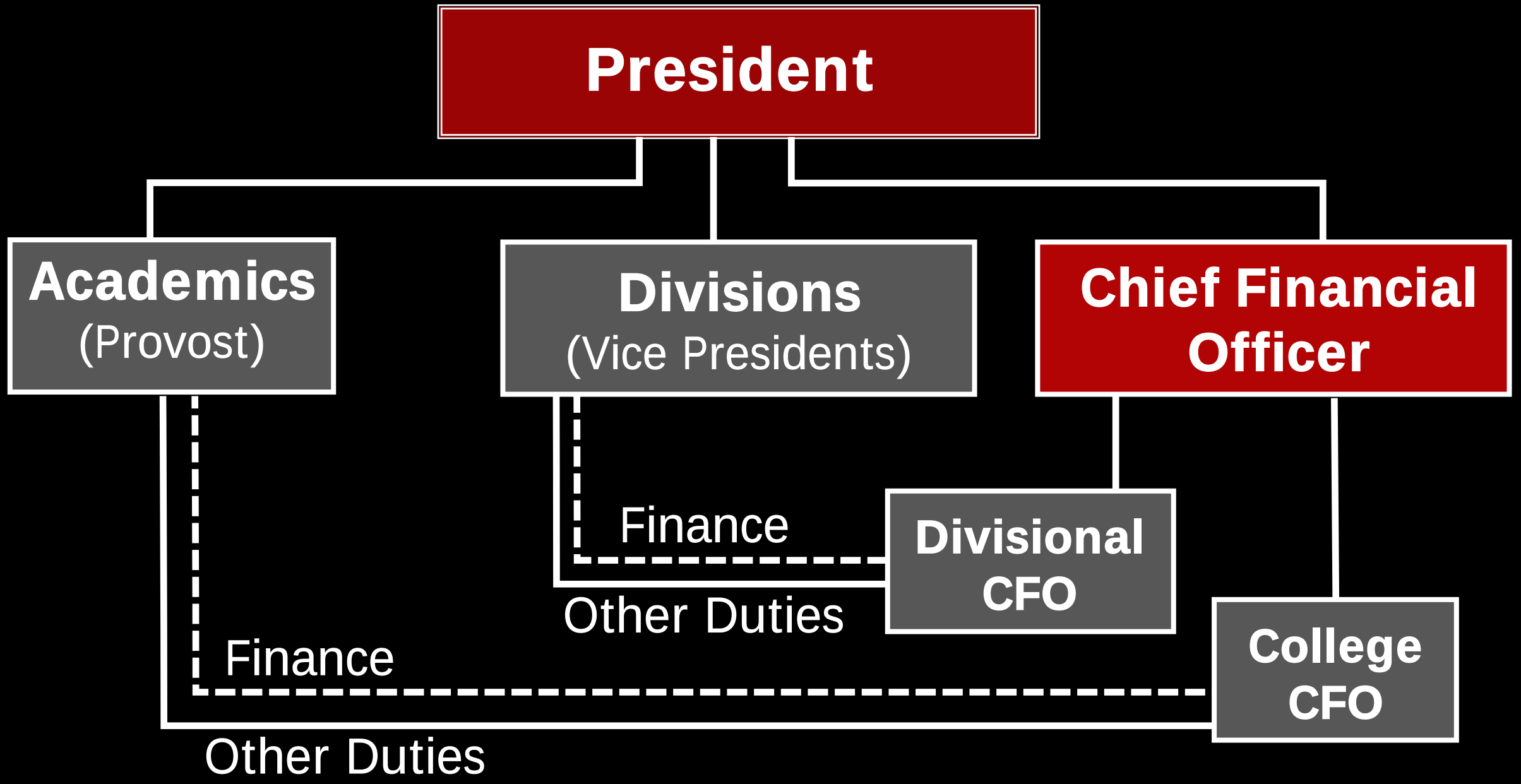
$$\sum_{l=1}^{N} \$B_l(\text{Sub-Dept Unit}) \geq 0$$

○ "In the Black" $B ≥ 0)

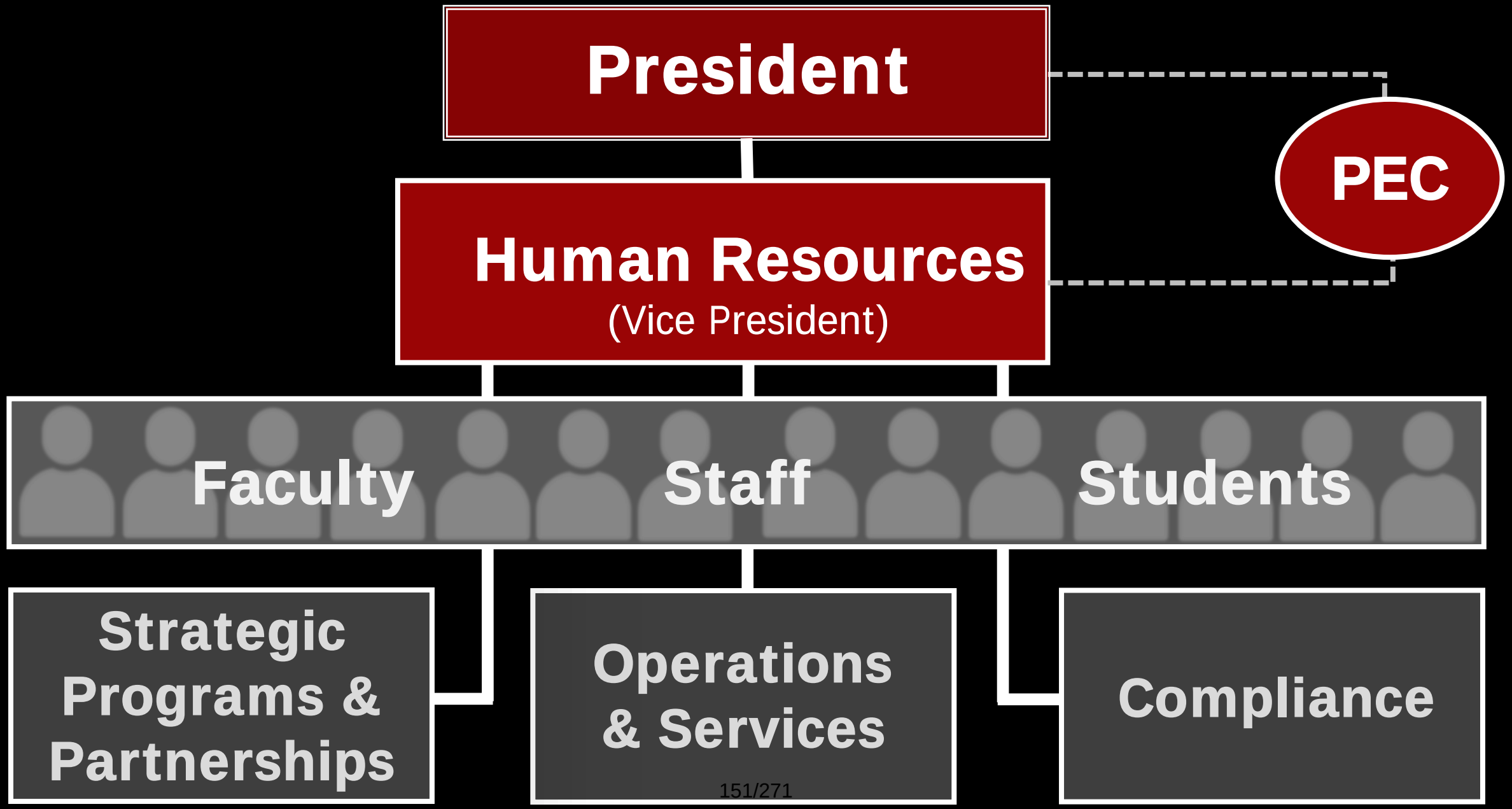
● "In the Red" 0 ≥ $B)

$B_1(Dept)=0: $B_2(Dept)=0

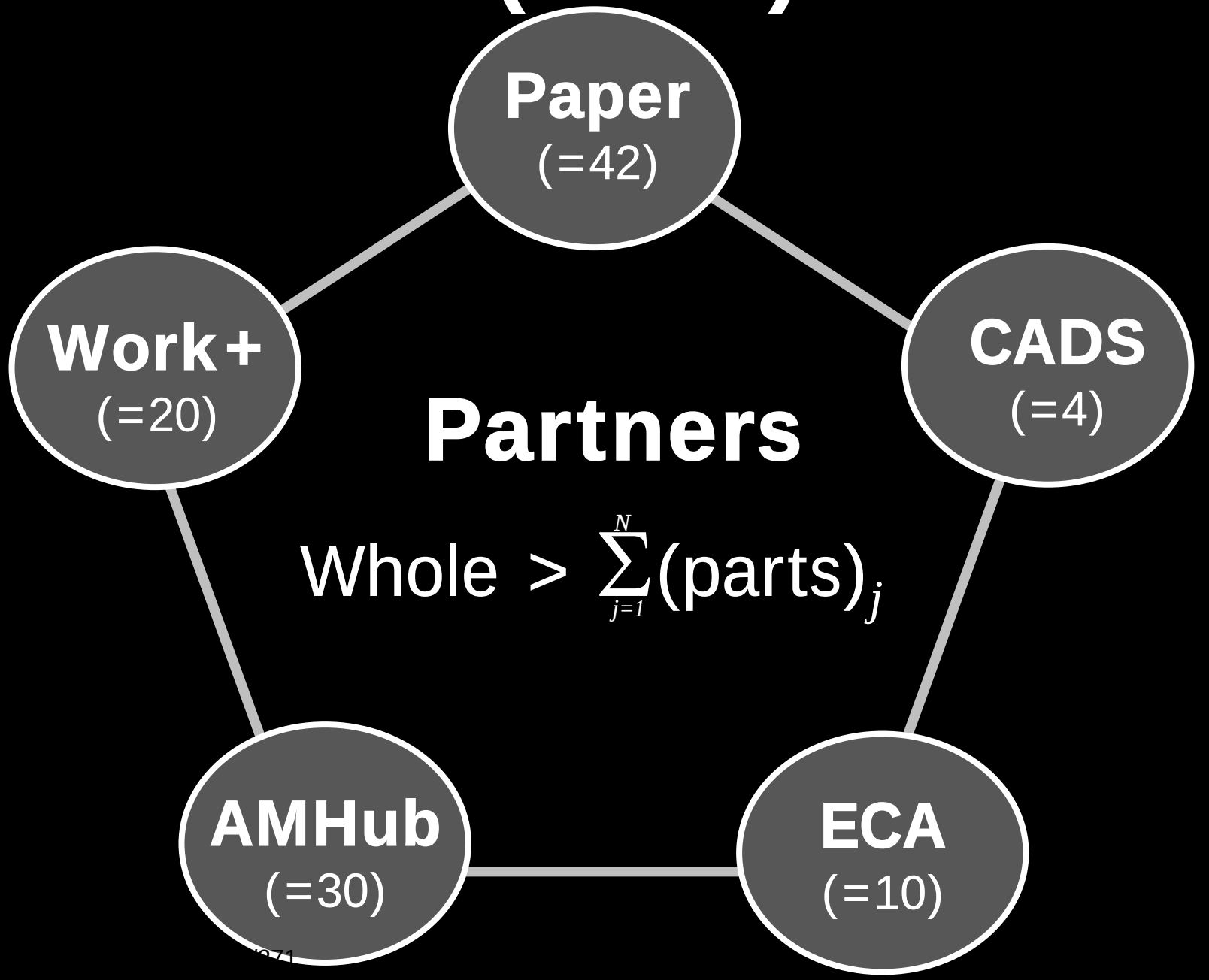
Zero-Sum Budgeting



Human Resources



Importance of Partners (Scale)



Partnership + Strategic Initiatives

President

PEC

Collaborating Units

- Academics
- Advancement
- ASPIRE
- Athletics
- Career
- Institutional Research
- Research

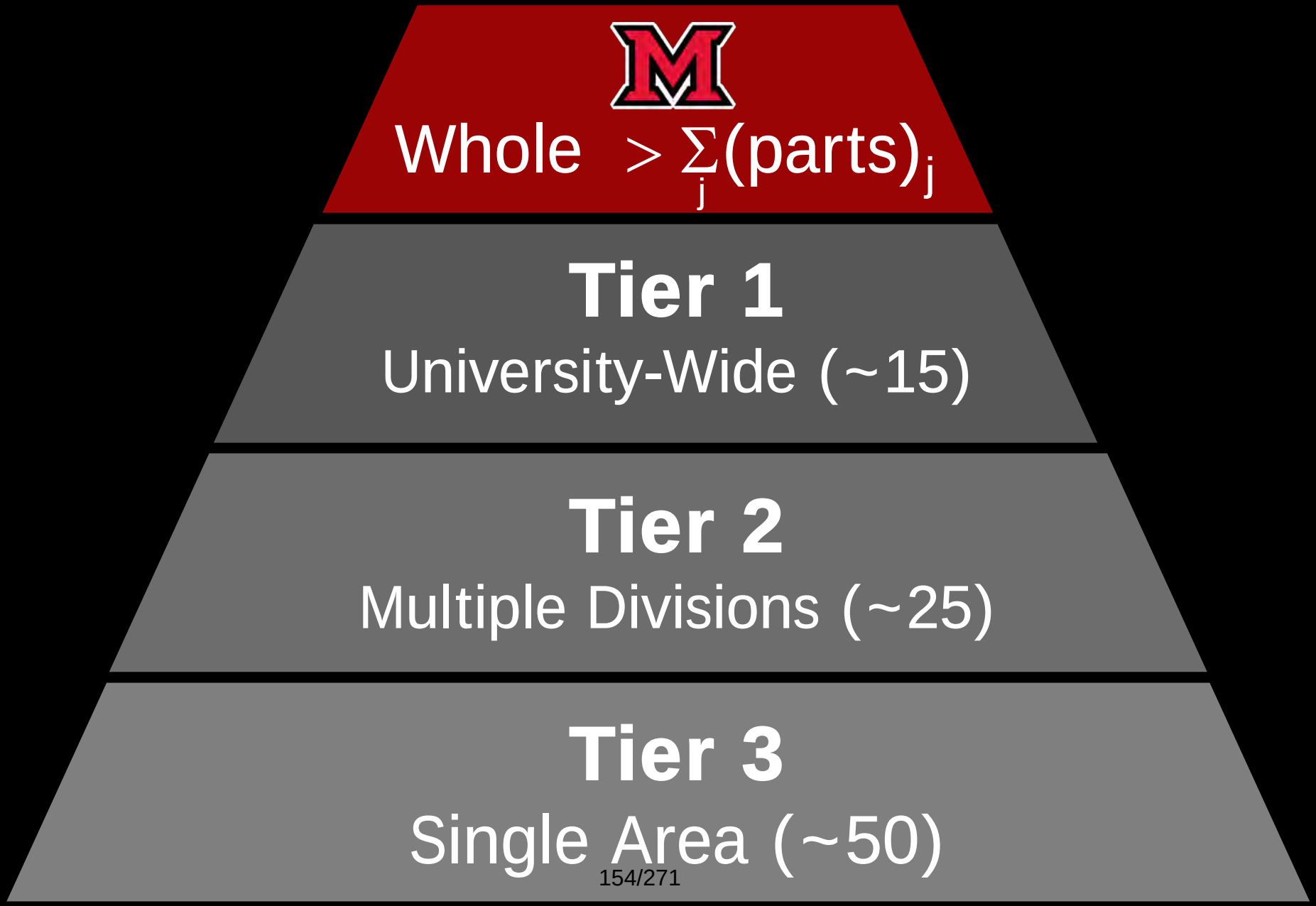
Partnerships & Strategic Initiatives
(Vice President)

Ande Durojaiye

Partnerships Stewardship

Strategic Initiatives

Partnership + Strategic Initiatives



Commitment to Excellence

Student Success Excellence (Publics)

4-Year Graduation Rate		
Rank	Institution	%
6	Maryland	76%
6	Massachusetts	76%
7	UC San Diego	75%
8	Minnesota	74%
14	**Miami**	**73%**
14	Wisconsin	73%
14	Texas	73%
14	UC Santa Barbara	73%
14	Illinois	73%
14	Florida St	73%

Time-to-Completion		
Rank	Institution	Years
1	Virginia	4.04
2	Wm. & Mary	4.07
3	North Carolina	4.08
4	UCLA	4.09
5	Binghamton	4.09
6	Massachusetts	4.10
7	Connecticut	4.11
8	**Miami**	**4.12**
8	New Hampshire	4.12
8	Delaware	4.12

Retention Rate		
Rank	Institution	%
33	South Florida	91%
33	Tennessee	91%
33	Missouri	91%
33	NJIT	91%
43	**Miami**	**90%**
43	Delaware	90%
43	James Madison	90%
43	UC Santa Cruz	90%
43	San Diego St	90%
48	Stony Brook U	89%

Rankings & Excellence Metrics

Incoming Metrics

- Grade Point Average
- Test Scores
- Strength of Curriculum

Performance Metrics

- Retention Rate
- 6-Year Graduation Rate
- 4-Year Graduation Rate

Reputation

- Peer Assessment Perspective

Research & Scholarship

- Total Publication Count
- Citations per Publication
- Field Weighted Citation Impact
- Top 5% Placement Publication
- Top 25% Placement Publication
- External Grant Awards

Post Graduation Metrics

- UG Job Placement Rate
- GRAD Program Placements
- Professional School Acceptance
- Graduate School Acceptance
- GRAD Program Placements

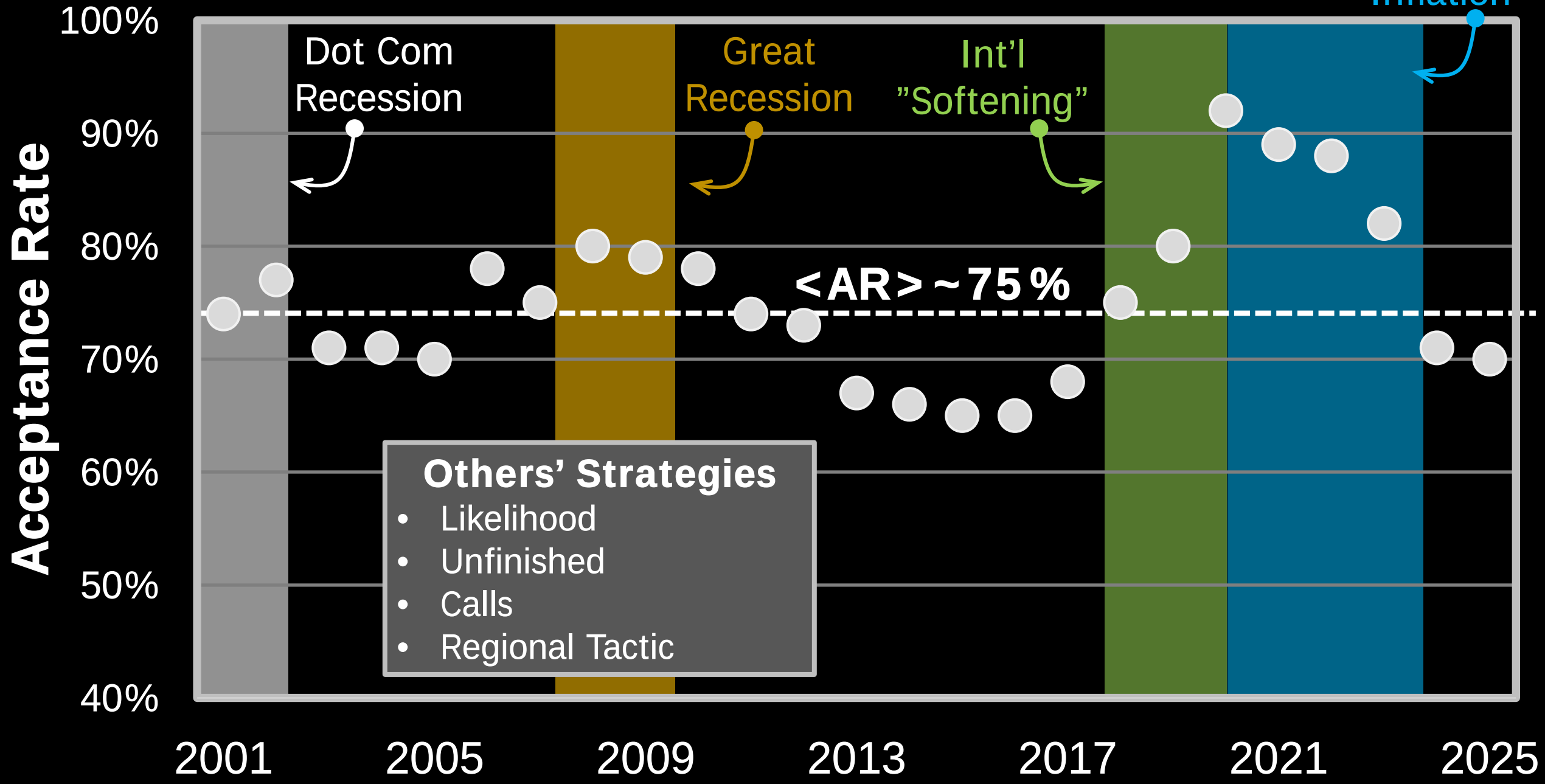
Acceptance Rate

- Grow Application Pool
- Grow Pool Quality

U.S. News Metric

Internal Success Metric

Acceptance Rate Metric



Sustainability

Platinum
(N=13)

Aspiration	
Year	**Score**
2025	85

Gold
(N=179)

Year	Score
2022	73
2019	69

Silver
(N=129)

Year	Score
2016	63
2013	45

Pathway to Platinum
(Improvements)

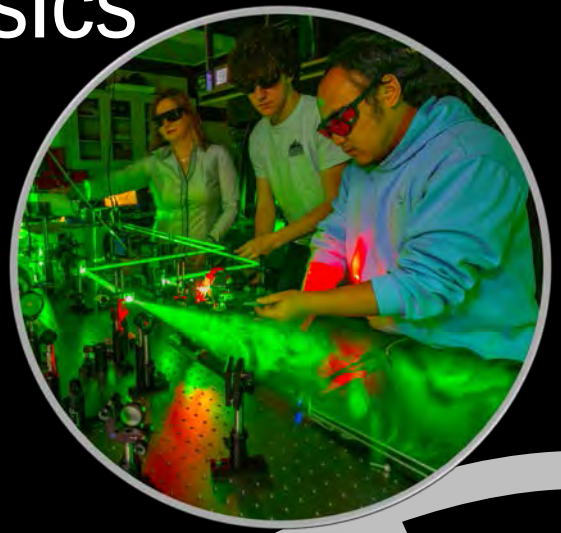
Engagement
Staff Training
Culture Assessment

Operations
Buildings
Code for Suppliers

Academics
Depts offering Course
Course Listings
Literacy

Ph.D. Engineering

Physics



Mechanical & Manufacturing

Biomedical & Chemical

Electrical & Computer

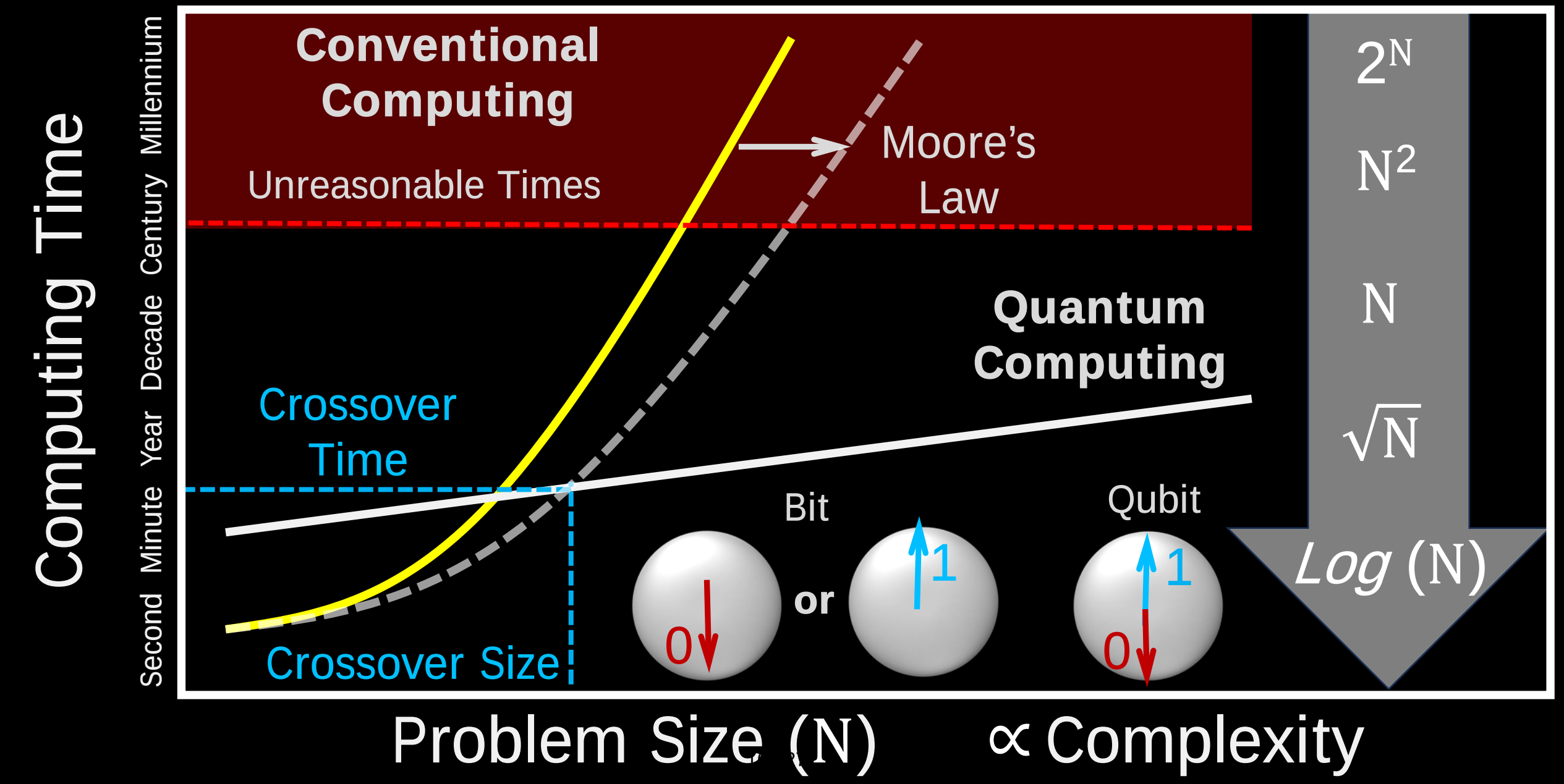
Ph.D. Engineering

Flexible

Collaborative Impacts

Broader Impacts

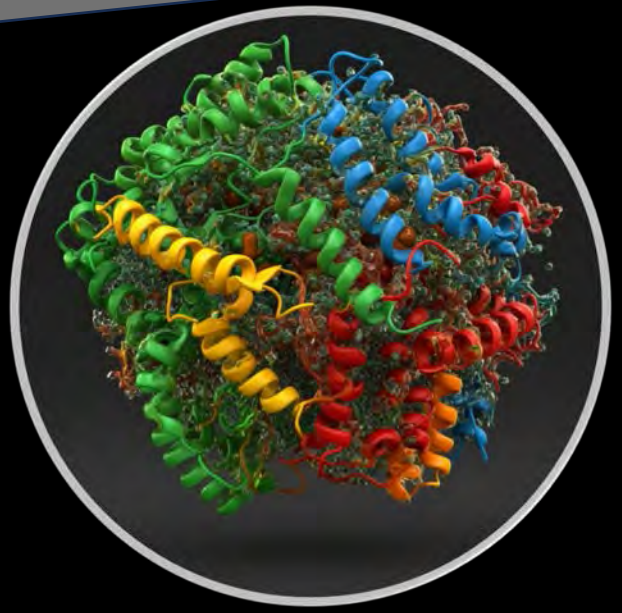
Quantum Computing



Quantum Computing in Medicine

Bench-to-Bedside

Pure-Basic



Protein Folding

Translational

In-Silco Discovery

Applied

Precision Medicine

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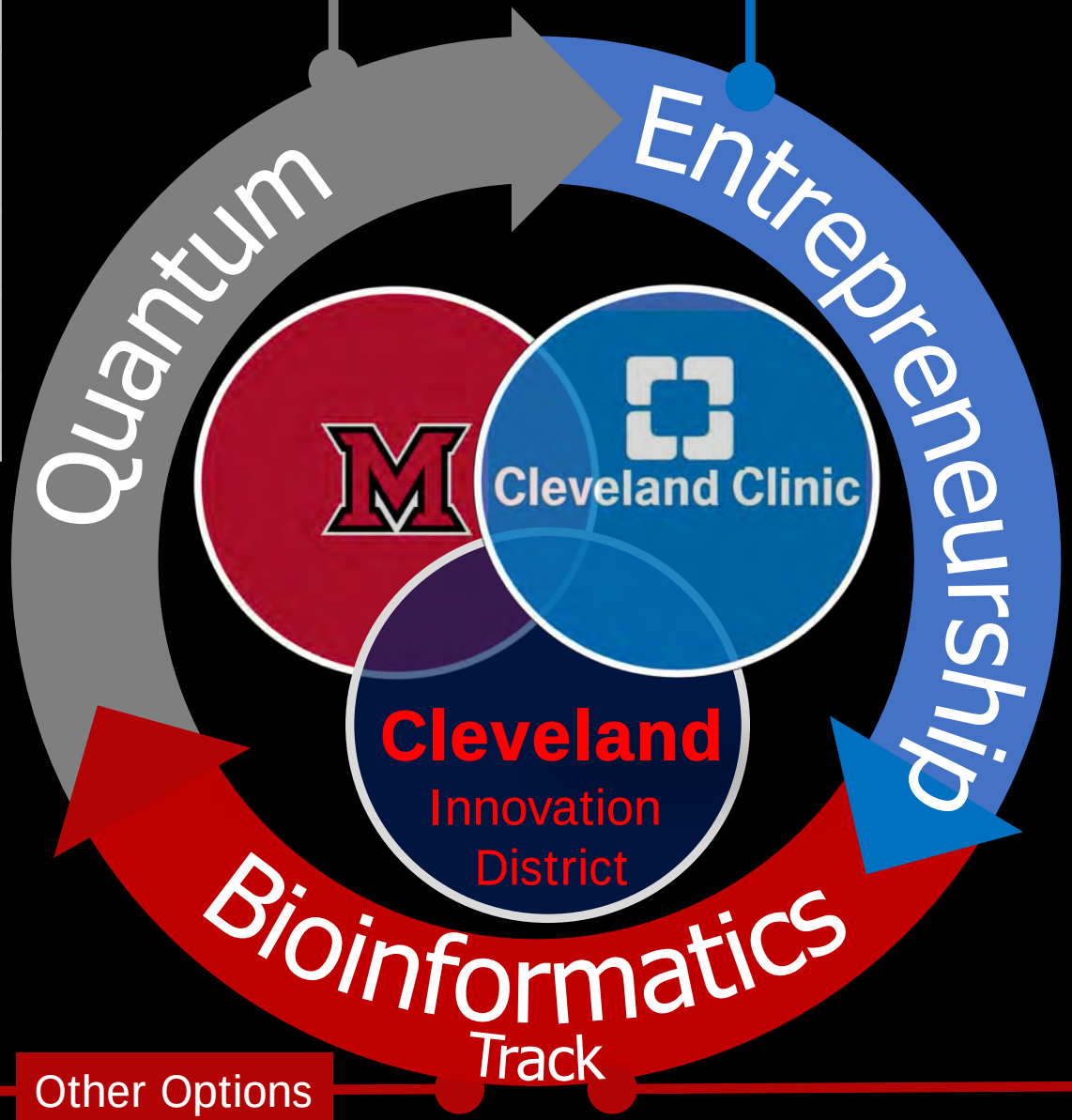
Quantum Computing Partnership

Quantum
Q-Basics
Q-Information Processing
Quantum Algorithms
Quantum Security
Quantum Applications

Entrepreneurship
Innovation & Invention
New Venture Planning
Startup/E-ship Mindset

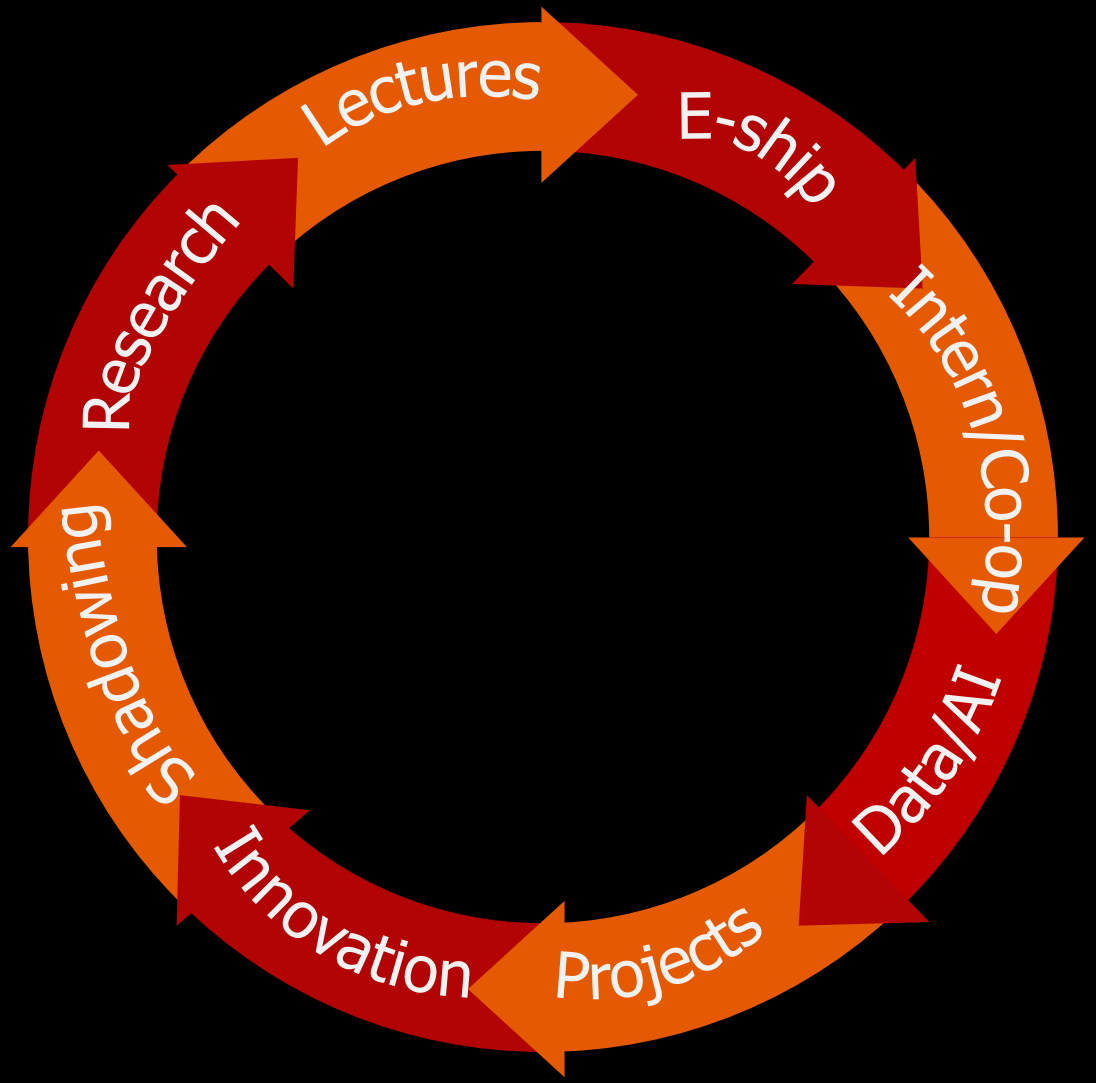


Tracks
LS & Bioinformatics
Neuroscience
Cybersecurity
Finance
Physics
Artificial Intelligence

Other Options

Life Sciences Bioinformatics
Biology Basics
(Bio) Chemistry Basics
Chemical Engineering
Bioinformatics
Genetics

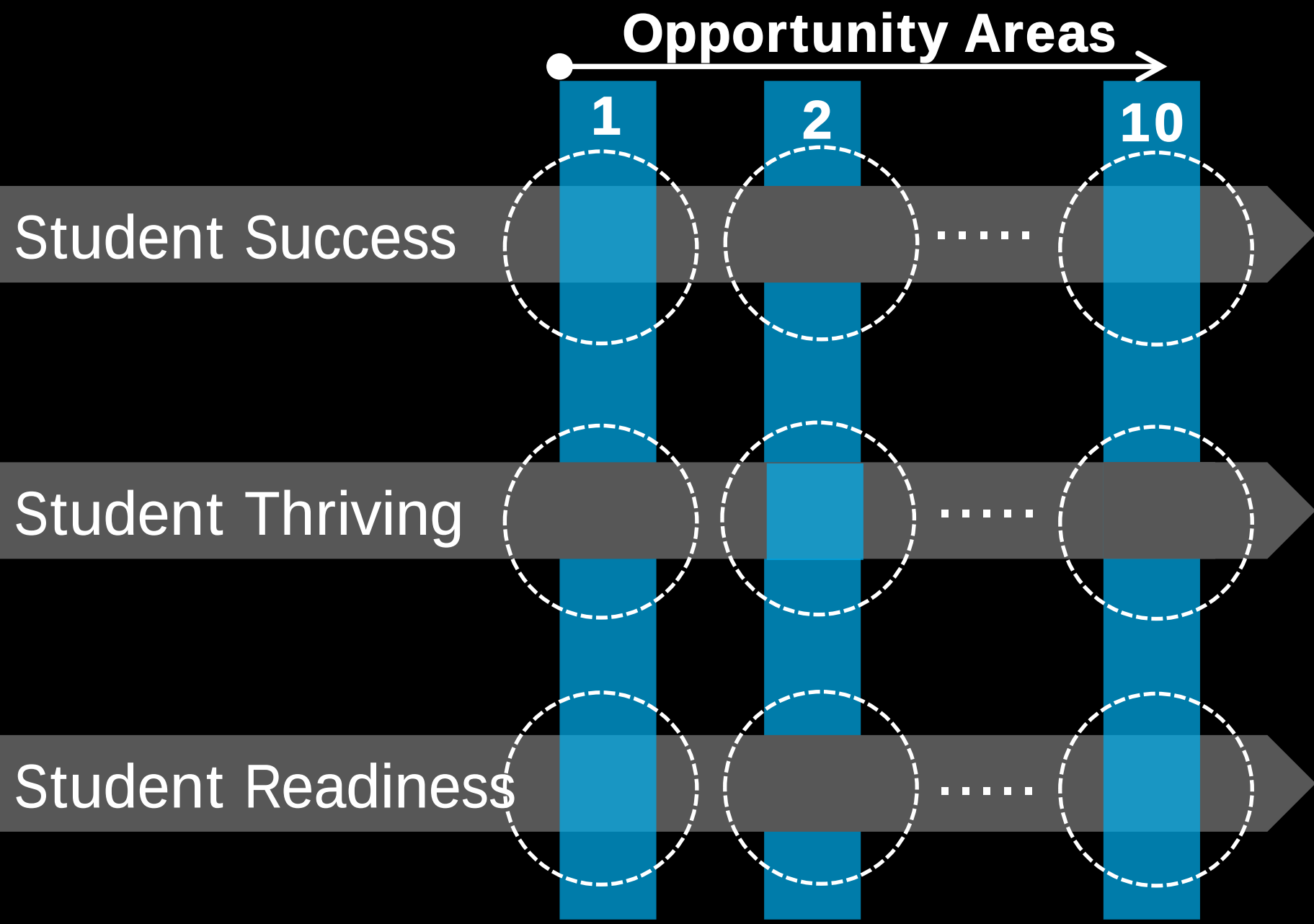
“Who Dey” — All Day — Love & Honor



Paul Brown
Class of 1930

Co-Locating Ohio Means Jobs @MUH

Mission Focus



48%
Student Success Outcomes
(Retention, Graduation Rate)

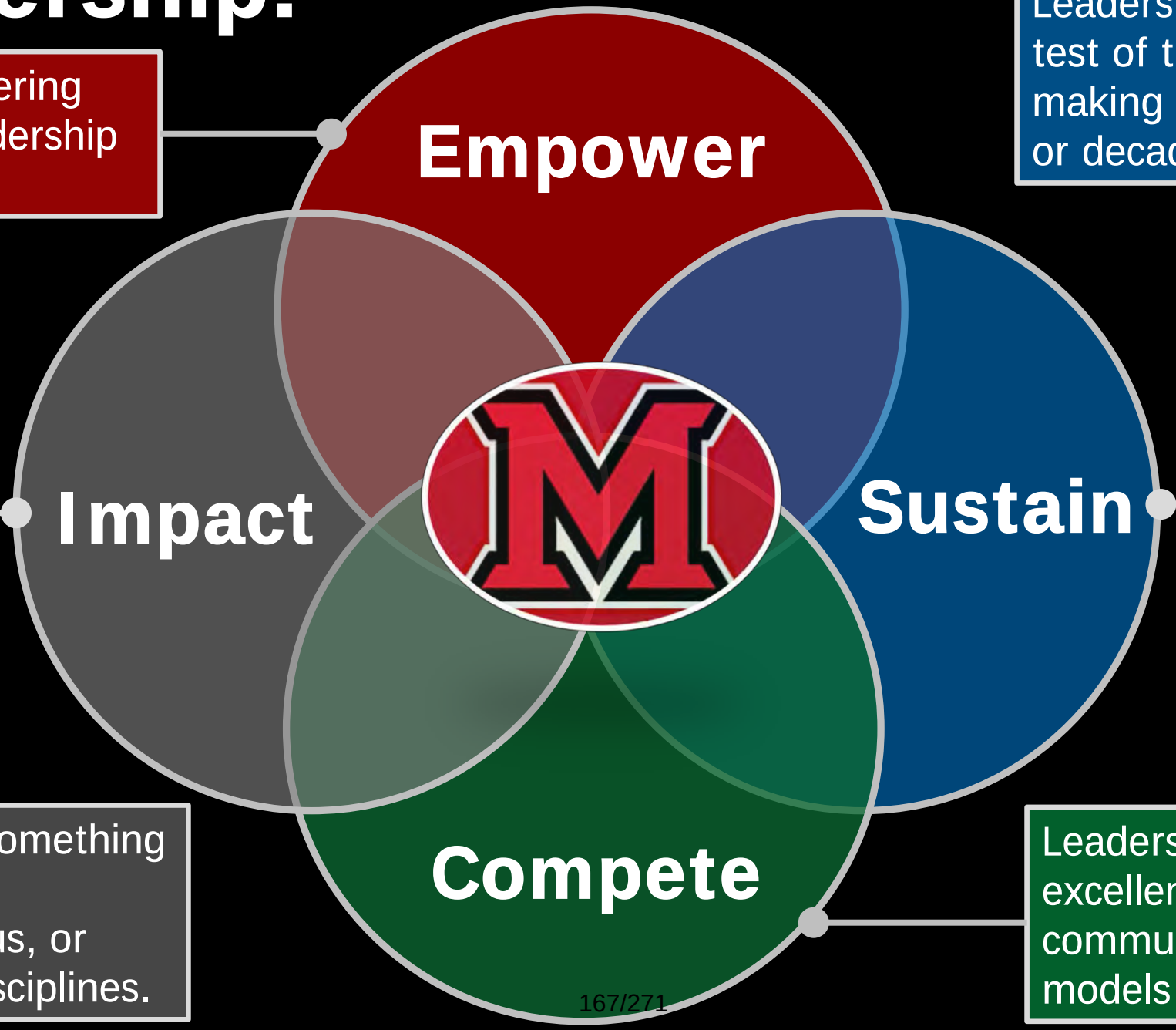
46%
Campus Experience
(Return on Experience)

41%
Career Readiness
(Return on Investment)

Leadership!

Programs empowering students with leadership skills & mindsets.

Leaders who withstood the test of time, continuously making an impact over years or decades.



Leaders creating something meaningful for the community, campus, or their respective disciplines.

Leaders who strive for team excellence, bring spirit to community, & serve as role models for student-athletes.

Continuous Tracking Committee

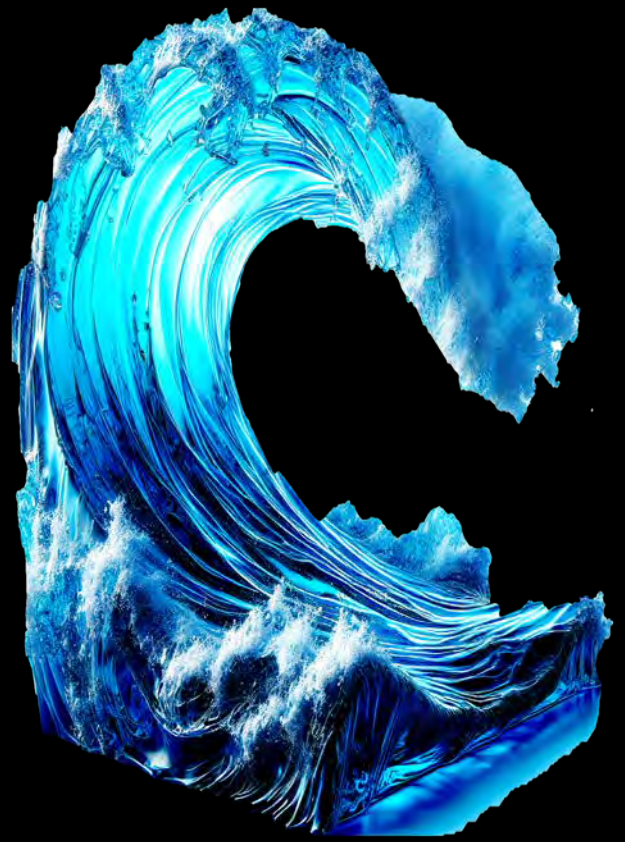
Review Metrics
Quantitative & Qualitative indicators (=success)

Assess Progress vs. Goals
Benchmarks, KPIs, strategic alignment

Decision-Making
Maintain | Enhance | Pivot | Discontinue

Strategic Discussion
Collaborative brainstorming & implications

Waves



Wave 1 (not mentioned today)
Transfer
Miami Online
Nursing Expansion
Cost of Attendance
Engaging Young Alums

Wave 2 (in the future)
Research
Innovation College or Center
Clinical Health Sciences
Flexible Curriculum

Today

Future Meeting

Thrive Plan → Final Prioritization → Implementation Committees → **Final Plan** → Board Approval

Research & Federal Research Impacts

Research Intensive (R1)
Publics
Ohio State University
University of Cincinnati
Kent State University
Ohio University
University of Toledo (New)
Privates
Case Western Reserve University
University of Dayton (New)

Lost Federal Funding	~ $
Immediate Loss	$500,000
Future Loss	$2,900,000
NIH & NSF Fixed Indirect 15% (on $10M total)	**From** $7M + ($3M) **to** $7M + ($1 M)

State Law Changes Higher Education

SB1
BoT 6-Year Terms (Renewable)
Faculty Workload Minimums
Faculty Annual Performance
Post-Tenure Review
Retrenchment Policy
Prohibits DEI Offices, Scholarships, Training
Civics Course Required
Affirm Intellectual Diversity
Full-time Faculty Strike Prohibition
Respond to SB1 Allegations

SB1
ODHE Feasibility 3-year Degrees
Eliminate UG Degrees (<5)
Restrictions with Chinese Government
5-Year Summary of Costs to GA
State Withhold Funds for Noncompliance of SB1
Equality of Opportunity
Commitment to Free Speech
Syllabus Publicly Available
Post Speaker Fees >$500
Controversial Beliefs or Policies

Brent Shock
EMSS | THRIVE | HR
30+ Years of Service

1,2, ..., 3 ?

Big Dog on Campus

“Charlie”

MIAMI UNIVERSITY
OXFORD, OH • EST. 1809

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

May 16, 2025
Consent Calendar

RESOLUTION R2025-41

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

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

Approved by the Board of Trustees
May 16, 2025

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

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Rosemary Pennington, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Tracy Haynes, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 05, 2025

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
SR 25-20 - World Languages and Cultures, Bachelor of Arts

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

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

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: World Languages and Cultures, Bachelor of Arts.

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

Gregory P. Crawford, President

May 6 2025
Date

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

New Program Proposal

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

Viewing: : World Languages and Cultures - Bachelor of Arts

Last edit: Tue, 04 Mar 2025 14:40:51 GMT

Changes proposed by: ganevamm

Contact(s)

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

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

General Bulletin Edition
2025-2026
Proposed start date
Fall 2025

Level
Undergraduate

Program Type
Major/Concentration within Existing Degree

Delivery site(s)
Oxford

CIP Code
16.0199 - 16.0199

Department
Ger., Russian & E. Asian Lang.
Related Department
French, Italian & Classical Studies

College
College of Arts and Science
Related College
College of Arts and Science

Degree
Bachelor of Arts

General Bulletin Title
World Languages and Cultures - Bachelor of Arts

Program Code

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
No

Endorsement:
No

Rationale for the proposal

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

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

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

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

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

Introduction

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

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

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

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

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

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

Upload this individual's CV/resume
Ganeva CV 2025 long.docx
Hodges_CV(24).docx

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

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

Program development

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

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

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

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

If completed, upload the full analysis

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

Not consulted

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

There are no accreditation agencies that oversee this type of program.

Collaboration with other Ohio institutions

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

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

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

This was not developed in collaboration with another institution in Ohio.

Student Services

Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

There will be no changes in the admissions requirements for a major in World Languages and Cultures compared to the current admission requirements. Admission to the program will follow Miami University admissions standards. There is a direct admit to the major once the student is admitted to Miami University.

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

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

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

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

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

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

Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program.

Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

The student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program

Description of the program to display in the General Bulletin.

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

Course offerings

Bulletin Requirement Listing

Program Requirements

(30-32 semester hours)

Course List

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

Course List

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

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

Areas of Specialization

World Cultures & Historical Perspectives

Course List

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

Course List

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

World Stories, Literatures, and Cinemas

Course List

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

Course List

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

Immersive World Languages

Course List

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

Plan of Study/ Roadmap

Plan of Study Grid

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

Take an Area of Specialization course	3
Credit Hours	3
Third Year	
Fall	
Take two Area of Specialization courses	6
Credit Hours	6
Spring	
Take an Area of Specialization course	3
Credit Hours	3
Fourth Year	
Fall	
Take an Area of Specialization course	3
Credit Hours	3
Spring	
Take Capstone	3
Credit Hours	3
Total Credit Hours	30

Off site program components
None

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan
WLC assessment plan final.docx

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

The WLC assessment plan evaluates three out of four Student Learning Outcomes targeted by the major:
SLO 1. Intercultural Awareness & Reflection. Students will be able to examine cultural systems, including language, literature, and other forms of cultural expression, from diverse perspectives and values, as well as reflect on their own position and the broader contexts in which such systems are formed and operate (e.g., artistic, global, social, historical, and political).
SLO 2. Meaning & Analysis. Students will interpret and explain the meaning of visual, verbal, and cultural narratives, while also engaging relevant sources and evaluating their validity.
SLO 4. Communication. Students learn to communicate ideas, interpretations, and

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

Please see the attached assessment plan for a detailed description.

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

Data Collection
The direct assessment is based on the assessment committee's evaluation of final projects completed as part of the senior capstone required for the major. The indirect assessment will be conducted by means of a questionnaire circulated to students after they have completed the capstone or senior experience.
Direct, Course-Embedded Assessment:
The direct assessment of student learning is based on an individualized and scaffolded project that students complete in their capstone or senior experience. This project consists of both a research or analytic component and a reflection component. In the research or analytic part, students will be asked to interpret a cultural text or texts of their choosing, identifying and using outside sources to assist in their work; they will prepare for this assignment throughout the semester by practicing some of the specific competencies required, such as learning how to frame a problem, how to locate and evaluate previously published scholarship, and how to construct an argument supported by appropriate use of evidence. Once the final project is completed, the students will write an additional shorter essay reflecting on the dynamics of cross-cultural analysis, including observations about how a specific culture was encoded in the text they analyzed and also how they understood their own positioning when doing this work.
Scoring
The assessment committee will carry out the scoring of the two samples of written work, with SLO 1 assessed from the students' reflection essays and SLO 2 from the interpretative essay; both portions will be assessed for SLO 4, allowing for an evaluation of students' communication skills across two distinct genres of writing.
The assessment committee will use rubrics (see Appendix A) in scoring both forms of writing and will tabulate the final results.
Indirect Assessment (Perceptions of Student Learning)
Once WLC majors have completed their capstone or senior experience, they will be asked to fill out a survey addressing their own perceptions of their learning (see appendix B), with specific reference to the WLC learning outcomes.

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

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

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

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

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

Student survey questions:

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

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

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

Comments:

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

Very well Well Moderately well Somewhat Not at all

Comments:

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

Very well Well Moderately well Somewhat Not at all

Comments:

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

Very well Well Moderately well Somewhat Not at all

Comments:

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

Very well Well Moderately well Somewhat Not at all

Comments:

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

Very well Well Moderately well Somewhat Not at all

Comments:

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

TIMELINE:

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

YEAR 1

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

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

YEAR 2
Spring 2030: Collect capstone projects by the end of the semester, redacting student names, and store them in an online repository. Administer survey to students during the last week of classes.
Fall 2030: Assessment committee scores capstone written work and shares with the rest of the faculty the cumulative data from this process and also the survey results; the committee will write an initial draft of the assessment report. Then, the committee will hold a meeting with all faculty in FICS in GRAMELAC to discuss assessment data and generate strategies for improvement. Submit assessment report by Dec 31.

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

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

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

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

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

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

The assessment committee will conduct annual exit interviews with graduates and keep track of job placement. A summary of the data will be included in the assessment report.

Faculty

Faculty appointment policies

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

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

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

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

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

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

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
20
Less than full-time:

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
Full-time:
0
Less than full-time:

Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.

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

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
WLC Faculty Matrix complete.docx
Jeep_CV.doc
Wang_CV.docx
Reiff_CV_Jan2025.pdf
Grimm_CV.docx
HARADA -CV.docx
Sutcliffe CV Short.doc
Thesz_CV.docx
Yang_CV 2024.doc
ONeil_CV Nov 2024.docx
Yabe_CV 2025.pdf
Ganeva_CV 2025 long.docx
Hanges_2024.doc
Hodges_CV(24).docx
Wasser_2024 fall.docx
Torlone_2024.doc
McKinney_2024.pdf
McCoskey_2024.doc
Klosowska_2024.docx
Fioretti_2024.doc
Strauss_2022.docx

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

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

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

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

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

Budget, Resources, and Facilities

Resources and facilities

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

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

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
FIS WLAC Major v2.docx

Use narrative to provide additional information as needed

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

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

Additional comments

Reviewer Comments

Supporting documents

Key: 593

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

Bundle Title:

Course:
Proposal A
Program:
Proposal B

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OXFORD, OH • EST. 1809

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May 16, 2025
Academic and Student Affair

RESOLUTION R2025-42

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

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

Approved by the Board of Trustees
May 16, 2025

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

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Rosemary Pennington, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Tracy Haynes, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 05, 2025

To: Gregory P. Crawford, President
From: Elise Radina, Secretary of the University Senate
Re: Curriculum Approval
SR 25-19 - EDP - Inclusive Education, Bachelor of Science in Education

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

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

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

Approval of the President

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

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

Gregory P. Crawford, President

May 6, 2025
Date

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

New Program Proposal

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

Viewing: : Inclusive Education - Bachelor of Science in Education

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

Changes proposed by: cartelae

Contact(s)

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

General Bulletin Edition
2025-2026
Proposed start date
Fall 2025

Level
Undergraduate

Program Type
Major/Concentration within Existing Degree

Delivery site(s)
Oxford

CIP Code
131001 - Special Education and Teaching, General.

Department
Educational Psychology
Related Department

College
Col of Educ, Health & Society
Related College

Degree
B.S. in Education

General Bulletin Title
Inclusive Education - Bachelor of Science in Education

Program Code

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
Yes

Endorsement:
Yes

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

Introduction

Brief summary of the request
We are seeking approval of our new Inclusive Education Major. Our major has the support of leadership in EHS and replaces our Inclusive Special Education Major and Primary Special Education Minor with Licensure. We are anticipating the Ohio Department of Higher Education's approval during the summer of 2025.
Anticipated Steps and Timeline for Approval:
-February 2025 New Program and course proposals submitted to CIM for department and college approval
-Revisions/edits if needed. Final program and course proposals sent to COAD and then Senate for approval
-March 1, 2025 we will submit our program to ODHE for licensure approval
-ODHE will post our proposed licensure program for public comment in May of 2025
-Final approval from the Chancellor is anticipated in July-August of 2025

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

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

This major is housed in Education Health and Society in the Department of Educational Psychology, chaired by Dr. Darrel Davis. Ashley Cartell Johnson is the current program coordinator. We have six program faculty who will teach, advise, and support the program:
Leah Wasburn-Moses: Professor
Sarah Watt: Associate Professor
Ashley Cartell Johnson: Senior Clinical Professor
Briana von Mizener: Assistant Clinical Professor
Alyssa DeZeeuw: Assistant Clinical Lecturer
Amber Karkiewicz-Kastrup: Visiting Assistant Professor

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

The program coordinator for the Inclusive Education Program responsibilities include, but are not limited to, the following:
Recruitment and retention efforts
Course Scheduling
Adjust/Faculty Instructional Support
Communication with Community Partners/School Districts
Accreditation and Assessment Evaluations

Upload this individual's CV/resume

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by

position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

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

Program development

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

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

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

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

If completed, upload the full analysis

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

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

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

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

Collaboration with other Ohio institutions

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

N/A

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

N/A

Student Services

Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

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

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

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

Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

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

Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

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

Description of the program to display in the General Bulletin.

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

Course offerings

Bulletin Requirement Listing

Program Requirements

(102 semester hours)

Course List

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

Course List

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

Course List

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

Plan of Study/ Roadmap

Plan of Study Grid

First Year

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

Plan of Study Grid

First Year

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

Plan of Study Grid

Second Year

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

Plan of Study Grid

Second Year

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

Plan of Study Grid

Third Year

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

Plan of Study Grid

Third Year

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

	Credit Hours	15
	Total Credit Hours	15

Plan of Study Grid

Fourth Year

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

Plan of Study Grid

Fourth Year

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

Off site program components
Field Placement
Student Teaching

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

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

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan
Inclusive Ed Assessment Plan.pdf

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

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

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

SLO
Assessment
Timeline
Scoring/Data Analysis
1-4
OAE 190, 043, 055, 004, 057, 121

Ongoing: Students complete their final 18 months of the program.
Scored by OAE: Compared to program, college, and state-level norms
1-4
Program Portfolio Development
Completed in EDP 429 during student teaching
Scored by a faculty committee within the Program
3
Exit Interviews from Practicum Course
Completed during junior year (prior to student teaching and capstone)
Interviews are conducted by a panel of faculty who individually score teacher candidates.
Scores are determined using a rubric and final scores are averaged.
4
Exit Interviews from Practicum Course
Completed during junior year (prior to student teaching and capstone)
Interviews are conducted by a panel of faculty who individually score teacher candidates.

Scores are determined using a rubric and final scores are averaged.
5
CPAST
Completed at beginning of the program and during the final semester.
Individual analysis of growth and comparison to college and state level norms.

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

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

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

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

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

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

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

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

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

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

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

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

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

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

Faculty

Faculty appointment policies

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

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

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

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

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

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

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

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
6
Less than full-time:
2

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
Full-time:
0
Less than full-time:
0

Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.

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

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
Inclusive Ed Faculty Matrix.pdf

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

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

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

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

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No additional library resources are anticipated.

Budget, Resources, and Facilities

Resources and facilities

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

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

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

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

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Inclusive Ed Fiscal Impact Statement.docx

Use narrative to provide additional information as needed

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

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

Additional comments

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

Reviewer Comments

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

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

Supporting documents

Key: 595

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

Bundle Title:

Course:

☐ Proposal A

Program:

☐ Proposal B

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May 16, 2025
Consent Calendar

RESOLUTION R2025-43

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

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

Approved by the Board of Trustees
May 16, 2025

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

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Rosemary Pennington, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Tracy Haynes, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 05, 2025

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

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

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

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

Approval of the President

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

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

Gregory P. Crawford, President

May 6, 2025
Date

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

New Program Proposal

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

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

Last edit: Sun, 13 Apr 2025 21:12:46 GMT

Changes proposed by: mal18

Contact(s)

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General Bulletin Edition
2025-2026
Proposed start date
Fall 2026

Level
Undergraduate

Program Type
Degree AND Major

Delivery site(s)
Oxford

CIP Code
11.0102 - 11.0102

Department
Comp Sci &Software Engineering
Related Department

College
Col of Engineering & Computing
Related College

General Bulletin Title

Artificial Intelligence - Bachelor of Science in Artificial Intelligence

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
No

Endorsement:
No

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

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

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

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

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

Introduction

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

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

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

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

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

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

Upload this individual's CV/resume
CV - Liran Ma.pdf

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

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

- Dr. Michael Zmuda, Associate Professor, CSE

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

3. Department of Computer Science and Software Engineering Faculty.
- Meetings are held bi-weekly during the fall and spring semesters.

4. Department Chair: Dr. Liran Ma, Professor, CSE
- Meetings are held on an ad hoc basis or when needed.

5. College of Engineering and Computing Curriculum Committee
- Committee Chair: Dr. Timothy Cameron, Professor, Associate Dean, CEC

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

Program development

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

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

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

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

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

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

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

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

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

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

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

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

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

If completed, upload the full analysis
AI Bach.pdf

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

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

Larry English, CEO of Centric Consulting responded with the following comment:
Yes! We see high demand. It is the only thing clients want to talk about. Every consulting company is retraining all of their staff on AI including us. It is one of our top 3 strategies for the next 5 years as is almost every consulting company.

Matt Warden, CEO of Double Line, Inc. provided the following comment:
Yes. Regardless of labor market demand, students will look for this program and CSE should provide the program to remain competitive.

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

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

Mr. Douglas Blase, Senior Principal Lead Cyber Software Engineer at Northrop Grumman responded:
There is a use case for this program. … AI is still going strong. As long as AI stays relevant right, I think it will be a good marketing grab.

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

Mr. Brian Minick, Chief Technology and Information Security Officer at Fifth Third Bank, responded:
I think it's marketable. I think if you have the capacity to take it on then Go For It!

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

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

Collaboration with other Ohio institutions

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

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

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

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

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

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

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

No.

Student Services

Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

No differences.

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

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

Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

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

Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Existing student academic services are adequate to support the program.

Curriculum

Introduction

Description of the program to display in the General Bulletin.

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

Program goals and learning outcomes

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

Student learning outcomes

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

Describe how the Program Learning Outcomes are operationalized in the curriculum.
SLO #1, #2, and #6 are addressed through the breadth and depth of the curriculum through foundational and advanced coursework.

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

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

Course offerings

Bulletin Requirement Listing

Program Requirements

(85 semester hours)

Course List

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

Course List

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

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

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

Course List

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

[1]

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

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

Plan of Study/ Roadmap

Plan of Study Grid

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

CYB 134	Introduction to Cybersecurity	3
or CIT 258	or Introduction to Global Cybersecurity	
MTH 231	Elements of Discrete Mathematics	3
STC 135	Principles of Public Speaking	3
or APC 231	or Small Group Communication	
or ENG 224	or Professional Communication & Digital Rhetoric	
or IMS 224	or Professional Communication & Digital Rhetoric	
Miami Plan Course		3
	Credit Hours	17
	Second Year	
	Fall	
CSE 201	Introduction to Software Engineering	3
CSE 274	Data Abstraction and Data Structures	3
MTH 222	Introduction to Linear Algebra	3-4
or MTH 246	or Linear Algebra and Differential Equations for Engineers	
Miami Plan Course		3
Miami Plan Course		3
	Credit Hours	15-16
	Spring	
CSE 374	Algorithms I	3
CSE 385	Database Systems	3
CSE 434	Generative Artificial Intelligence	3
STA 261 or STA 301		3 - 4
Miami Plan Course		3
	Credit Hours	15-16
	Third Year	
	Fall	
CSE 432	Machine Learning	3
CSE 486	Introduction to Artificial Intelligence	3
CSE 262	Technology, Ethics, and Global Society	3
Application Area Course		3
Miami Plan Course		3
	Credit Hours	15
	Spring	
CSE 433	Deep Learning	3
MTH 251	Calculus II	4
Application Area Course		3
Elective Course		3
Miami Plan Course		3
	Credit Hours	16

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

Alternative delivery options
100% Face to face

Off site program components
None

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan

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

Graduates of the B.S. in AI degree will be able to:
1. Analyze complex computing problems and apply principles of AI, computer science, and other relevant disciplines to identify innovative solutions.
2. Design, implement, and evaluate AI-based solutions to meet specific requirements in various domains.
3. Communicate effectively in a variety of professional contexts.
4. Recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles.
5. Function effectively as a member or leader of a team engaged in activities appropriate to

the program's discipline.
6. Apply AI algorithms, computer science fundamentals, and principles from relevant disciplines to develop effective computing-based solutions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

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

Faculty

Faculty appointment policies

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

Tenured and tenure track, lecturers, and teaching professors.

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

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

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

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

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

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

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
30
Less than full-time:

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

Less than full-time:

Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.

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

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
All Faculty CVs.pdf
Faculty Matrix AI.pdf

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

The present collection of resources would be adequate to support the new program and that no new resources would be necessary.

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

The Miami University's Libraries provide an excellent collection of books, journals, magazines, bibliographic resources, indices, and databases in general, and particularly relative to the needs of the computer science program and our faculty. The university maintains a license to the ACM Digital Library and to the IEEE XPlore, and a number of other resources for access to books and journals relevant to computer science.

Through friendly, helpful, and knowledgeable librarians, access to physical books is quite easy and convenient. For resources that our libraries do not physically possess, the OhioLink System can provide books or copies of journal articles in a few days' time. With respect to electronic access to journals and eBooks, the library's website is easy to access and navigate from anywhere on campus. With a VPN connection, these electronic journals and eBooks can be accessed from anywhere off-campus.

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No new library resources are needed to support the program.

Budget, Resources, and Facilities

Resources and facilities

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

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

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

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

Describe the institution's intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g., seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

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

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
FIS for BS in AI.xlsx

Use narrative to provide additional information as needed

Additional comments

Reviewer Comments
Jennifer Cradduck (cradduj) (Mon, 24 Mar 2025 12:34:04 GMT): Rollback: Please check the hours in the bulletin table for the MTH/STA requirements. The courses currently listed total 14-16.
Liran Ma (mal18) (Mon, 24 Mar 2025 14:46:31 GMT): Added MTH 231 (3 credits) to the MTH/STA requirements in the bulletin table. Thanks!

Supporting documents

Key: 582

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

Bundle Title:

Course:

- [ ] Proposal A

Program:

- [ ] Proposal B

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May 16, 2025
Academic and Student Affairs

RESOLUTION R2025-44

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

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

Approved by the Board of Trustees
May 16, 2025

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

EXECUTIVE COMMITTEE of UNIVERSITY SENATE
Rosemary Pennington, Chair, Senate Executive Committee
Nathan French, Chair Elect, Senate Executive Committee
Tracy Haynes, Past Chair, Senate Executive Committee
University Senate Website: https://www.miamioh.edu/academic-affairs/university-senate

May 05, 2025

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

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

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

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

Approval of the President

I, Gregory P. Crawford, President of Miami University, approve/do not approve: Computer Science, Doctor of Philosophy

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

Gregory P. Crawford, President

May 6, 2025
Date

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

New Program Proposal

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

Viewing: : Computer Science- Doctor of Philosophy

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

Changes proposed by: mal18

Contact(s)

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

General Bulletin Edition
2025-2026
Proposed start date
Fall 2025

Level
Graduate

Program Type
Major/Concentration within Existing Degree

Delivery site(s)
Oxford

CIP Code
11.0701 - 11.0701

Department
Comp Sci &Software Engineering
Related Department
Physics

College
Col of Engineering & Computing
Related College
College of Arts and Science

Degree

Doctor of Philosophy

General Bulletin Title
Computer Science- Doctor of Philosophy

Program Code

Educator Preparation Programs:
Indicate the program request leads to educator preparation licenses or endorsements

Licensure:
No

Endorsement:
No

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

Introduction

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

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

Accreditation

Notification of appropriate agencies. Provide a statement indicating that the appropriate agencies (e.g., regional accreditors, specialized accreditors, state agencies, etc.) have been notified of the institution's request for authorization of the new program.

Upload documentation of the notification

Academic Leadership

Organizational structure

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

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

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

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

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

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

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

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

Upload this individual's CV/resume

Describe any councils, committees, or other organizations that support the development and maintenance of the proposed program. In your response, describe the individuals (by position) that comprise these entities, the terms of their appointment, and the frequency of their meetings.

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

Program development

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

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

Indicate whether the institution performed a needs assessment/market analysis to determine a need for the program. If so, briefly describe the results of those findings.

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

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

If completed, upload the full analysis
CEC CS PhD Market Demand Summary for CCGS.pdf

Indicate whether the institution consulted with advisory groups, business and industry, or other experts in the development of the proposed program. If so, briefly describe the involvement of these groups in the development of the program.

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

Indicate whether the proposed program was developed to align with the standards of a specialized or programmatic accreditation agency. If so, indicate whether the institution plans to pursue programmatic/specialized accreditation for the proposed program and provide a timeline for achieving such accreditation. If the program is already accredited, indicate the date that accreditation was achieved and provide information on the next required review.

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

Collaboration with other Ohio institutions

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

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

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

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

Student Services

Admissions policies and procedures

Describe the admissions requirements for the program. In your response, highlight any differences between the admission requirements for the program and for the institution as a whole.

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

Student administrative services

Indicate whether the student administrative services (e.g., admissions, financial aid, registrar, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Current student administrative services are adequate to support the program.

Student academic services

Indicate whether the student academic services (e.g., career services, counseling, tutoring, ADA, etc.) currently available at the institution are adequate to support the program. If new or expanded services will be needed, describe the need and provide a timeline for acquiring/implementing such services.

Current student academic services are adequate to support the program.

Description of the program to display in the General Bulletin.

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

Course offerings

Bulletin Requirement Listing

Program Requirements

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

Course List

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

Course List

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

[1]

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

[2]

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

Plan of Study/ Roadmap

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

Thesis
Thesis

Off site program components
Co-op/Internship/Externship

Brief description of Co-op/Internship/Externship component
A doctoral co-op or internship in industry or government is encouraged, but not required.

Assessment and Evaluation

Program assessment

Upload a copy of the assessment requirements/plan
Assessment Plan - Computer Science PhD.pdf

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

By the time they graduate, students have the ability to...
SLO 1: Apply creativity and skill in design, analysis, and innovation to plan and execute original research leading to new knowledge and/or a novel solution to a complex problem.
SLO 2: Demonstrate depth of knowledge in the dissertation concentration area.
SLO 3: Communicate results of research effectively orally and in writing to both technical and non-technical audiences.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Other means of measuring student success

In addition to program assessment, describe the other ways that individual student success in the proposed program will be measured (e.g., exit interviews, job placement, alumni surveys). Describe the measurements to be used, frequency of data collection and how the results will be shared and used for program improvement.

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

Faculty

Faculty appointment policies

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

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

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

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

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

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

Program faculty

Provide the number of existing faculty members available to teach in the proposed program.
Full-time:
33
Less than full-time:

Provide an estimate of the number of faculty members to be added during the first two years of program operation.
Full-time:
3
Less than full-time:

Expectations for professional development/scholarship

Describe the institution's general expectations for professional development/scholarship activities by the proposed program's faculty. In your response, describe any differences in the expectations for tenure-track vs. non tenure-track faculty and for full-time vs. part-time faculty. Indicate the financial support provided for such activities.

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

Upload a faculty handbook outlining the expectations and documenting support

Faculty matrix

Upload faculty matrix/CVs
CSE PHY Faculty CVs.pdf

Library Resources

Describe the involvement of a professional librarian in the planning for the program (e.g., determining adequacy of current resources, working with faculty to determine the need for additional resources, setting the budget for additional library resources/services needed for the program). Please list the name of the librarian consulted.

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

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

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

Describe any additional library resources that will be needed to support the request and provide a timeline for acquiring/implementing such services. Where possible, provide a list of the specific resources that the institution intends to acquire, the collaborative arrangements it intends to pursue, and monetary amounts the institution will dedicate to the library budget to support and maintain the proposed program.

No additional library resources are needed at present.

Budget, Resources, and Facilities

Resources and facilities

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

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

Describe the institution’s intent to incorporate library orientation and/or information literacy into the proposed program. In your response, describe any initiatives (e.g.,

seminars, workshops, orientations, etc.) that the institution uses or intends to use for faculty and students in the program.

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

Budget/financial planning

Upload Fiscal Impact Statement for New Degree Programs
Final FIS Comp Sci PhD.xlsx

Use narrative to provide additional information as needed

Additional comments

Reviewer Comments
Carolyn Haynes (haynesca) (Thu, 21 Nov 2024 19:44:02 GMT): Did you go through the MAPI process?
raychov (Mon, 25 Nov 2024 15:18:57 GMT): Admission requirements should consider a programming language course like Java, C++, Python, etc.
raychov (Mon, 25 Nov 2024 15:25:12 GMT): Adding PHY to the CSE PhD program is due only to facilitate joint research in Quantum Computing, or are there any other reasons?
Courtney Thompson (kuhlmace) (Tue, 04 Mar 2025 20:02:06 GMT): FIS updated per request
Courtney Thompson (kuhlmace) (Thu, 06 Mar 2025 19:13:32 GMT): FIS updated again, per request

Supporting documents

Key: 586

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

Bundle Title:

Course:

Proposal A

Program:

Proposal B

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May 7, 2025
Finance and Audit

RESOLUTION R2025-45

Grant Agreement Authorization for Miami University's General Aviation Airport

WHEREAS, Miami University has entered into a 5-year agreement with the Kenton County Airport Board and the Cincinnati/Northern Kentucky International Airport (CVG) to operate the University's general aviation airport (OXD); and

WHEREAS, Miami University remains the OXD's sponsor related to Federal Aviation Administration (FAA) and Ohio Department of Transportation (ODOT) matters; and

WHEREAS, the agreement expects CVG to work in partnership with the University seeking federal, state, and local grant opportunities to maintain and improve the airport facilities; and

WHEREAS, there exists the possibility that Miami University as OXD's sponsor may receive grant agreements from the FAA or other federal, state, local granting authorities and/or funds for the fiscal years 2026-2029 which may provide funding for eligible safety and improvement projects at OXD;

NOW, THEREFORE, BE IT RESOLVED: that the Board of Trustees hereby authorizes, adopts, approves, accepts, and ratifies the execution of grant agreements from the FAA or other federal, state, local granting authorities and/or funds for fiscal years 2026-2029 which may provide funding for eligible safety and facility improvement projects at OXD; and

BE IT FURTHER RESOLVED: that the Board of Trustees authorizes the Senior Vice President for Finance and Business Services and Treasurer to execute said grant agreements and any necessary payment requests.

Approved by the Board of Trustees
May 16, 2025

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

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May 7, 2025
Finance and Audit

Quasi-Endowment
Resolution R2025-46

WHEREAS, Resolution R2019-28 established the Miami University Quasi-Endowment Policy; and

WHEREAS, in 1995, Miami University established the Hilda Bishop Loan Fund quasi-endowment to make loans to Miami University students; and

WHEREAS, the Vice President of Enrollment Management and Student Success desires to broaden the use of this quasi-endowment to support Miami University students via scholarships rather than loans; and

WHEREAS, the Provost, the Senior Vice President for Finance and Business Services, and the Vice President of Enrollment Management and Student Success of Miami University, with the concurrence of the Finance and Audit Committee, have recommended approval of this revision;

NOW, THEREFORE BE IT RESOLVED that the Board of Trustees approves the adjustment of the Hilda Bishop Loan Fund quasi-endowment; and

BE IT FURTHER RESOLVED that the annual distributions of this quasi-endowment, as determined by the Miami University Endowment Spending Policy, be used to award scholarships to Miami students to enhance affordability as determined by the Office of Student Financial Assistance; and

BE IT FURTHER RESOLVED that the associated expendable fund balance in excess of $250,000 be reinvested into the principal of this quasi-endowment; and

BE IT FURTHER RESOLVED that the name of this quasi-endowment shall henceforth be the Hilda and Walter Bishop Scholarship.

Approved by the Board of Trustees
May 16, 2025

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

MIAMI UNIVERSITY

Miami University
Investments & Treasury Services Office
107 Roudebush Hall
Oxford, Ohio 45056
(513) 529-8015
FAX: (513) 529-6124

To: Rachel Beech, Liz Mullenix, and David Creamer
From: Bruce Guiot BAG
Subject: Hilda Bishop Quasi-endowment
Date: March 11, 2025

The Hilda Bishop Loan Fund quasi-endowment was established in 1995 from a remainder interest of the Walter M. Bishop Trust. The language of the trust provided that the trust's distribution be used "...for such educational uses or general purposes of the said Miami University as the governing body shall deem advisable." Additional trust language *requested* that the distribution "...be used for the purpose of providing loans to students of Miami University..." A quasi-endowment was subsequently established in the name of Mr. Bishop's deceased wife, Hilda Bishop, to provide loans to Miami students. The market value of the quasi-endowment at December 31, 2024 was $1,893,726.09, with an associated expendable fund cash balance of over $1.2 million. The annual distribution is approximately $65,000.

During a recent review of the endowment funds associated with the Office of Student Financial Assistance, it was revealed that student loans made directly by Miami University are no longer a material component of the financial aid process. This discussion sparked a review of all endowment funds related to student loans with the intent of finding ways to make them more usable. Since the Hilda Bishop Loan Fund is a quasi-endowment, the Board of Trustees has the ability to adjust the use criteria of the fund. The original language used to establish the fund incorporated a request from the donor, but the donor also gave the Board of Trustees the authority to establish the criteria.

Scholarships are currently the primary means of providing financial aid to Miami students. In addition, Miami THRIVE includes an opportunity area for resetting the cost of attendance. Therefore, we would like to change the spending criteria of the Hilda Bishop Fund to be used to award scholarships to enhance affordability for Miami students. In addition, we request that the cash balance in the expendable fund above $250,000 be reinvested into the principal of the endowment.

With your approval of this change, a resolution will be prepared for the May 2025 meeting of the Board of Trustees.

Approved: Rachel A Beech Date: 4-10-25
Rachel Beech

Approved: Liz Mullenix Date: 3-31-2025
Liz Mullenix

Approved: David R Creamer Date: 3-25-2025
David Creamer

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May 16, 2025
Consent Calendar

RESOLUTION R2025-47

BE IT RESOLVED; that the Board of Trustees hereby approves the awarding of an honorary degree of Doctor of Humane Letters (L.H.D.) to:

Frances Struewing DeWine

Approved by the Board of Trustees
May 16, 2025

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

For love.
For honor.
FOR THOSE WHO WILL.

The Campaign for Miami University

Brad Bundy
Vice President, University Advancement

University Advancement Update

For love.
For honor.
FOR THOSE WHO WILL.

Agenda

- Path Towards $100M
- $1B Campaign Update
- FY ‘25 Results to Date
- Campaign Events Update
- Alumni Update

For love.
For honor.
FOR THOSE WHO WILL.

Path to $100M

Category	FY25 Goal	FY25 YTD	FY25 Pipeline	FY25 Expected
Principal Gifts (+$5M)	$35,000,000	$21,200,000	$42,000,000	$63,200,000
Leadership Gifts (+$1M)	$30,000,000	$13,400,000	$6,000,000	$19,400,000
Major Gifts (+$100k)	$20,000,000	$17,922,222	$6,000,000	$23,922,222
Special Gifts (+$50k)	$3,000,000	$3,882,060	$500,000	$4,382,060
Annual Gifts (<$50k)	$12,000,000	$12,201,650	$1,000,000	$13,201,650
TOTAL	**$100,000,000**	**$68,605,932**	**$55,500,000**	**$124,105,932**

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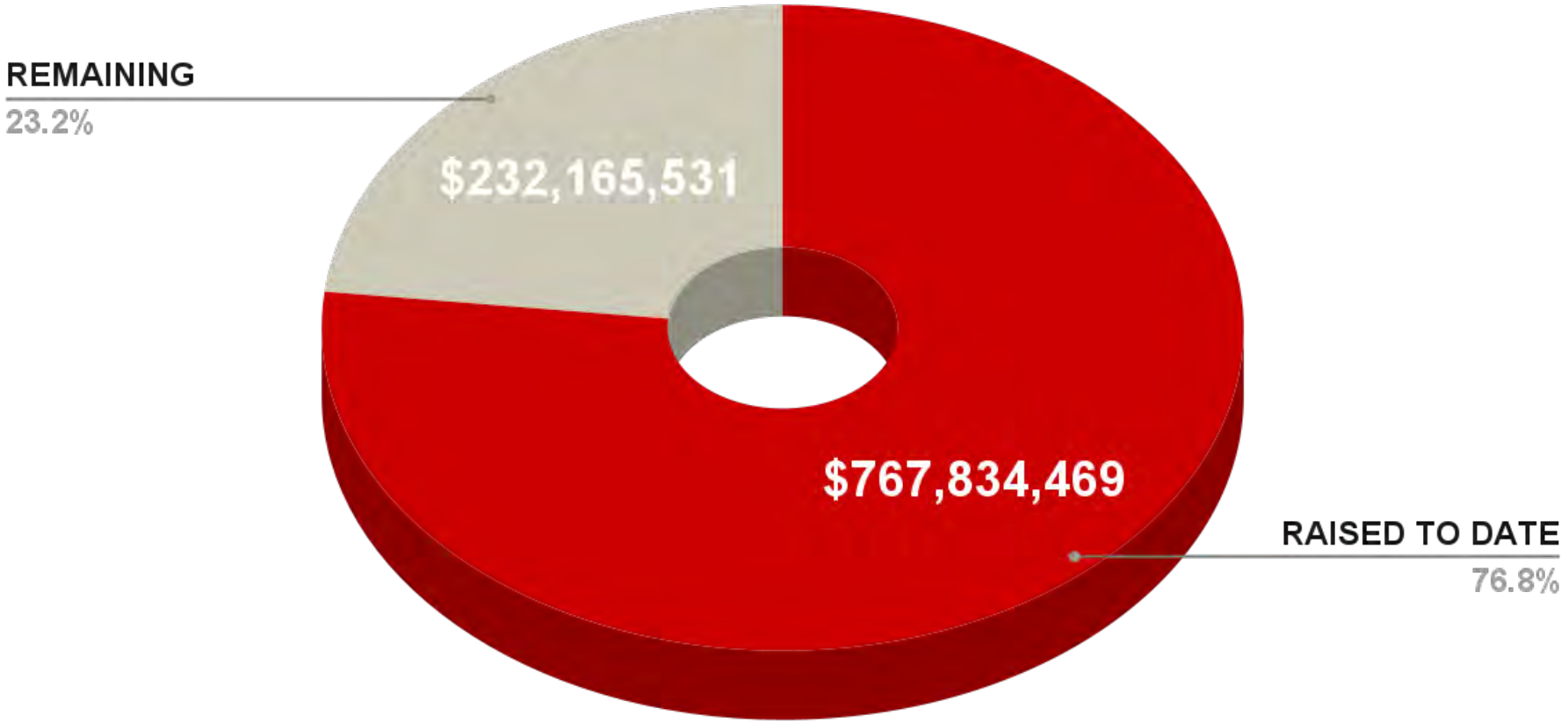
The Campaign for Miami University

$1B Campaign Update

Campaign Progress



As of May 2, 2025

Campaign Total By Initiative

Initiative	Total to Date
Scholarships	$300.8M
Academic and Programmatic Support	$309.7M
Capital Projects	$84.0M
Unrestricted - Colleges	$27.0M
Unrestricted - University	$17.8M
Undesignated	$22.0M
Technology and Equipment	$6.5M

As of May 2, 2025

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FOR THOSE WHO WILL.

The Campaign for Miami University

FY ‘25 Results

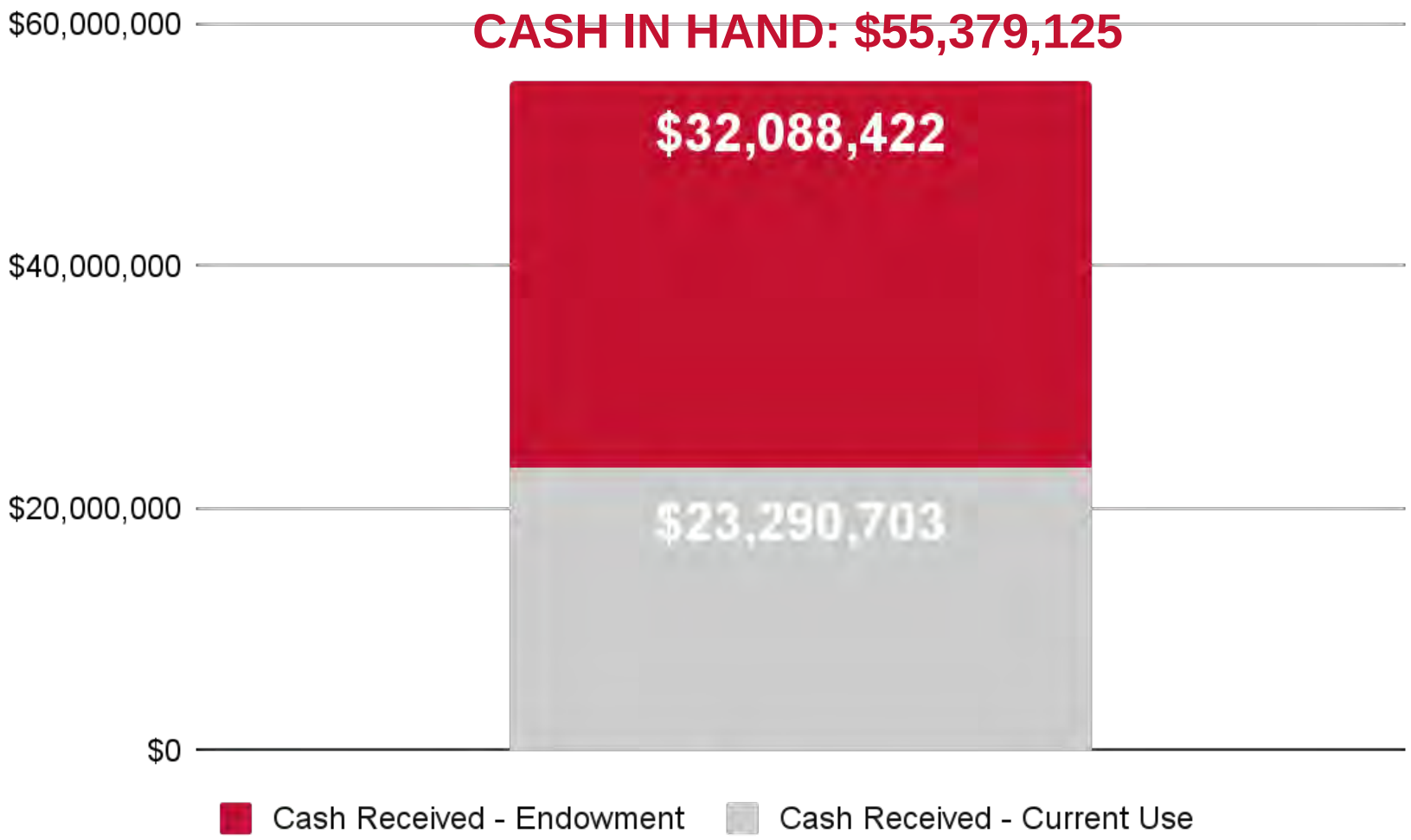
as of 5/2/25

FY ’25 Fundraising Results To Date

Fundraising Totals	Raised ($)	Goal	Goal (%)
Fundraising Progress	**$68.6M**	$100M	69%
Principal Gifts Closed (>$5M)	$21.2M (3)	$35M (3-5)	61%
Leadership Gifts ($1-4.9M)	$13.4M (9)	$30M (18)	45%
Cash Received	$55.4M	$40M	138%
Cash to Endowment	$32.1M	$30M	107%

As of May 2, 2025

FY ’25 Cash Received To Date



Goal: $40,000,000

As of May 2, 2025

Campaign Ledger To Date

	Gifts	Pledges	Total	Present Value
Bequests		271,595,196.59	271,595,196.59	129,986,082.14
Cash				
cash, checks, credit cards, EFT	148,431,287.78	196,808,820.36	345,240,108.14	
stocks, securities	10,505,320.73	666,614.79	11,171,935.52	
payroll deduction	555,783.91	411,652.29	967,436.20	
matching gifts	2,525,563.09	-	2,525,563.09	
realized bequests	31,136,269.43	-	31,136,269.43	
other campaign commitments	-	25,357,240.28	25,357,240.28	
Planned Gifts				
insurance premium	322,375.12	1,776,900.46	2,099,275.58	
lead trusts	2,000.00	1,035,848.00	1,037,848.00	
externally managed	897,836.40	4,430,000.00	5,327,836.40	3,219,060.00
charitable gift annuities	582,261.82	2,300,000.00	2,882,261.82	2,104,211.89
charitable remainder trusts	4,771,371.44	3,975,568.00	8,746,939.44	2,661,730.01
Grants	36,139,902.90	-	36,139,902.90	
Gifts in Kind	19,393,019.52	4,498,576.21	23,891,595.73	
Real Estate	-	-	-	
Membership Dues	16,860.22	-	16,860.22	
SUB TOTAL	255,279,852.36	512,856,416.98	**768,136,269.34**	
(manual adjustments/post 10-year pledges)			*(301,800)*	
REPORTED TOTAL			**$767,834,469.34**	

Includes CASE counting exceptions of $84,444,096 (11.0% of campaign total)

As of May 2, 2025

FY ‘25 Ledger To Date

	Gifts	Pledges	Total	Present Value
Bequests		17,695,489.00	17,695,489.00	6,359,628.96
Cash				
cash, checks, credit cards, EFT	13,869,454.86	24,702,383.81	38,571,838.67	
stocks, securities	676,791.75	-	676,791.75	
payroll deduction	36,326.73	-	36,326.73	
matching gifts	156,887.15	-	156,887.15	
realized bequests	1,694,496.60	-	1,694,496.60	
other camp commitments	-	-	-	
Planned Gifts				
insurance premium	56,144.52	44,973.60	101,118.12	
lead trusts	-	-	-	
externally managed	74,476.46	-	74,476.46	
charitable gift annuities	117,764.28	2,300,000.00	2,417,764.28	1,792,004.04
charitable remainder trusts	255,642.68	-	255,642.68	
Grants	2,675,764.23	-	2,675,764.23	
Gifts in Kind	3,291,006.69	1,118,329.70	4,409,336.39	
Real Estate	-	-	-	
Other	-	-	-	
SUB TOTAL	22,904,755.95	45,861,176.11	**68,765,932.06**	
(manual adjustments/post 10 year pledges)			(160,000)	
REPORTED TOTAL			**$68,605,932.06**	

Includes CASE counting exceptions of $8,534,114 (12.4% of FY total)

As of May 2, 2025

For love.
For honor.
FOR THOSE WHO WILL.

Campaign Events
Spring 2025

- Greenville, SC Salon Event: *January 16th*
- Atlanta, GA Salon Event: *February 4th*
- Austin, TX Salon Event: *April 9th*
- Dripping Springs, TX Salon Event: *April 10th*
- Cincinnati, OH Salon Event: *May 22nd*

For love.
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FOR THOSE WHO WILL.

Alumni Weekend
June 7-8

- Event brings back **1,200-1,500 alumni, families and friends** annually, **largest annual alumni event**

- **2024 AW by the numbers:**
  - Attendees from **36 states**, nearly half are from Ohio
  - Classes ranged from **1957-2024**
  - **Class of 1974 Gift: $2.1M**

- Focus on milestone reunions**(50-year & 25-year) – new for 2025 = 5-year reunion** for the Class of 2020.

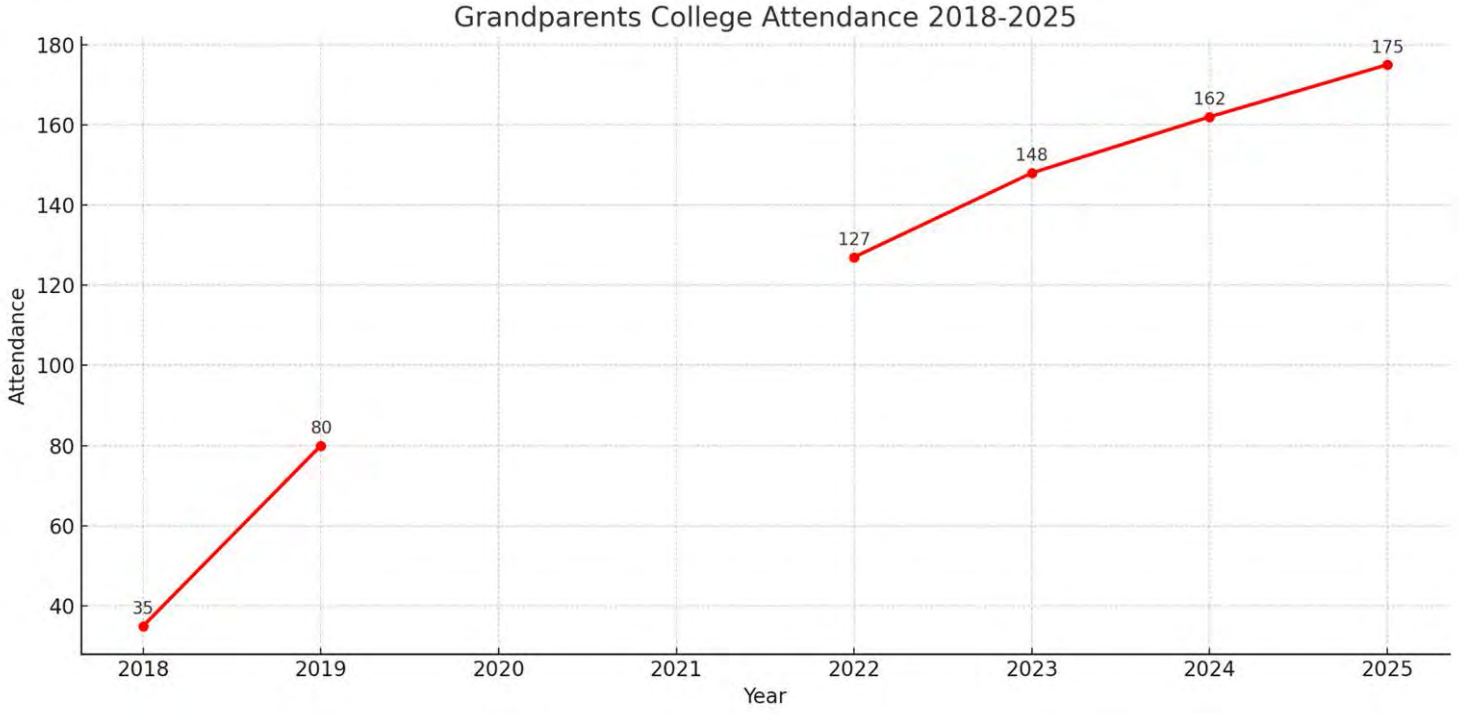
For love.
For honor.
FOR THOSE WHO WILL.

Grandparents College
July 15-17

- Alumni and their grandchildren (ages 8-12) come to campus for **intergenerational learning "camp"** experience.

- **Faculty and staff** from across disciplines and colleges teach classes. Track with **EMSS**.

- Year over year growth since Y1(2018). **No event 2020 & 2021*
    - Expand “max” each year
    - 2025: “Sold out” in 6 hours



For love.
For honor.
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The Campaign for Miami University

Thank You!