

CURRICULUM AND ASSESSMENT HANDBOOK

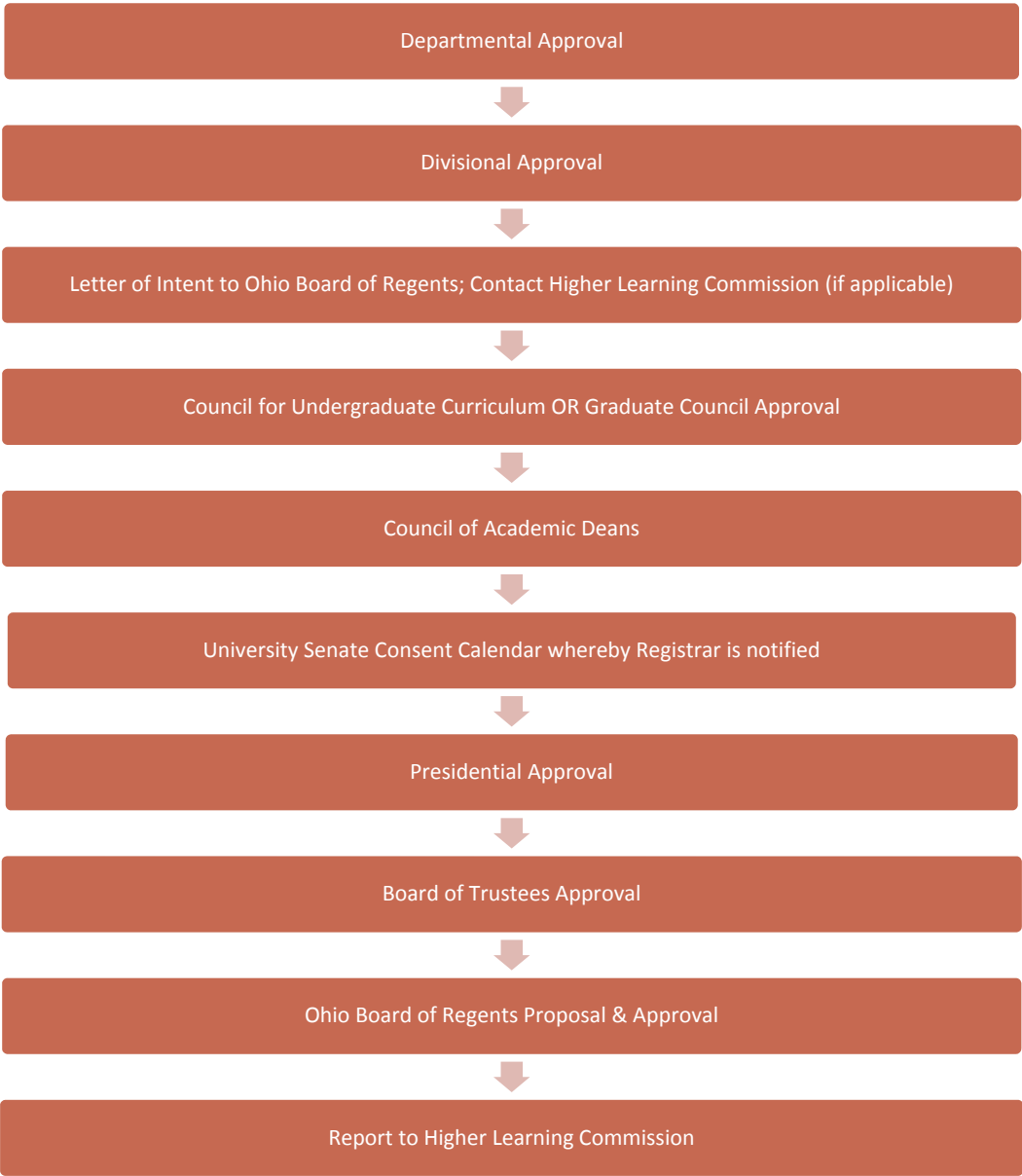
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Curriculum Overview	5
Miami University Mission	5
Curricular Vision.....	5
Definitions and Terms Related to Curriculum and Courses	6
Principles of Curricular Design.....	10
Curriculum Governance & Support.....	12
Academic Policy Committee.....	12
Council for the Undergraduate Curriculum	12
Global Initiatives	12
Graduate Council.....	12
Liberal Education Council	12
Miami University Dolibois European Center (MUDEC) Committee	12
University Honors Program Advisory Committee	13
University Registrar	13
University Senate and Secretary	13
Academic Organization & Programs	13
Academic Divisions.....	13
List of Academic Divisions	13
Consolidation, Partition, Transfer or Elimination of Academic Divisions	13
Academic Departments, Programs, and Centers	15
Current Organization of Academic Departments and Programs	15
Establishment of an Academic Department or Program.....	17
Academic Unit Name Change	17
Consolidation, Partition, Transfer, or Elimination of Academic Departments and Programs.....	17
Academic Degree Programs.....	17
Definition of an Academic Degree.....	17
Guidelines for Submission of Degree Program Proposals	19
Combined Degree Programs	19
Ohio Board of Regents Guidelines for Approval of Degree Programs	20

Higher Learning Commission Guidelines for Approval of New Degree programs.....22

Flowchart for New Degree Programs.....23



.....23

Changes to an Existing Degree Program or Major23

Withdrawal or Deactivation of an Existing Academic Degree26

Undergraduate Major26

Guidelines for Submission of an Undergraduate Major.....26

Changes to an Existing Major.....26

Withdrawal or Deactivation of an Existing Major.....27

Ohio Board of Regents Guidelines for Approval of New Majors Within Approved Degrees.....27

Higher Learning Commission Guidelines for Approval of New majors27

Flow Chart for New Undergraduate Major27

Undergraduate Minor, Concentration, Focus, or Emphasis.....	28
Guidelines for Submission of an Undergraduate Minor	28
Changes to an Existing Minor	29
Withdrawal or Deactivation of an Existing Minor	29
Flow Chart for New Undergraduate Minor	29
Certificate of Study.....	29
Definition of a Certificate of Study.....	29
Guidelines for Proposing a Certificate of Study	30
Changes to an Existing Certificate of Study.....	31
Ohio Board of Regents Guidelines for Certificate Programs.....	31
Higher Learning Commission Guidelines for a Certificate of Study	31
Honors & Scholars Programs.....	31
Academic Scholars Program	31
University Honors Program	31
Divisional and Departmental Honors Programs.....	32
Liberal Education	33
Global Miami Plan Courses (for Students Who Enter Fall 2015 & Thereafter).....	33
Global Miami Plan Courses (for Students Who Enter Prior to Fall 2015).....	39
Honors Academic Plan.....	43
Courses and Scheduling.....	44
Types of Courses	44
Miami Plan Courses	44
Independent Work.....	44
Special Topics Courses	45
Credit Workshops.....	46
MUDEC (Luxembourg) Courses.....	46
Study Abroad.....	47
Honors Courses	48
Courses with Prefixes from One Division Offered by Faculty in Another Division	48
Service-Learning Courses.....	49
Cross-Listed Courses	50
Distance Learning Courses	50
Dual Enrollment Courses.....	50
Graduate Level Courses for Undergraduate Students.....	56
Courses Meeting Ohio Board of Regents Requirements (TAGs and OTMs)	56

Course Design and Approval.....	57
Principles of Course Design.....	57
Course Approval Processes	58
Proposal Forms.....	59
Academic Calendar.....	59
Course Numbering	59
Deleting Courses	60
Faculty and Instructional Staff	61
Use of Undergraduates as Teachers.....	61
Grades and Grading Options	63
Class Size	66
Attendance and Absence of Students	66
Auditing Courses.....	67
Textbook Policy	67
Mid-Term Grades.....	68
Examinations.....	68
Pre-Requisites, Co-Requisites, and Concurrencies	70
Course Changes	70
Guidelines for Submission of a Course Change	70
Procedure for Deletion of Courses from List of Courses	70
Course Scheduling.....	71
Guidelines for Course Scheduling.....	71
Scheduling Process	72
Curricular Evaluation and Assessment.....	72
University Assessment Expectations & Guidelines	72
Assessment Plan Template.....	73
Assessment Report Template.....	75
Teaching Evaluation Plan.....	76
Course Evaluations	77
Mid-Term Evaluation	77
End of Term Evaluation	77

CURRICULUM OVERVIEW

MIAMI UNIVERSITY MISSION

Miami University, a student-centered public university founded in 1809, has built its success through an unwavering commitment to liberal arts undergraduate education and the active engagement of its students in both curricular and co-curricular life. It is deeply committed to student success, builds great student and alumni loyalty, and empowers its students, faculty, and staff to become engaged citizens who use their knowledge and skills with integrity and compassion to improve the future of our global society.

Miami provides the opportunities of a major university while offering the personalized attention found in the best small colleges. It values teaching and intense engagement of faculty with students through its teacher-scholar model, by inviting students into the excitement of research and discovery. Miami's faculty are nationally prominent scholars and artists who contribute to Miami, their own disciplines and to society by the creation of new knowledge and art. The University supports students in a highly involving residential experience on the Oxford campus and provides access to students, including those who are time and place bound, on its regional campuses. Miami provides a strong foundation in the traditional liberal arts for all students, and it offers nationally recognized majors in arts and sciences, business, education, engineering, and fine arts, as well as select graduate programs of excellence. As an inclusive community, Miami strives to cultivate an environment where diversity and difference are appreciated and respected.

Miami instills in its students intellectual depth and curiosity, the importance of personal values as a measure of character, and a commitment to life-long learning. Miami emphasizes critical thinking and independent thought, an appreciation of diverse views, and a sense of responsibility to our global future.

CURRICULAR VISION

The overall curricular vision for Miami University was articulated well in President David C. Hodge's 2008 Annual Address, "The Engaged University and Student Success":

For nearly 200 years we have produced graduates of uncommon quality because of the dedication of our faculty and staff and their deep engagement with our students. We have accomplished this success because we have understood the importance of developing the whole person, of strengthening both intellect and character. We have embraced and encouraged the total student experience, including both curricular and co-curricular activities, because we have intuitively understood the importance of intangibles like work ethic, initiative, social skills, leadership, and personal values to the lifelong professional and personal success of our graduates.

This approach to the student experience is as relevant today as it has ever been, in fact, even more so. However, to achieve higher levels of excellence, it is critical that we approach our core mission with greater clarity and with an understanding of the possibilities of contemporary education. At the heart of this approach is a reconceptualization of what we expect of our students - *the historic view of a student as a receiver of knowledge can now be replaced by a view of the student as a creator of knowledge*, a view that fundamentally changes how we think about students and, more importantly, how they think about themselves. It changes how we approach teaching and learning.

Developing students as creators of knowledge must be done purposefully and incrementally. As students steadily develop, their personal traits and capacities improve, and the role of the faculty, learning goals and assignments

and activities shift. The table below summarizes the shifts that students and faculty make to steadily develop students as learners.

<i>Stage</i>	Foundations	Intermediate	Capstone
<i>Student Traits</i>	Reliant upon external formulas	Questioning external authorities; developing own voice	Using internal voice to guide actions
<i>Faculty Role</i>	Reflective Scholar	Reciprocal Scholar	Colleague, Mentor
<i>Key Goals</i>	<ul style="list-style-type: none"> ◦ Ask relevant questions ◦ Identify multiple perspectives ◦ Gain foundational knowledge 	<ul style="list-style-type: none"> ◦ Practice authentic tasks & methods ◦ Collaborate on diverse teams ◦ Connect inquiries to personal beliefs 	<ul style="list-style-type: none"> ◦ Design and reflect on own inquiries ◦ Integrate learning from multiple domains ◦ Apply lessons learned to future goals
<i>Sample Assignments & Activities</i>	<ul style="list-style-type: none"> ◦ Simulations ◦ Role-playing different perspectives ◦ Structured reflections ◦ Case studies, authentic scenarios ◦ Multidisciplinary panels 	<ul style="list-style-type: none"> ◦ Service learning projects ◦ Student-led classes ◦ Faculty-student research teams ◦ Internships with ongoing reflection ◦ Faculty-student team-taught courses 	<ul style="list-style-type: none"> ◦ Student-designed inquiries & initiatives ◦ Portfolios ◦ Art exhibitions, solo performances ◦ Conference presentations ◦ Publications

The Miami University mission and curriculum vision should guide the development of all of the Miami curriculum.

DEFINITIONS AND TERMS RELATED TO CURRICULUM AND COURSES

Terminology	Definition	Example
Academic Program	Any combination of courses and/or requirements leading to a degree or certificate, or to a major, co-major, minor or concentration	Film Studies minor, China Business Program, Mathematics major, Gerontology doctoral degree
Curriculum	"A coherent program of study that is responsive to the needs and circumstances of the pedagogical context and is carefully designed to develop students' knowledge, abilities and skills through multiple integrated and progressively challenging course learning experiences" (Hubball and Gold, 2007, p. 7) ¹	All of the course and other requirements leading to a particular degree
Degree	An award by the Ohio Board of Regents and the Miami Board of Trustees as official recognition of the completion of a prescribed course of study following matriculation.	Doctor of Philosophy, Bachelor of Arts
School or College	Academic organizational division of the university offering curricular programs leading to associate, baccalaureate, and advanced degrees	College of Arts & Science, School of Creative Arts
Academic Department	Administrative unit within a college or school that deals with particular disciplines or fields of knowledge (e.g., the Department of English; the	Department of Political Science; American Studies Program

¹ Hubball, H. and Gold, N. (2007, Winter). "The Scholarship of Curriculum Practice and Undergraduate Program Reform: Integrating Theory and Practice." IN Wolf, P. and Hughes, J. C. Eds. *Curriculum Development in Higher Education: Faculty-Driven Processes and Practices*. New Directions for Teaching and Learning, no. 112, San Francisco: Jossey-Bass, 5-15.

	Department of Mathematics). Some departments administer more than one major (e.g., the Department of French and Italian; the Department of Manufacturing and Mechanical Engineering). In some cases programs (such as the American Studies Program) function like departments; in this manual, "department" refers to both kinds of units.	
Major	Cohesive combination of courses including introductory, intermediate, and advanced coursework that designates a student's primary area of undergraduate study. Majors can be established or restructured to include required or optional concentrations. A major is typically 36-76 credit hours. Majors are designated on University transcripts at the time the degree is awarded.	Music Performance Major
Concentration (within a major)	Coordinated grouping of courses, typically one-third of a major, representing a sub-specialization or emphasis within a major field available for students majoring in that discipline. Concentrations may be offered at the undergraduate, graduate, or professional level. Majors with a concentration are designated on University transcripts when the degree is awarded. Note: Concentration is the only approved term for transcribing a sub-specialization or sequence within a major. Terms such as "option," "sequence," "track," or "specialization" should no longer be used (even for academic advising or marketing purposes) to denote specializations within a major.	Global Cultural Relations Concentration in the International Studies Major; Cross-Cultural Leadership Concentration in the Bachelor of Integrative Studies major; Environmental Technology in the Master of Environmental Science program
Divisional Requirements	A set of courses or specific requirements as defined by the individual school or college that are a required component of a student's academic program.	CAS required courses, such as: CAS-A: Foreign language CAS-B: Humanities CAS-B-LIT: Literature requirement of CAS-B. CAS-C: Social science CAS-D: Natural science CAS-D/LAB: Laboratory requirement of CAS -D CAS-E: Formal reasoning.
Course	A course is a unique combination of title, course number, credit hours, and other course attributes that may include terms offered, cross listed courses, contact hours, pre- or co-requisites, credit type, level.	ENG 111, "Composition and Rhetoric"
Academic Honors (Distinction or Latin Honors)	Recognition of outstanding achievement by a degree recipient, according to standards established by the Board of Trustees and as noted on the diploma and transcript	Summa cum laude
Program Honors	Recognition of outstanding achievement by a degree recipient, according to established standards and as noted only on the transcript	University honors, department honors
Certificate	Academic program in which the student completes a prescribed course of study, typically 12-20 credits. Like a minor, it is offered to students outside	Certificate in Gerontology (offered to degree-seeking or non-degree-seeking

	of the major. It may also be offered to non-degree seeking students. This may be at the undergraduate, graduate or professional level. For matriculated students, this type of certificate is designated on University transcripts when the certificate is awarded. For non-matriculated students the certificate is designated on University transcripts upon completion.	students); China Business Certificate (offered only to degree-seeking students in the Farmer School of Business)
Certificate of Completion (non-credit)	A certificate offered by the University or by the University in partnership with another organization. These students are not currently recorded in the official student information systems and all records are kept by the offering unit. These programs do not involve credit courses.	Get Lean Certification Program
Co-Major	When the primary major requires declaration of a second major. A student taking a co-major must also complete a primary major in one of the academic divisions at Miami. Completion of the co-major satisfies the Miami Plan thematic sequence requirement.	Sustainability Co-Major + Primary Major in Any Field or Discipline; Interactive Media Studies Co-Major + Primary Major in Any Field/Discipline
Co-requisite	Courses that must be taken during the same semester because their subject matter is similar or complementary. Co-requisites are given at the end of course descriptions	The co-requisite of MIS 235, "Information Technology & the Intelligent Enterprise is BUS 101, "Foundations of Business Decision Making."
Course sections	Courses with large enrollments are divided into sections. Sections are identified by letters. A five-digit CRN (Course Reference Number) also identifies a course section.	
Credit/no-credit course	No grade is received for this course. Students receive credit for a C or better; they do not get credit if the grade is C- or lower. A credit/no-credit course is not figured in the student's GPA. Students can only take one-fourth of their course work on credit/no-credit basis, and usually cannot take courses in the major this way. First-year students must register for at least 12 hours for a grade before taking a credit/no-credit course. After 20 percent of the class meetings, students cannot change from credit/no-credit to a letter grade or from a letter grade to credit/no-credit. Some courses are only offered as credit/no-credit.	EDL 110, "The University and the Student" is a credit/no credit course.
Credit hour	Unit used to measure course work. The number of credit hours is usually based on the number of hours per week the class meets; for example, a three-hour course typically meets three times a week for 50 minutes each time. One credit hour is usually assigned for two or three hours in laboratory and studio courses.	HST 111, Survey of American History, is a three-credit course.
Cross-listed course	Course where material taught crosses multiple disciplines or in which faculty members from two or	Images of America is a cross-listed course with

	more departments are eligible to teach. The course may or may not be offered by two or more departments during the same term.	American Studies and Art (ART/AMS 183)
Double Major	A student who meets the major requirements of two departments may declare, and have recorded on the transcript, a double major. The students must obtain prior approval from both departments (as well as the appropriate school(s) and college, if the majors are housed in separate divisions). One major must be declared the primary major. Students who graduate with a double major or degree across two academic divisions are required to complete all University requirements and the requirements of both majors and academic divisions.	Major: Journalism Major: Political Science
Dual Degree	Designated programs arranged between undergraduate and graduate/professional programs. Students can be admitted on a provisional basis to the combined program anytime during their academic career at Miami, from the time they apply for undergraduate admission. Upon earning a minimum of 64 hours and having a GPA of 3.25 or greater, students may apply to a combined program by completing the Graduate School application and submitting materials as required by the program to which they are applying. Departments or programs with a combined degree may allow students to double-count up to 12 hours of graduate course work toward their undergraduate degree. A minimum of 150 hours is required for the combined program, of which 30 must be graduate course work. Students in a combined program will remain undergraduates until they apply for graduation or submit a request to the Graduate School to have their classification changed from undergraduate to graduate. Students must have completed a minimum of 128 hours to be classified as a graduate student. Students may receive their bachelor's degree prior to completing their master's degree. Upon receiving the bachelor's degree, students will automatically be classified as graduate students. Students receiving the bachelor's degree prior to completing the master's degree can count up to 12 hours of graduate course work toward their bachelor's degree. Those house can also count toward the completion of their master's degree.	B.S. / M.S. (3+2) B.S. / M.Ed. (4+1) B.S./MAcc (4+2)
Joint Degree	A program established, coordinated, and awarded jointly between two higher education institutions.	Master's degree in population and social gerontology (MPSG) between Miami University and Mahidol University
Lec./Lab	Lecture and laboratory; used to indicate how many credit hours are earned in lecture and/or in laboratory.	Example: 3 Lec. 1 Lab.

Minor	Designated sequence of courses in a discipline or area of undergraduate study. Like the major, it is expected to have coherence and increasing sophistication. A minor is typically 18-24 credit hours (or approximately half of the major) and is independent of the student's major. Minors are designated on University transcripts.	Major: History Minor: English
MPF	Global Miami Plan for Liberal Education Foundation Course fulfills a part of the liberal education requirement	These refer to the MPF courses: I: English composition IIA: Fine Arts IIB: Humanities IIC: Social Science III: Global Perspectives IVA: Biological science IVB: Physical science V: Mathematics, formal reasoning, technology H: Fulfills historical perspective requirement LAB: Fulfills laboratory course requirement for the Miami Plan; LAB must be preceded by IVA or IVB to fulfill the MP natural science laboratory requirement.
MPT or MPC	Miami Plan Thematic Sequence course Miami Plan Capstone Experience course	Thematic Sequence Courses in PHL 2 Ethics in Health Care," include: PHL 131 plus two from the following: PHL 360A, "Confronting Death," PHL 375, "Moral Issues in Health Care," and PHL 475, "Justice in Health Care." Not open to majors in Department of Philosophy. Capstones: GTY 440G: Field Experience in Gerontology or HST 400: Senior Capstone in History
Offered infrequently	Courses may be offered every two or three years	
Prerequisite	Course(s) that must be taken to provide background for the course requiring the prerequisite. Sometimes permission of the instructor or another requirement (such as graduate standing) may be a prerequisite to a course.	The prerequisites for FIN 301, Introduction to Business Finance, are ECO 201 and 202 and ACC 221 and 222.
Sprint course	Course that meets for less than the full 14-week term or semester, usually in durations of four, six, eight, or twelve weeks.	ART 149, Beginning Digital Photography, is a sprint course.

One of the most respected frameworks for curricular design is that offered in *Understanding by Design* by Grant Wiggins and Jay McTighe. Wiggins and McTighe advance a “backward” design process that begins with identifying the enduring understandings that students should carry from the course or major. What is it that a faculty member wants students to remember and be able to apply a semester after they leave a course? What are the **big** ideas that transcend the course?

Specifically, the backwards design process emphasizes the teacher's critical role as an assessor and designer of student learning and involves the following three-stage backward planning curriculum design process.

Stage 1: Identify desired results focuses on identifying the enduring concepts and desired student outcomes before outlining specifics of the lesson plan. Enduring concepts are important ideas or core processes that are transferable to new situations, have lasting value beyond the classroom, are at the heart of the discipline, and are often abstract, counterintuitive, and misunderstood. What should students know, understand, and be able to do? What is worthy of understanding? This approach avoids two critical errors in teaching: textbook coverage or teaching for rote memorization and activity-based teaching that may be engaging but has no clear priorities. Ideas are provided for differentiating enduring understandings from the knowledge and skills supporting those understandings and from second-level skills or factual knowledge.

Stage 2: Determine acceptable evidence concentrates on the variety and depth of assessment tasks that are needed to validate that the student has achieved the desired enduring understanding. Students reveal understanding when they participate in complex, authentic opportunities to engage in the six facets of understanding identified by Wiggins and McTighe:

- Explanation provides thorough, supported, and justified accounts of phenomena, facts, and data.
- Interpretation is designed to personalize information, contributing to relevancy and long-term retention.
- Application provides opportunities to utilize and apply understanding in diverse contexts.
- Perspective sees points of view through critical eyes and ears, the big picture.
- Empathy finds value in what others might find odd, alien, or implausible; i.e., to perceive sensitively on the basis of prior direct experience.
- Self-knowledge recognizes that personal style, prejudices, projections, and habits of mind shape and impede one's own understanding.

Meaningful assessment requires a variety of tools, including informal checks in class, observation and student dialogue, formal quizzes and tests, academic prompts, and open-ended assessment tasks. Scoring rubrics can also be useful in assessing student learning.

Stage 3: Plan learning experiences and instruction occurs when enduring understandings and appropriate evidence of understanding culminate in an effective instructional activity. The backward design process flips from starting at stage 3 to beginning at stage 1 and moving to stage 3. The driving factor is the enduring concept, not the activity. Stage 3 essentially asks, “What activities will equip students with the desired knowledge and skills?” This requires the teacher to consider the intersection of engaging tasks and effective tasks. Activities at this intersection motivate students to explore understandings and misconceptions.

The sieve for activity design is called WHERE. How will you help students know? **W**here are students headed and **W**hy? How will you **H**ook students through engaging and thought-provoking experiences? What events, real or simulated, can students **E**xperience to make the ideas and issues real? What learning activities will help students to **E**xplore the big ideas and essential questions? What instruction is needed to **E**quip students for the final performance? How will you cause students to **R**eflect and **R**ethink to dig deeper into the core ideas? How will you

guide students in **Rehearsing**, **Revising**, and **Refining** their work based on feedback and self-assessment? How will students **Exhibit** their understanding about their final performances and products? How will you guide them in self-Evaluation to identify the strengths and weaknesses in their own work and set future goals?

CURRICULUM GOVERNANCE & SUPPORT

ACADEMIC POLICY COMMITTEE

The Academic Policy Committee advises the Provost and makes recommendations to University Senate on policy related to educational programs, requirements, and standards - such as grading policy for undergraduates, methods of instruction, evaluation of instruction, advising and counseling for undergraduate students and programs, admissions, retention, and financial aid. It consults with and advises the Provost about all other matters of academic policy affecting the University.

COUNCIL FOR THE UNDERGRADUATE CURRICULUM

The Council for Undergraduate Curriculum reviews, in light of established academic policies of the University, all changes in curricula, degree requirements, and new majors and new degrees proposed by academic divisions and forwarded to University Senate by the academic deans, and recommends to University Senate the approval or rejection of those changes. The Council for Undergraduate Curriculum, along with the Academic Policy Committee, advises the Provost on criteria for the establishment of new majors and new degrees.

GLOBAL INITIATIVES

Global initiatives oversees continuing education courses, including workshops (international and domestic).

Contact: Cheryl Young, Assistant Provost, at youngcd@miamioh.edu

GRADUATE COUNCIL

The Graduate Council reviews all changes in graduate courses proposed by academic units and recommends their approval or rejection to University Senate. The Council consults with the Provost and makes recommendations to Senate on the establishment of graduate programs, and on policies pertaining to methods of instruction, evaluation of instruction, advising and counseling, admissions and retention of graduate students, and on other policies pertaining to the administration of graduate programs.

Contact: Jim Oris, Dean of the Graduate School (orisjt@MiamiOH.edu)

LIBERAL EDUCATION COUNCIL

The Liberal Education Council approves the inclusion of courses in the University Liberal Education curriculum. Courses submitted to the Council shall already have been approved by all other appropriate academic units.

Contact: Rich Taylor, Director of Liberal Education (taylorrt@MiamiOH.edu)

MIAMI UNIVERSITY DOLIBOIS EUROPEAN CENTER (MUDEC) COMMITTEE

The MUDEC Committee advises the Provost, the Dean of the John E. Dolibois European Center, and the International Education Committee on matters of the Center's curriculum, on the appointment of Base Course and visiting faculty, and on such other matters as deemed appropriate. The Committee serves as the Curriculum Committee for the Center. In consultation with the Dean of the John E. Dolibois European Center and the European faculty, it proposes revisions to curricular requirements; proposes, develops, and revises courses as appropriate; and reviews courses proposed by European faculty.

Contact: Terri Barr, Chair (barrtf@MiamiOH.edu)

UNIVERSITY HONORS PROGRAM ADVISORY COMMITTEE

The University Honors Program Advisory Committee advises the Director of the University Honors Program on curricular and administrative issues involving the program and approves the inclusion of courses in the University Honors Program curriculum.

Contact: Linda Marchant, Director of the University Honors Program (marchalf@MiamiOH.edu)

UNIVERSITY REGISTRAR

The Office of the University Registrar provides consultation and advising prior to and during the course and curriculum approval process. It also tracks the course and curriculum approval process. Divisions report approval of new courses, changes to courses, new curriculum (majors, degrees, certificates, etc.), or changes to existing curriculum to the Office (via the appropriate approval form), whereupon the Office reports these approvals to the Office of the University Secretary. Finally, the Office of the Registrar provides a permanent repository for all curricular and course approvals.

See: MUPIM 11.1.J.

UNIVERSITY SENATE AND SECRETARY

The Office of the University Secretary reports all course and curriculum changes to University Senate. The University Senate explicitly approves a new major or a new degree. A new minor, a new certificate, a new course, or a new concentration (and revisions, including name changes to the same) appears on the Senate consent calendar. Following final action by University Senate, the Office of the University Secretary reports all changes in curriculum to the Office of the Registrar for inclusion in the permanent repository for all curricular and course approvals. See: MUPIM 11.1.K.

ACADEMIC ORGANIZATION & PROGRAMS

ACADEMIC DIVISIONS

LIST OF ACADEMIC DIVISIONS

Miami University has seven academic divisions:

1. College of Arts and Science
2. Farmer School of Business
3. College of Creative Arts
4. College of Education, Health, and Society
5. College of Engineering and Computing
6. College of Professional Studies and Applied Sciences
7. Graduate School.

It also has the Miami University Dolibois European Center (MUDEC), which is located in Luxembourg.

CONSOLIDATION, PARTITION, TRANSFER OR ELIMINATION OF ACADEMIC DIVISIONS

Resolution 08-09 of University Senate, "Guide for the Consolidation, Partition, Transfer, or Elimination of Academic Divisions, Departments, or Programs" articulates the process and guidelines for altering or eliminating an academic division. That resolution reads:

The purpose of this resolution is to guide the decision-making process when consolidation, partition, transfer, or elimination of academic divisions, departments, or programs is under consideration. “Programs” in this document is defined as interdisciplinary programs and degree programs. Fundamental to all that follows is the principle that ordinary administrative chains of command should always be observed in the decision-making and implementation process; that is, discussion, consultation, and fact-finding will normally begin at the programmatic or departmental level, with recommendations passing through divisional channels before reaching the Provost’s office. This does not preclude initiative for such a decision-making process coming from a higher level, but it is meant to establish the principle of involving, in a substantial way, those who are closest to the areas under consideration.

At all times in the process outlined below, every effort should be made to keep the Provost, other appropriate University officers, and the faculty, staff, and students in affected divisions, departments, and programs informed of the progress of such discussions as they take place. In order to facilitate this communication and in keeping with University Senate’s primary responsibility for curriculum, programs and course offerings, a process coordinator must be designated by the Provost in consultation with the Executive Committee of University Senate at the point when a program, department, or division initiates formal discussion involving consolidation, partition, transfer, or elimination.

In consultation with the Provost, the Process Coordinator is charged with: (1) ensuring that the decision-making process is fair and empowers all constituents; (2) ensuring that the process not only allows adequate time to hear and debate all concerns, but also is as efficient as possible; (3) acting as a sounding board and mediator, as required, throughout the decision-making process; and (4) acting as a liaison between the affected units and University Senate (note that the Process Coordinator does not need to be a member of University Senate).

The following actions should guide all administrators and key stakeholders whenever consolidation, partition, transfer, or elimination is being formally considered. Relevant communication should occur at a time that would allow for substantive feedback from affected parties.

- Step 1. A request with a rationale for consolidation, partition, transfer, or elimination of an academic degree program, a department, program, or division is submitted to the Provost. This request may be made by the chair or director of the unit involved or it may come from a higher level.
- Step 2. When the Provost deems the request viable, the Provost shall name a process coordinator at such time that formal discussion involving consolidation, partition, transfer, or elimination begins. In consultation with the person who initiated the request and the Dean, the Provost may constitute an ad hoc process committee.
- Step 3. In consultation with the Provost and Dean, the Process Coordinator shall ensure that information is shared widely with divisions, departments, and programs; and with all interested parties within and external to Miami.
- Step 4. The persons involved in instituting the request (along with the ad hoc committee where required) will work with the affected department(s) or program(s) to develop a specific proposal that includes course and timeline of action, and impact analysis. The analysis should assess benefits and impacts on the University mission, on all constituents and affected units, and on budget. Where diverse perspectives exist, the process coordinator will ensure that they are included in the impact analysis. If deemed necessary by the Provost in consultation with the Dean and chair or director, a formal or informal Academic Program Review may be included in the analysis.

- Step 5. In consultation with the Provost and the appropriate dean, and at the earliest time possible in the process, the Process Coordinator will ensure that the proposal is presented and discussed at a regularly scheduled meeting of University Senate. Multiple Senate visits may be necessary.
- Step 6. In consultation with the Provost, the Process Coordinator shall ensure that the Council of Academic Deans and all affected administrators and departments and programs are consulted once the proposal is in place.
- Step 7. The Process Coordinator shall ensure that the proposal is presented to University Senate for consideration.
- Step 8. The Process Coordinator and the University Senate shall make recommendations to the Provost.

ACADEMIC DEPARTMENTS, PROGRAMS, AND CENTERS

CURRENT ORGANIZATION OF ACADEMIC DEPARTMENTS AND PROGRAMS

College of Arts and Science

- Air Force and Naval ROTC
- Anthropology (ATH)
- Biology (BIO)
- Chemistry & Biochemistry (CHM)
- Classics (CLS)
- Comparative Religion (REL)
- Economics (ECO)
- English (ENG)
- French & Italian (FRE and ITL)
- Geography (GEO)
- Geology (GLG)
- German, Russian & East Asian Languages (GER)
- History (HST)
- Mathematics (MTH)
- Media, Journalism, and Film (MJF)
- Microbiology (MBI)
- Philosophy (PHL)
- Physics (PHY)
- Political Science (POL)
- Psychology (PSY)
- Sociology & Gerontology (SOC and GTY)
- Spanish & Portuguese (SPN)
- Speech Pathology & Audiology (SPA)
- Statistics (STA)
- Interdisciplinary Programs
 - American Culture and English (ACE)
 - American Studies (AMS)
 - Asian/Asian-American Studies (AAS)
 - Black World Studies (BWS)
 - Individualized Studies (Western Program) (WST)
 - International Studies (ITS)
 - Latin American, Latino/a & Caribbean Studies (LAS)
 - University Studies

- Women's, Gender & Sexuality Studies (WGS)

Centers and Institutes:

- Armstrong Institute for Interactive Media Studies
- Center for American & World Cultures
- Center for Animal Behavior
- Center for Aquatic & Watershed Sciences
- Center for Bioinformatics and Functional Genomics
- Center for Advanced Microscopy and Imaging
- Center for Environmental Education
- Center for Neuroscience & Behavior
- Center for Public Management and Regional Affairs
- Center for Chemistry Education
- Ecology Research Center
- Institute for the Environment and Sustainability
- Scripps Gerontology Center
- Havighurst Center for Russian and Post-Soviet Studies
- Mallory-Wilson Center for Healthcare Education
- Interactive Language Resource Center
- Statistical Consulting Center
- Summer Undergraduate Mathematical Sciences Research Institute

Farmer School of Business

Accountancy (ACC)

Economics (ECO)

Finance (FIN)

Information Systems & Analytics

Management (MGT)

Marketing (MKT)

Centers & Institutes:

- Institute for Entrepreneurship
- Center for Social Entrepreneurship
- Center for Business Excellence

College of Creative Arts

Architecture & Interior Design (ARC)

Art (ART)

Music (MUS)

Theatre (THE)

Centers & Institutes:

- Art Museum

College of Education, Health, and Society

Educational Leadership (EDL)

Educational Psychology (EDP)

Family Studies and Social Work (FSW)

Kinesiology and Health (KNH)

Teacher Education (EDT)

Centers:

- Discovery Center
- Ohio's Evaluation and Assessment Center for Mathematics and Science Education
- Heckert Center for Children's Reading and Writing
- Center for Human Development, Learning, and Technology
- Center for Education and Cultural Studies
- Center for Health Enhancement
- Questionnaire & Test Design-Analysis Laboratory

College of Engineering & Computing

Chemical, Paper, and Biomedical Engineering

Mechanical and Manufacturing Engineering

Electrical and Computer Engineering

Computer Science and Software Engineering

Centers & Institutes:

- Augmented Reality Center
- Lockheed Martin Leadership Institute
- Mobile Learning Center

College of Professional Studies and Applied Sciences

Integrative Studies (BIS)

Business Technology (BTE)

Computer and Information Technology (CIT)

Justice and Community Studies (JCS)

Engineering Technology (ENT)

Nursing (NSG)

Graduate School

ESTABLISHMENT OF AN ACADEMIC DEPARTMENT OR PROGRAM

According to Article II, Section 5 of the "Regulations of the Board of Trustees," "An academic department is an administrative unit established to combine the various offerings of a particular academic discipline or area of knowledge. The number and designation of such departments shall be determined by the President, subject to approval by the Board."

ACADEMIC UNIT NAME CHANGE

Requests for name changes to academic departments (programs, if appropriate) and/or divisions, after consultation with the relevant parties, are reported on the University Senate consent calendar and require the approval of the following bodies: department chair (program director, if appropriate), academic dean of the division, Provost, and the Board of Trustees. For more information, please see MUPIM 2.9.B.

Once the name change has been approved by all of the necessary Miami bodies or persons, a change request must also be submitted to the Ohio Board of Regents.

CONSOLIDATION, PARTITION, TRANSFER, OR ELIMINATION OF ACADEMIC DEPARTMENTS AND PROGRAMS

The guidelines for the consolidation, partition, transfer, or elimination of academic divisions (described above) also apply to academic departments and programs.

ACADEMIC DEGREE PROGRAMS

DEFINITION OF AN ACADEMIC DEGREE

According to the Ohio Board of Regents, an academic degree is defined as “any recognition or award for completion of a prescribed course of study in an institution of higher education designated by the customary titles of associate, bachelor, master, specialist or doctor. “

Miami University offers associate, bachelor’s, master’s, and doctoral degrees.

Associate’s Degree: An award that requires completion of at least 64 semester credit hours with a certain number coming from Miami University. Sixteen credit hours must come from the Miami regional division for all associate’s degrees, except for the Associate in Arts which requires 32 of the 64 hours from any Miami division. All associate degrees must have student learning outcomes and an ongoing plan for assessing them.

- *Associate of Arts and Associate of Science* degrees are designed for students wishing to complete the first two years of a bachelor’s degree, as well as those desiring two years of a liberal arts education.
- *Associate of Applied Business and Associate of Applied Science* degrees are awarded in recognition of successful completion of career technical education programs and prepare student for immediate employment upon graduation. The curricula for applied associate’s degree programs are described in terms of technical and non-technical studies. Non-technical studies include general education and courses that serve as a base for the technical field (sometimes referred to as “applied general education” or “basic” coursework). Non-technical studies should make up approximately 50% of the curriculum.
- *Associate of Technical Study* degrees are awarded for successful completion of an individually planned program of study designed to respond to the need for specialized technical education not currently available in the formal degree programs available on a particular campus. The program must have an area of concentration which is equivalent to at least 30 semester credit hours in technical studies and a clearly identifiable career objective.

Bachelor’s Degree: An award that requires completion of at least 128 semester credit hours; bachelor’s degree programs do not normally exceed 146 semester credit hours unless the additional coursework is required to meet professional accreditation or licensing requirements. The degree includes fulfillment of liberal education, divisional and major requirements. At least 32 of the credit hours must be from Miami University, including 12 of the final 20 hours required for the bachelor’s degree. If students are enrolled in an arts-professional arrangement program, in which they transfer to another university after three years, you must earn 96 Miami credit hours in the college of Arts and Science of Miami University. Bachelor’s degrees may be awarded for general areas of study, such as those recognized by the Bachelor of Arts and the Bachelor of Science degrees or in specialized professional and technical fields such as these recognized by the Bachelor of Fine Arts. Although bachelor’s degrees require completion of a specified number of credit hours, the length of the program can vary. All bachelor’s degrees must have student learning outcomes and an ongoing plan for assessing them.

Master’s Degree: An award that requires the successful completion at least 30 semester credit hours. Master’s degrees such as the Master of Arts and the Master of Science are typically considered research graduate degrees, and involve six to 12 credit hours of research to discover new knowledge. Some departments offer a thesis-type master’s program, while others offer a course-type program. Master’s degrees may also recognize preparation for professional practice. Examples of professional practice master’s degrees include the Master of Business Administration (MBA) and the Master of Social Work (MSW). All master’s degrees must have student learning outcomes and an ongoing plan for assessing them.

Doctoral Degree: The highest award a student can earn for graduate study. The Doctor of Philosophy (PhD) is typically considered a research degree and involves preparation for the conduct of independent research and the discovery of new knowledge. Doctoral degrees may also recognize preparation for professional practice.

Examples of professional practice doctoral degrees include the Doctor of Education (Ed.D.). Miami University offers the Doctor of Philosophy in the departments of Biological Sciences, Chemistry and Biochemistry, Education, Educational Leadership, English, Geology & Environmental Earth Science, Gerontology, History, Microbiology, and Psychology. The Doctor of Education is awarded in the Department of Educational Leadership. Each doctoral degree program has different requirements.

GUIDELINES FOR SUBMISSION OF DEGREE PROGRAM PROPOSALS

The internal institutional process for proposing any curriculum leading to a new undergraduate or graduate degree, including name changes to the same, begins with approval by the department or program, after consultation with other departments or programs (where appropriate).

Please note: New degrees must be approved by Miami University as well as by the Ohio Board of Trustees and the Ohio Board of Regents. To expedite the process, departments and programs are encouraged to work with the Office of the Provost to submit an Initial Inquiry to the Ohio Board of Regents early in the internal institutional approval process. Contact the Office of the Provost for the Initial Inquiry form.

Proposal forms for new degree programs can be found on the [Office of the Registrar website](#).

The proposal must be submitted for approval by the following bodies:

Approving Body or Person	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Council for Undergraduate Curriculum	*	
Graduate Council		*
Council of Academic Deans	*	*
University Senate	*	*
President	*	*
Board of Trustees	*	*
Ohio Board of Regents	*	*
Higher Learning Commission Notification	*	*

**Note: Upon approval by the Board of Trustees, the Office of the University Secretary, in consultation with the academic division and department or program, shall submit proposals for new undergraduate degrees to the Ohio Board of Regents (OBOR) and Higher Learning Commission. The Graduate School reports proposals for new graduate degrees to the Regents Advisory Committee on Graduate Study (RACGS) and Higher Learning Commission. For more information, see: MUPIM 11.1.E.*

COMBINED DEGREE PROGRAMS

The combined bachelor's-master's program allows highly qualified students to simultaneously pursue both a bachelor's and master's degree. Currently, Miami offers over 20 programs that can be completed in the combined format.

Admission Requirements: Students can declare their interest in the combined program anytime during their academic career at Miami, from the time they apply for undergraduate admission. Upon earning a minimum of 64 hours and having a GPA of 3.25 or greater, students may apply to a combined program by completing the Graduate School application and submitting materials as required by the program to which they are applying. Standard application and admission procedures shall be used. Both full- and part-time students may participate in the combined program at a department's discretion. Regular time-limits for completing the master's degree apply to students in a combined program.

Double Counting Graduate Hours: Departments or programs with a combined degree may allow students to double-count up to 12 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements. A minimum of 150 hours is required for the combined program which includes a minimum of 120 semester hours for the bachelor's degree and a minimum of 30 hours of graduate work (500 level and above) for a master's degree.

Student Classification and Graduation: Students in a combined program will remain undergraduates until they apply for graduation or submit a request to the Graduate School to have their classification changed from undergraduate to graduate. Students must have completed a minimum of 128 hours to be classified as a graduate student. Students may receive their bachelor's degree prior to completing their master's degree. Upon receiving the bachelor's degree, students will automatically be classified as graduate students. Students receiving the bachelor's degree prior to completing the master's degree can count up to 12 hours of graduate course work toward their bachelor's degree. Those hours can also count toward the completion of their master's degree as indicated above. Undergraduate hours cannot count toward the graduate degree.

Students may withdraw from the combined program by completing a withdrawal form at the Graduate School. The student must note on the withdrawal form that he/she is withdrawing only from the combined program and wishes to retain their status in the undergraduate program. The student must also notify their department of their decision to withdraw from the combined program.

Guidelines for Proposing a Combined Program

Each of the two degrees must undergo the approval process for any new degree program. Once approved, the chair or director of the combined program should contact the Graduate School so that it is listed among the options of combined degree programs at Miami. The department(s) or program(s) hosting the combined degree is also encouraged to market it on their departmental websites.

OHIO BOARD OF REGENTS GUIDELINES FOR APPROVAL OF DEGREE PROGRAMS

Undergraduate Degrees

Both Miami University as well as the Ohio Board of Regents must approve all new academic degrees. Below are the steps needed for approval of a new undergraduate degree by the Ohio Board of Regents:

1. **Initial Inquiry:** The Provost submits an *Initial Inquiry* at least six months prior to the planned implementation of the new degree. The *Inquiry* may be submitted prior to the completion of internal institutional approval processes and will be shared with individuals charged with oversight of the Ohio Board of Regents Course and Program Sharing Network.
2. **Posting of Request:** Once the *Inquiry* is received, the institution and name of proposed degree is posted on the Ohio Board of Regents' website: <http://regents.ohio.gov/programapproval/pending.php>.
3. **Proposal:** After the new degree has received all of the required internal approvals, the institution's president or chief academic officer submits a *Proposal* at least three months prior to the planned implementation of the new degree. The *Proposal* provides information to demonstrate that the program meets the General Standards for Academic Programs.
 - The link to the *Proposal* template can be found on the [Ohio Board of Regents website](#).
 - If the new degree contains a program that leads to education licensure or endorsement, the educator preparation program review will proceed concurrently.
 - A *Proposal* must be submitted within one year of submission of the *Initial Inquiry* or a new *Initial Inquiry* is required.
4. **Staff Review of Proposal:** Chancellor's staff members review the proposal for completeness prior to presentation for expert comment from peer institutions.

5. Peer Review of Proposal:

- The proposal is circulated to a listserv of campus contacts to solicit comments from experts within the discipline
- The peer review focuses on the qualifications, experience and sufficiency of faculty, the curriculum and its alignment with expectations for the discipline, the need for the degree and the resources (e.g., classrooms, libraries, technology, laboratory, equipment) available to support the degree.
- Peer institutions and the Chancellor's staff will have 30 days to submit comments to the listserv.

6. **Institutional Response Document:** Proposing institutions will have an opportunity to provide a written response to the peer comments. This response document will be submitted to the Chancellor's staff at least two months prior to the planned implementation of the new degree.
7. **Resolution of Concerns:** The Chancellor's staff members work with the institution proposing the program to address questions or concerns raised during the peer comment period.
8. **Public Comment Period:** If the program is recommended to the Chancellor for approval, a background summary will be posted on the Ohio Board of Regents' [website](#) for a ten-day public comment period.
9. **Chancellor's Approval:** The request and public comments are forwarded to the Chancellor for final approval.

Graduate Degrees

The Ohio Board of Regents' Advisory Committee on Graduate Studies (RACGS) oversees the peer review of new graduate degree requests. The members of RACGS are the graduate deans (or designees) of each of Ohio's public research institutions and the University of Dayton and Case Western Reserve University.

1. **Program Development Plan (PDP):** The institution's RACGS representative submits a PDP at least 12 months prior to the planned implementation of the new degree. The PDP may be submitted prior to the completion of internal institutional approval processes
 - The format for the PDP is in the *RACGS Guidelines and Procedures for Review and Approval of Graduate Degree Programs*.
 - The PDP is submitted electronically to the RACGS listserv (racgs@regents.state.oh.us) for circulation among the RACGS members and the Chancellor's staff.
 - If the new degree contains a program that leads to an education license or endorsement, the PDP must indicate the specific license or endorsement that the institution intends to offer. Each area will require the submission of an education supplement to the internal Board of Regents team responsible for the approval of educator preparation licenses and endorsements and may require a site visit. The RACGS administrator (Associate Dean of the Graduate School) will facilitate coordination of the review of the degree by RACGS and the educator preparation review of the license or endorsement component.
 - In cases where graduate degrees are preparing P-12 educators for work in schools, additional forms may need to be completed even if the program does not lead to an education license or endorsement. The RACGS administrator will coordinate the review by RACGS and the review of the P-12 education component.
2. **Posting of Request:** Once the PDP is received, the institution and name of proposed degree is posted on the Ohio Board of Regents' website: (<http://regents.ohio.gov/programapproval/pending.php>).
3. **Peer Review:** The graduate deans share the PDP with experts within the discipline at their institutions, who then provide suggestions for improvements (graduate deans have six weeks to submit comments to the RACGS listserv). The Chancellor's staff members may also choose to provide comments on the PDP. Based on the RACGS reviews, the review of the education license and endorsement components (when applicable) and its own assessment, the proposing institution will decide whether the PDP should be expanded to a *Full Proposal* and be submitted for RACGS review.

4. **Full Proposal:** After the new degree has received all of the required internal approvals, the institution's RACGS representative submits the *Full Proposal* electronically to the RACGS listserv and requests responses from disciplinary experts and the Chancellor's staff within 6 weeks.
 - The format for the *Full Proposal* is in the RACGS manual.
 - If the new degree contains a program that leads to an education license or endorsement, the full proposal will be forwarded to the internal Board of Regents team responsible for the approval of educator preparation licenses and endorsements. The RACGS administrator will facilitate coordination of the review of the full proposal by RACGS and the license or endorsement component.
 - The *Full Proposal* is submitted electronically to the RACGS listserv (racgs@regents.state.oh.us) for circulation among the RACGS members and Chancellor's staff.
 - A *Full Proposal* must be submitted within 2 years or a new PDP is required.
5. **Peer and Chancellor's Staff Review of the Full Proposal:** The graduate deans share the *Full Proposal* with experts within the discipline at their institutions, who then provide their written comments to the graduate dean via the listserv within 6 weeks. The Chancellor's staff members may also choose to provide comments on the full proposal.
6. **Response Document and RACGS Presentation:**
 - Based on the comments received on the *Full Proposal* (including any comments made regarding the educator preparation portion of the program), the proposing institution prepares a *Response Document*. The format for the *Response Document* is in the RACGS manual; a link to that manual can be found in Appendix I.
 - The chair of RACGS schedules a formal presentation of the proposal at an upcoming RACGS meeting.
 - The institution posts the *Response Document* to the RACGS listserv at least 10 days prior to the formal presentation.
 - Faculty members from the proposing institution present the proposal to RACGS members and Chancellor's staff.
7. **RACGS Recommendation:** Following the presentation, each RACGS member votes either to recommend or not recommend the new degree to the Chancellor. A two-thirds affirmative vote of those present (with a minimum of eight affirmative votes) is required for a positive recommendation.
8. **Public Comment Period:** If the program is recommended to the Chancellor for approval, a background summary will be posted on the Ohio Board of Regents' web site (<http://regents.ohio.gov/programapproval/pending.php>) for a 10-day public comment period.
9. **Chancellor's Approval:** The request and public comments are forwarded to the Chancellor for final consideration and approval.

HIGHER LEARNING COMMISSION GUIDELINES FOR APPROVAL OF NEW DEGREE PROGRAMS

The Higher Learning Commission requires that Miami University notify the Commission when it creates, cancels or suspends an academic degree program. In most cases, this notification can occur after the degree program has been fully approved.

However, if the degree program has any of the following characteristics, the commission requires that Miami seek approval prior to undergoing the entire approval process:

- The degree program requires allocation of substantial financial investment or resources;
- The degree is at a credential level not included in Miami's accreditation;
- The degree program offers courses outside the range of Miami programs currently approved by the Commission;

- 50% or more of the courses or credits in the degree program are provided through alternate delivery.

To seek approval or notify the Higher Learning Commission, please contact Miami's Office of Institutional Research.

For information about change approvals from the Higher Learning Commission, see:
<http://www.ncahlc.org/Information-for-Institutions/institutional-change.html>.

FLOWCHART FOR NEW DEGREE PROGRAMS



CHANGES TO AN EXISTING DEGREE PROGRAM OR MAJOR

Internal Approval Process

Changes to an existing degree program or major require both internal and external forms of approval. Changes come in two forms:

- 1) Additional or minor change which consists of adding a course to an existing menu of course options for the degree or major without increasing the number of credit hours required for the degree;
- 2) Significant or major change which includes any of the following:
 - Change in title (e.g. Clinical Laboratory Science to Medical Laboratory Science);
 - Change in total hours for the major;
 - Change in requirements, such as:
 - a. Adding a requirement that has never been approved,
 - b. Deleting a requirement that was previously approved, or
 - c. Changing the number of courses or hours needed to complete an area (e.g., reducing the number of related hours from 15 to 12).

An additional or minor change requires approval from the appropriate dean or his or her designee sent to the Office of the University Registrar so that the change can be made to the General Bulletin and Degree Audit Report.

Significant changes need to undergo the full process of internal approval, using the form available on the [Office of Registrar website](#). The process includes approvals from the entities articulated below.

Please note: If the change involves the modification of 50% or more of the requirements of the degree or major, a change to the name of the degree or major, or the creation of a separate degree designation for a specialization currently offered within the existing degree, then approval from the Ohio Board of Regents is necessary.

Approving Body or Person	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Graduate Council (graduate degrees only)		*
Council of Academic Deans	*	*
University Senate	*	*
Ohio Board of Regents (if the change involves 50% or more of the degree requirements, name change or separate designation)	*	*
Higher Learning Commission Notification	*	*

Ohio Board of Regents Approval Process

Undergraduate Degrees

If the degree program change involves the modification of 50% or more of the requirements for the degree or major, then the department or program must seek approval from the Ohio Board of Regents.

The steps needed for approval are described below:

- **Change Request:** The Office of the Provost submits the appropriate *Change Request* at least three months prior to the planned implementation the change. The link to the *Change Request* templates can be found on the [Ohio Board of Regents website](#). Please contact the Office of the Provost for assistance in submitting the change request.
- **Staff Review of Request and Resolution of Concerns:** The Chancellor's staff members review the request for change to ensure that the proposed changes are in line with the *General Standards for Academic Programs* and work with the institution to resolve any concerns.
- **Letter of Acknowledgement:** A letter acknowledging the approval of the change is sent to the president or chief academic officer of the institution.

Graduate Degrees

The procedures for RACGS institutions making changes to previously approved programs fall into two categories—those requiring RACGS notification only and those that require RACGS approval. The processes for each are outlined below.

Changes Requiring Notification Only: Changes to a previously approved program that involve: a) program delivery at an off-campus site; b) program delivery in an online, blended or flexibly delivered form; or c) degree titles are normally handled through a notification process.

- The Graduate School which is Miami's RACGS representative submits the appropriate *Change Request* electronically to the RACGS listserv (racgs@regents.state.oh.us) at least three months prior to the planned implementation the change. The link to the *Change Request* templates can be found on the [Ohio Board of Regents website](#).
- If the program leads to an education license or endorsement, a separate review is needed. Coordination of the notification request and the review of the change to the education license or endorsement component will be coordinated by the RACGS administrator. RACGS members will be notified of the outcome of the education review within 30 days.
- If a RACGS member does not raise an objection within 45 days of notification, it is assumed that there is no objection to the proposed change, and the proposed change is recommended for approval as an "information item" in the minutes of the next RACGS meeting.
- If a RACGS member does respond with an objection, the proposing RACGS member will be notified and asked to respond to the objection. If no resolution is reached via email, the item will be discussed at the next RACGS meeting, and a formal vote for approval will be taken. If a majority of RACGS members present approve the proposed change, the proposed change is recommended for approval in the minutes of the RACGS meeting.

Changes Requiring RACGS Review and Approval: Changes to previously approved programs that involve: a) changes to more than 50% of the approved program; b) changes to the degree name or degree designation; or c) requests to create a separate degree designation for a specialization currently offered within an existing degree must be reviewed and formally recommended for approval by RACGS.

- A request to change greater than 50% of the curriculum within a particular degree designation requires that a *Full Proposal* be submitted and approved through the normal RACGS process for the approval of new graduate majors or degree programs. Note that the process is abbreviated, beginning with a *Full Proposal* rather than with a PDP.
- A request to change the degree name or the degree designation requires a formal RACGS review. If the change in the degree name is a change from a research degree to a professional degree, a *Full Proposal* may be submitted to RACGS without submission of the PDP. If the proposed change is from a master's degree or a professional degree to the PhD, the process for approving a new graduate major or degree program, beginning with the PDP, must be followed.
- A request to create a separate degree designation for a specialization currently offered within an existing degree requires that a *Full Proposal* be submitted and approved through the normal RACGS process for the approval of new graduate majors or degree programs. Note that the process is abbreviated, beginning with a *Full Proposal* rather than with a PDP.

Programs that Lead to Education Licenses and Endorsements

The Ohio Revised Code requires the Chancellor of the Ohio Board of Regents to approve changes to programs that lead to education licenses and endorsements. For the purposes of review, change is defined as a modification of

50% or more to any course, field experience or assessment within a program that leads to an education license or endorsement.

The following process is used when changes to education programs do not meet the threshold for change to a degree or degree program (e.g., a 50% change to the requirements or delivery), but do meet the threshold for change to a program leading to an education license or endorsement.

- **Submission of the Change Request:** The Provost Office submits the appropriate *Education Change Request* at least three months prior to the planned implementation the change. The link to the *Education Change Request* templates can be found on the [Ohio Board of Regents website](#).
- **Staff Review of Request and Resolution of Concerns:** The Chancellor's staff members review the request for change to ensure that the proposed changes are in line with the *General Standards for Academic Programs* and the standards set by the Ohio Department of Education. Staff members will work with the institution to resolve any concerns.
- **Letter of Acknowledgement:** A letter acknowledging the approval of the change is sent to the president or chief academic officer of the institution.

WITHDRAWAL OR DEACTIVATION OF AN EXISTING ACADEMIC DEGREE

The guidelines for the consolidation, partition, transfer, or elimination of academic divisions (described above) also apply to academic degree programs.

UNDERGRADUATE MAJOR

GUIDELINES FOR SUBMISSION OF AN UNDERGRADUATE MAJOR

The internal institutional process for proposing any curriculum leading to a new undergraduate major is the same as proposing a new degree program, and it begins with approval by the department after consultation with other departments (where appropriate).

Please note: New majors must be approved by Miami University as well as by the Ohio Board of Regents. To expedite the process, departments are encouraged to work with the Office of the Provost to submit an Initial Inquiry to the Ohio Board of Regents early in the internal institutional approval process. For more information on the Ohio Board of Regents' process of approval, see the "Ohio Board of Regents Guidelines for Approval of New Majors" in this manual.

The internal Miami proposal forms for new majors and degree programs can be found on the [Office of the Registrar website](#).

The proposal must also be approved by the following bodies.

Approving Body	New Undergraduate Major
Department or Program	*
Division	*
Council for Undergraduate Curriculum	*
Council of Academic Deans	*
University Senate	*
Ohio Board of Regents	*

For more information, see MUPIM 11.1.F.

CHANGES TO AN EXISTING MAJOR

Follow the guidelines articulated in the section, “Changes to an Existing Degree Program or Major” in this manual.

WITHDRAWAL OR DEACTIVATION OF AN EXISTING MAJOR

The Higher Learning Commission requires that Miami University notify the Commission when it cancels or suspends an academic major. In most cases, this notification can occur after the degree program has been fully approved for cancellation or deactivation.

To seek approval or notify the Higher Learning Commission, please contact Denise Krallman, Director of Miami’s Office of Institutional Research.

For information about change approvals from the Higher Learning Commission, see:

<http://www.ncahlc.org/Information-for-Institutions/institutional-change.html>.

OHIO BOARD OF REGENTS GUIDELINES FOR APPROVAL OF NEW MAJORS WITHIN APPROVED DEGREES

According to the Ohio Board of Regents, majors are defined as a course of study within a discipline or interdisciplinary field, which contain more than 30 semester hours. The steps for approval by the Ohio Board of Regents are the same as that for approval of new degree programs (other than they do not need Board of Trustees approval). See “Ohio Board of Regents Guidelines for Approval of New Degree Programs” in this manual.

HIGHER LEARNING COMMISSION GUIDELINES FOR APPROVAL OF NEW MAJORS

The Higher Learning Commission requires that Miami University notify the Commission when it creates, cancels or suspends an academic major. In most cases, this notification can occur after the major (or its cancellation or suspension) has been fully approved.

However, if the major has any of the following characteristics, the commission requires that Miami seek approval prior to undergoing the entire approval process:

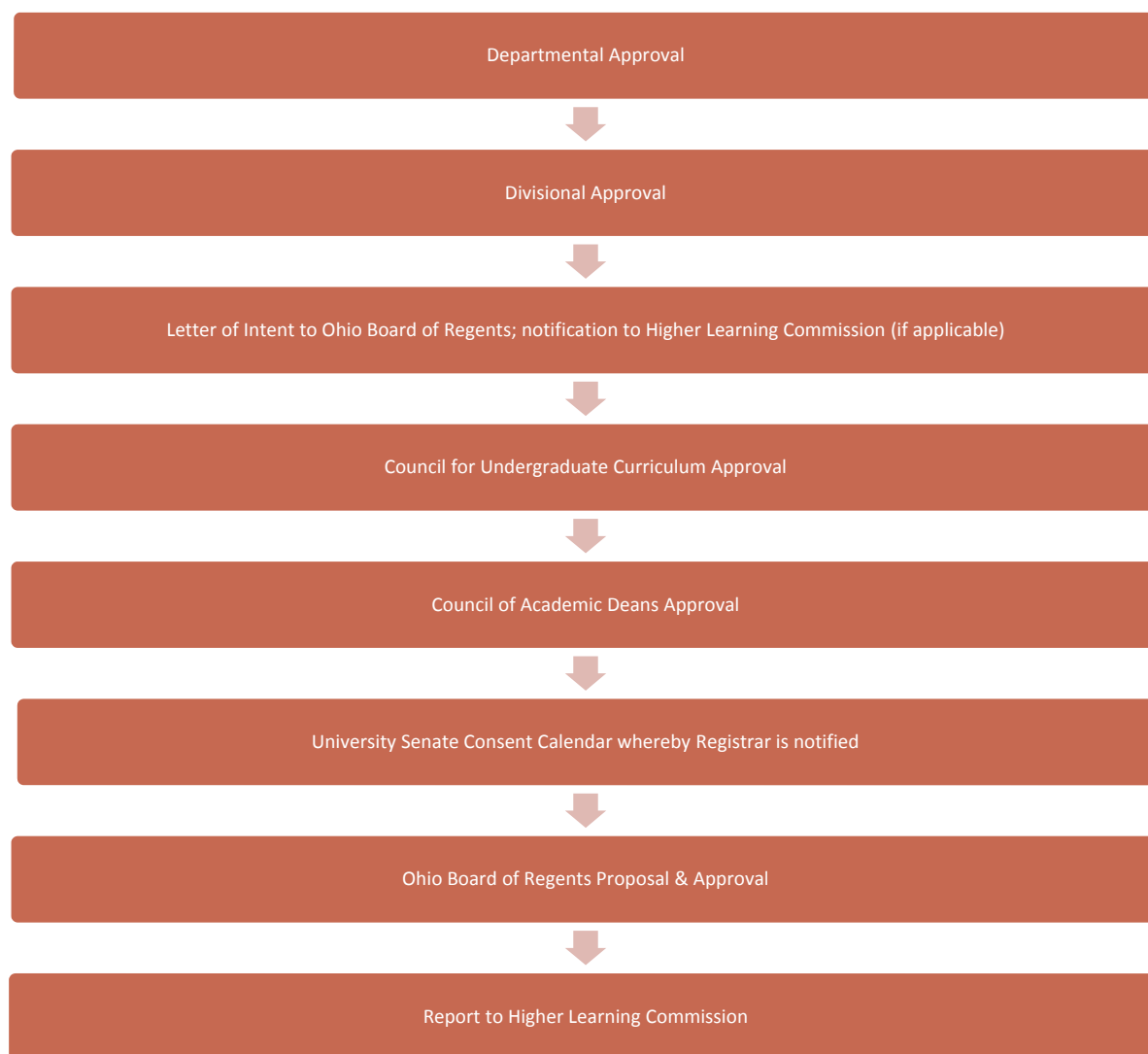
- The major requires allocation of substantial financial investment or resources;
- The major involves a credential not included in Miami’s accreditation;
- The major offers courses outside the range of Miami programs currently approved by the Commission;
- 50% or more of the courses or credits in the major are provided through alternate delivery.
- Courses will be offered at an international location or outside of Ohio.
- 25% or more of the degree program is outsourced to another accredited or non-accredited institution or consortium.

To seek approval or notify the Higher Learning Commission, please contact Denise Krallman, Director of Miami’s Office of Institutional Research.

For information about change approvals from the Higher Learning Commission, see:

<http://www.ncahlc.org/Information-for-Institutions/institutional-change.html>.

FLOW CHART FOR NEW UNDERGRADUATE MAJOR



UNDERGRADUATE MINOR, CONCENTRATION, FOCUS, OR EMPHASIS

GUIDELINES FOR SUBMISSION OF AN UNDERGRADUATE MINOR

Any new minor shall first be approved by the department or program, after consultation with other departments or programs (where appropriate).

Proposal forms for new minors can be found on the [Office of the Registrar website](#).

The proposal must also be submitted for approval by the following bodies.

Approving Body	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Graduate Council		*
Council of Academic Deans	*	*
University Senate Consent Calendar	*	*

**Only those that require approval by the Regents' Advisory Committee on Graduate Study (RACGS)*

See MUPIM 11.1.G

CHANGES TO AN EXISTING MINOR

Changes to an existing minor requires an internal process of approval. The internal procedures for changing an existing minor are identical to those for making changes to an existing major.

WITHDRAWAL OR DEACTIVATION OF AN EXISTING MINOR

Any revision to a major, minor, certificate, emphasis, concentration, track, or focus, including name changes to the same, at either the undergraduate or graduate level shall first be approved by the department or program, after consultation with other departments or programs (where appropriate).

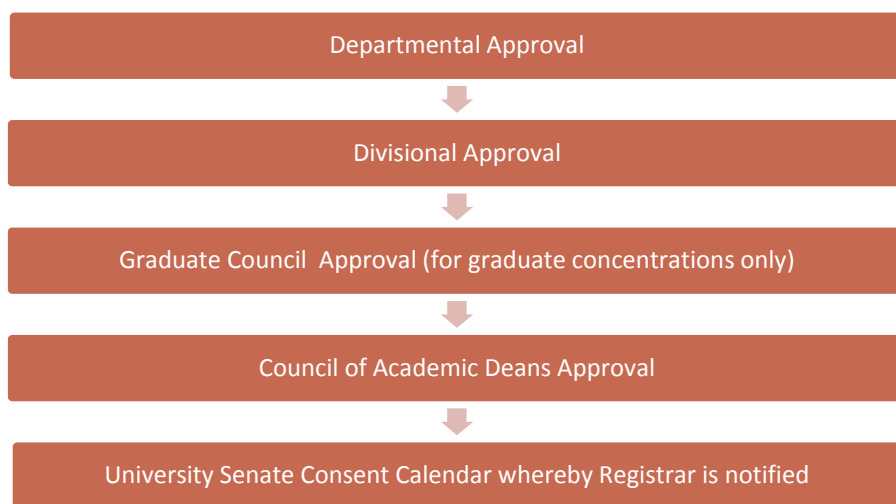
The proposed revision must also be submitted for approval by the following bodies.

Approving Body	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Graduate Council		*
Council of Academic Deans	*	*
University Senate Consent Calendar	*	*

**Only those that require approval by the Regents' Advisory Committee on Graduate Study (RACGS)*

See MUPIM 11.1.H

FLOW CHART FOR NEW UNDERGRADUATE MINOR



CERTIFICATE OF STUDY

DEFINITION OF A CERTIFICATE OF STUDY

A certificate is a formal award certifying the satisfactory completion of an organized program of study at the postsecondary level. There are different types of certificates:

- **One Year Technical Certificate:** Certificates awarded by two-year colleges for the completion of a minimum of 30 and a maximum of 37 semester credit hours of coursework, with the majority of the coursework completed in a prescribed technical area. These certificates should be applicable to an associate degree, either at the student's "home" campus, at another community college within commuting distance, or through a distance education partnership with another campus.
- **Short Term Technical Certificate:** Certificates awarded by two-year colleges for the completion of less than 30 semester credit hours that are designed for a specific employment situation.

- **Undergraduate Certificate:** An award that requires completion of an organized program of study at the postsecondary level (below the baccalaureate degree) that does not meet the requirements for a bachelor's degree. These certificates are classified by IPEDs as either "at least 1 but less than 2 academic years" or "at least two but less than 4 academic years."
- **Post-Baccalaureate Certificate:** An award that requires completion of an organized program of study beyond the bachelor's degree (typically at least 18 semester credit hours); designed for individuals who have completed a bachelor's degree but do not meet the requirements for a master's degree.
- **Post-Master's Certificate:** An award that requires completion of an organized program of study beyond the master's degree (typically at least 24 semester credit hours or 36 quarter credit hours) designed for individuals who have completed a master's degree but do not meet the requirements for a doctoral degree.

The purpose of a certificate program is to serve the needs of both matriculated and non-degree students interested in developing specific skills and knowledge for personal and/or professional development. The certificate alone is not intended to prepare a student for gainful employment in a recognized occupation. Programs should carefully consider the gainful employment implications of their program prior to development. The following resources may be helpful in making gainful employment determinations of the proposed program:

<http://www.ifap.ed.gov/GainfulEmploymentInfo/>

Programs are encouraged to contact the General Counsel to determine whether or not their proposed program will require Gainful Employment reporting.

Even though certificate programs are not degree-bearing, they are usually designated on a student's official transcript and are as much a reflection on Miami's quality of education as any other assemblage of courses. As a result, careful consideration should be given to the creation of a new certificate program based not only upon need and interest, but also upon how the program fits into Miami University's educational portfolio.

GUIDELINES FOR PROPOSING A CERTIFICATE OF STUDY

Proposal forms for new certificate programs can be found on the [Office of the Registrar website](#).

Any new minor, new certificate, new emphasis, concentration, track, or focus at either the undergraduate or graduate level shall first be approved by the department or program, after consultation with other departments or programs (where appropriate).

Note: Some certificates require approval by the Ohio Board of Regents and the Higher Learning Commission. See "Ohio Board of Regents Guidelines for Certificate Programs" and "Higher Learning Commission Guidelines for a Certificate of Study" in this manual for more information.

Certificate proposals must be approved by the following bodies:

Approving Body	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Graduate Council		*
Council of Academic Deans	*	*
University Senate Consent Calendar	*	*
Ohio Board of Regents Change Request (for free-standing certificate programs only)	*	*
Higher Learning Commission Change Request Proposal		

For more information, see MUPIM 11.1.G

CHANGES TO AN EXISTING CERTIFICATE OF STUDY

Changes to an existing certificate require an internal process of approval. The internal procedures for changing an existing certificate are identical to those for making changes to an existing major.

OHIO BOARD OF REGENTS GUIDELINES FOR CERTIFICATE PROGRAMS

If the new certificate program being proposed is free standing, does not require enrollment in a concurrent degree program, or does not lead to an education license or endorsement, then a change request with the Ohio Board of Regents must be submitted.

See the Office of the Provost for information about submitting a change request to the Ohio Board of Regents.

HIGHER LEARNING COMMISSION GUIDELINES FOR A CERTIFICATE OF STUDY

Some types of certificates must be approved by the Higher Learning Commission. Certificates requiring approval from HLC have the following characteristics:

- the courses are credit-bearing;
- the courses may be at any degree level or at the pre-associate's level;
- the courses are not a subset of courses extracted from existing degree
- programs with 50% or more being courses developed for the Certificate program; and
- the Certificate program is Title IV eligible.*

* Check with Miami's Office of Student Financial Assistance to determine whether such Certificates are Title IV Eligible.

To seek approval from the Higher Learning Commission, please contact Miami's Office of Institutional Research. The online form is available at: <http://www.ncahlc.org/Information-for-Institutions/institutional-change.html>

Certificates not having the above characteristics do not require separate approval from the Commission and are included in an institution's accreditation from The Higher Learning Commission.

HONORS & SCHOLARS PROGRAMS

ACADEMIC SCHOLARS PROGRAM

The Academic Scholars Programs are housed within each of the academic divisions. Each offers unique opportunities for academically talented students to enhance their undergraduate experience. Scholars are selected from among Miami University's most outstanding applicants to be a part of this premier program and are seen as the academic leaders on campus. Each of the seven distinct programs offers an array of academic and co-curricular opportunities guaranteed only to these select students.

UNIVERSITY HONORS PROGRAM

The University Honors Program is a selective academic program for students of all majors. The University Honors Program offers students the opportunity to:

- Meet some general education (Miami Plan) requirements through introductory, intermediate and advanced honors seminars
- Take advantage of individualized advising and academic support

- Reside in one of the optional living learning communities
- Apply for funding for summer study, undergraduate research and other student-initiated projects.

DIVISIONAL AND DEPARTMENTAL HONORS PROGRAMS

List of Divisional and Departmental Honors Programs

Departmental and divisional honors programs are designed for students seeking additional challenge in their major or academic interest area. Students can participate in both the University Honors Program and these other honors programs. For more information, contact the department or visit the links below.

- Farmer School of Business
- College of Arts & Science
 - American Studies
 - Anthropology
 - English
 - French
 - History
 - Philosophy
 - Political Science
 - Psychology
 - Sociology
 - Statistics
- College of Professional Studies and Applied Sciences
- College of Creative Arts
 - Architecture
 - Art History
- College of Engineering & Computing
 - Manufacturing & Mechanical Engineering

Guidelines for Creating a Departmental or Divisional Honors Program

Why create a department or division-based honors program?

Unlike the University Honors Program, which must meet the needs of a diverse array of students pursuing a wide range of majors, division- and department-based honors programs are tailored to meet the needs of high-achieving students in the major. Thus, they can be tailored more specifically for your students to advance them toward success in the major or field and promote the intellectual and learning environment for your unit.

What process should the department use to create a department or division-based honors program?

Although honors programs have been created in many different ways, the most successful ones are usually generated by key stakeholders (e.g., those faculty members, students, administrators, employers, alumni, and others who would be most affected by, involved or interested in such a program). In short, they are created in a "bottom-up" fashion. An ad hoc committee composed of dedicated faculty and students as well as interested others such as outstanding alumni or prospective employers of graduates would be ideal for creating the program's design. If there are multiple majors offered in the department or division, faculty who teach in each major would be valuable committee members so that the interests of each major are considered. Ideally, the ad hoc committee would eventually seek input and approval from the entire faculty, relevant students, and administrators.

The committee will want to spend time articulating the purpose and objectives of such a program as well as making recommendations concerning the components of the program: its selection and admission process, its curricular and co-curricular offerings and requirements; its needs in terms of budget and resources; its advising needs; and its means of assessment.

What will be the program's curricular requirements?

The number, types, and timing of curricular requirements vary considerably among honors programs. Although honors programs come in many different forms, most require students to meet their curricular requirements in their final one or two years of study. A program with ample resources and with a policy for admitting students before they matriculate, however, will generally have requirements across all four years.

Curricular requirements come in a variety of forms:

- Special seminars or courses solely devoted to honors students
- Capstone courses or independent study experiences in which students undergo extensive research, fieldwork, writing or creative work
- Enriched assignments or opportunities in regularly offered courses
- Enriched lab or discussion sections of regularly offered courses
- Internships or other experiential opportunities
- Study abroad experiences
- Graduate seminars
- Undergraduate research or teaching assistantships
- Participation and attendance at professional conferences
- Collaboration with faculty on special projects.

Some honors programs also offer special co-curricular requirements or opportunities, such as community service hours, evening workshops or programs, required advisement sessions, or field excursions.

The requirements that you select should be congruent with your departmental resources, with any divisional expectations, and with the mission of the honors program you create. Generally speaking, senior-level honors courses in the departments carry a 480 number. Special attention should be given to ensuring that the requirements are readily available to students, cost-effective and sustainable over time. For the College of Arts and Science, see *the Miami Bulletin* for basic guidelines.

What rewards will students receive for being in and completing the honors program?

Rewards and incentives can be offered at one or more of the following times: upon entering the program, while in the program, and upon completion of the program. They can come in a variety of forms:

- Special curricular opportunities (courses, projects within regular courses, graduate seminars)
- Special co-curricular and experiential opportunities (teaching and research assistantships, internships, collaborative projects with faculty, personal meetings with dignitaries)
- Participation in the Undergraduate Associates Program (where students receive transcript notation for helping a faculty member teach a course or for providing supplemental instruction or peer tutoring. This program is administered by the University Honors Program, but open to any student)
- Transcript notation
- Certificates

LIBERAL EDUCATION

GLOBAL MIAMI PLAN COURSES (FOR STUDENTS WHO ENTER FALL 2015 & THEREAFTER)

The Liberal Education Council reviews and approves all of the Global Miami Plan courses in the Global Miami Plan that will exist for incoming students beginning fall 2015.

The revised Global Miami Plan will advance the following competencies⁴ which the Association of American Colleges & Universities defines as follows:

- **Civic Knowledge and Engagement:** encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.
- **Creative Thinking:** the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.
- **Critical Thinking:** the habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.
- **Ethical Reasoning:** reasoning about appropriate and inappropriate human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions.
- **Global Learning:** critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic, and political) and their implications for people's lives and the earth's sustainability
- **Intercultural Knowledge & Competence:** a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of cultural contexts.
- **Integrative Learning:** an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.
- **Information Literacy:** the ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **Inquiry & Analysis:** systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.
- **Lifelong Learning:** all purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills and competence.
- **Oral Communication:** a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.
- **Problem-Solving:** the process of designing, evaluating, and implementing a strategy to answer an open-ended question or achieve a desired goal.
- **Reading:** "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow et al., 2002). (From www.rand.org/pubs/research_briefs/RB8024/index1.html)
- **Quantitative Literacy:** a "habit of mind," competency, and comfort in working with numerical data.
- **Teamwork:** behaviors under the control of individual team members (effort they put into team tasks, their manner of interacting with others on team, and the quantity and quality of contributions they make to team discussions.)
- **Written Communication:** development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing

⁴ See Association of American Colleges & Universities' VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics of essential learning outcomes at: https://www.aacu.org/value/rubrics/index_p.cfm?CFID=2321177&CFTOKEN=95069281

technologies, and mixing words, texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Although all of the above competencies will be promoted in the revised Global Miami Plan, critical thinking and written communication are the signature competencies will be incorporated in all components of the plan and formally assessed at the beginning and toward the end of the students' undergraduate experience.

Key Components of the Revised Global Miami Plan

Academic Foundation (27-28 credits)

Each Foundation course will incorporate written communication, advance critical thinking, and advance at least two additional competencies listed above. The Foundation component enables students to gain a breadth of knowledge across seven domains of learning:

Domain	Minimum Credits
Composition	3
Humanities	3
Art	3
Social Science	3
Global Perspectives	6
Physical Science*	3
Biological Science*	3
Mathematics, Formal Reasoning, Technology	3

***Note: At least one of the science courses must include a laboratory experience, which is typically one additional credit.**

Advanced Writing Course (3 credits)

Advanced writing courses (200 or 300 level) are offered by instructors in disciplines, departments, and programs across the university. These courses focus on writing instruction. Some possible courses include but are not limited to: Writing and Diversity; Technical Communication; Advanced Writing and Critical Reading; Professional Communication for Business; Scientific Communication; Writing for Teachers and Administrators; Writing in Social Sciences; and Writing and the Arts. At least one of the Advanced Writing courses offered to students university-wide should focus on intercultural communication.

Advanced Writing Course Criteria

Advanced writing courses feature:

- Student writing as the central focus (with the majority of class time dedicated to instruction on and activities about writing)
- Frequent opportunities to write with ongoing instructor feedback on multiple drafts of major projects
- Multiple, substantial writing projects (at least 7500 words over the course of the term).

These courses are ideally capped at 20 students to facilitate instructor feedback.

Courses that meet divisional writing requirements may also count for this requirement if they adhere to the advanced writing course criteria (listed above). Scaffolded courses developed to meet divisional writing requirements might also count if they collectively amount to 3-credits worth of curricula adhering to the criteria listed above.

See plan for training and development of faculty in the section on “Revision of the Liberal Education Council” in this proposal.

Students will be advised to take an advanced writing course in their second or third year.

Thematic Sequence (9 credits, but 3 can be drawn from the Foundation category)

This component is identical to the current Thematic Sequence requirement with the following changes:

- One or more courses among the options listed in any thematic sequence owned by a department may be a Foundation course. Students may choose to complete a thematic sequence using course options, where available, that are not Foundations.
- Each sequence will collectively include opportunities for written communication & critical thinking plus advance at least three other competencies. The department(s) that propose and offer the Thematic Sequence may select those outcomes that best advance the objectives of the Thematic Sequence. Over a period of three years (following implementation of the new plan), every current thematic sequence will undergo LEC review for their address to competency requirements listed above.

The following current policies will still be in effect:

- Thematic Sequence must be outside the student’s department of major (although some exceptions will be made in cases where departments house different disciplines).
- A second major, co-major, or minor outside of the student’s department of first major can count for the Thematic Sequence.
- Students may propose self-designed sequences.
- All thematic sequences must comprise at least two courses at the 200-level or above.

Capstone Course (3 credits)

This component is identical to the current capstone requirement with the following changes:

- Each capstone course includes a substantial written student-initiated project that encourages students to integrate knowledge gained throughout their undergraduate experience.
- The capstone course project involves written communication and critical thinking. It may also advance other competencies.
- A written capstone project (a written final project, or reflection on that project, or ideally, a written project that reflects concerns of the baseline assessment) is submitted for assessment of the Global Miami Plan.

Additional Experiences (e.g., can be “double-counted”—that is, can be met through a Global Miami Plan course that also meets another GMP requirement)

Intercultural Perspectives (minimum 3 credits)

Intercultural Perspectives courses prepare students for effective citizenship in a diverse multicultural society in the US or beyond.

Criteria for Intercultural Perspectives Courses

In these courses, students will recognize new perspectives about their own cultural rules and biases by:

- Demonstrating an understanding of the ways marginalized and dominant groups define and express themselves, and the contexts in which these definitions are constructed; and/or
- Demonstrating an understanding of how such global forces as imperialism, colonialism, religion, globalization, capitalism, and socialism have shaped ideas, groups, institutions, and/or the natural environment; and/or

- Demonstrating an understanding of theories addressing notions of race, gender, sexuality, class, disability, ethnicity, nationalism, and/or other socially constructed categories.

Experiential Learning (EL) Requirement (0 or more credits)

Experiential learning is the process of making meaning from direct experience in a real world or an “out of the traditional classroom” context. It offers students the opportunity to initiate lifelong learning through the development and application of academic knowledge and skills in new or different settings.

In experiential learning, educators purposefully engage with learners in direct experience and **written reflection** in order to increase knowledge, develop skills and clarify perspectives or values.

Experiential learning may fall into one or more of the following categories:

- **Undergraduate Research** enables students to engage in systematic inquiry that contributes to the discovery or interpretation of knowledge significant to their field of study. Research can be applied, descriptive, experimental, creative, inferential, observational, or theoretical. Examples can include: course that involves client-based project, Undergraduate Summer Scholars Program, FYRE Program, honors thesis, or significant independent work focusing on research and including a presentation, lab, or archive component.
- **Creative and Artistic Activities** enable students to engage in various forms of creative expression to produce works that reflect a synthesis of knowledge and skills. Examples include recitals, exhibitions, or other significant artistic projects that would take significant training as well as the equivalent of at least a semester to prepare.
- **Community/Civic Engagement** enables students to interact with people from diverse backgrounds, to challenge their understanding of community needs, and to explore ways of partnering with community members to address problems or improve community life. Examples include: Service-Learning courses, semester-long community engagement or civic projects.
- **Career & Practical Experiences** enable students to use skills and concepts learned in the classroom while engaging in work-like settings that relate to their field of study or possible career path. Examples include: internship, co-ops, student teaching, Undergraduate Associates Program, tutoring experience, practica, or clinical experiences.

Criteria for Experiential Learning

- Connection of academic ideas, concepts, and skills to a new and different context
- Facilitated and guided practice
- Sustained duration or immersion (the amount of time engaged should be the equivalent of at least one credit for at least one academic term)
- Opportunity for reflection on the learning goals and relation of experience to relevant liberal education competencies.

Additional Guidelines for Experiential Learning

- The academic rigor and educational effectiveness of the experience should be comparable to those of other institutional offerings.
- It can be met through a Global Miami Plan course or course in the major (at the lower or upper-division level) that meets the criteria listed above.
- The courses that will automatically count include (but are not limited) to the following:
 - Designated Service-Learning courses
 - Credit-bearing or non-credit-bearing internships (numbered 340)

- Credit-bearing or non-credit-bearing independent studies (numbered 177, 277, 377 or 477) that involve significant independent work focusing on research and including a presentation, lab, or archive component (carrying the “R” modifier)
- Undergraduate Summer Scholars
- Undergraduate Associates Program with one credit independent study
- Senior recital courses
- Professional portfolio courses
- Highwire Brand Studio and other client-based practica
- Student teaching
- Tutor training courses and experiences
- Clinical and practica courses
- Students may also petition for other learning experiences and courses to meet the E.L. requirement.
- The requirement may be fulfilled individually or collaboratively.
- Experiential learning opportunities must be completed while enrolled at Miami University.
- Experiential learning opportunities must meet existing university regulations and guidelines (e.g., institutional review board approval for research with animals or human subjects; memoranda of understanding with community partners).

Data show that over 2,500 sections per year of the above experiences with an average enrollment of 3 students in each are currently being offered. These numbers suggest that sufficient resources exist to offer this requirement.

Assessment of the New Global Miami Plan

In keeping with the requirement of the Higher Learning Commission that assessment of student learning outcomes is conducted on all general education programs, the two signature competencies of written communication and critical thinking will be formally assessed using the AAC&U VALUE rubrics once every two years. These two competencies were selected for two reasons:

- (1) Critical thinking is one of the four principles in the current Global Miami Plan. Thus, faculty members are already well versed in how to promote it in their teaching.
- (2) Written communication is a key competency cited by employers as essential for professional success.

The baseline assessment will be done every other year via a writing assignment in English 111 sections. Students will be given a writing prompt focusing on their backgrounds and goals as writers and critical thinkers and their work will be posted to an online survey system.

Instructors of capstone courses will require a written, student-initiated project that incorporates an opportunity for critical thinking. Instructors will be responsible for ensuring that students’ assignments are posted via Miami’s Learning Management System, which will be integrated with an appropriate assessment platform. Ideally, this written project will reflect the prompt the guides the baseline assessment.

A random sample (350-400) of the first-year assignments and a random sample (350-400) of capstone assignments (for a total of 700-800 artifacts) will be scored every other year by the GMP Assessment Team (trained instructors, librarians, and graduate students) using the two AAC&U VALUE rubrics focused on critical thinking and written communication.

Assessment data will not be tied to individual instructors or individual students. Instead, data will be analyzed and used to better understand student learning for curricular revision and improvement.

This routine assessment of the two signature competencies can be enhanced through additional assessment projects on the critical thinking, written communication, or other competencies developed and implemented by the Liberal Education Council in partnership and with approval from appropriate departments, programs, and divisions.

GLOBAL MIAMI PLAN COURSES (FOR STUDENTS WHO ENTER PRIOR TO FALL 2015)

Liberal education complements specialized studies in the student's major and provides a broadened context for exploring social, academic, political and professional choices. Other than honors students, all Miami students, regardless of major, are required to participate in the Global Miami Plan for Liberal Education. Liberal education course work and co-curricular programming emphasize four basic goals:

- **Thinking Critically.** Students learn how to develop critical thinking skills that enable them to carefully identify problems worth studying; to examine pros and cons about issues; to develop skills for examining evidence and counter-arguments; to analyze research and other information; to explore underlying assumptions about multiple positions and arguments; and to draw solid conclusions after examining all sides of an issue or problem.
- **Understanding Contexts.** Students learn how to understand contexts that inform how we make meaning out of issues and events. They may explore political, social, economic, historical, or other contexts that surround problems or issues confronted. They learn that contextual analysis and understanding opens up new ways of knowing not only about the world in which one lives, but also about oneself.
- **Engaging with Other Learners.** The Global Miami Plan is based on the firm belief that we learn from one another, from people different than ourselves, and from a wide variety of others. A healthy exchange of different ideas and viewpoints encourages rethinking of accepted perspectives. Thus, students learn to think critically and to understand contexts through in- and out-of-class activities designed to engage them with other learners: other students, other faculty or staff, and other learners outside of the university. Students learn how to work effectively in group settings, how to listen actively to the ideas of others, and how to negotiate a shared understanding of complex issues and tasks.
- **Reflecting and Acting.** Finally, the Global Miami Plan encourages students to both reflect upon and act on the new knowledge, understanding, and commitments made. Students learn how to make decisions about complex intellectual, ethical and personal issues; to think about the meaning of coursework, and to commit to informed action as global citizens.

The Liberal Education Council reviews and approves all of the Global Miami Plan courses in the Global Miami Plan that will exist for incoming students prior to fall 2015. There are different types of Miami Plan course offerings in this plan: foundation courses, thematic sequences, and senior capstones. Each of these types is described below.

First-Year Seminars

First-Year Seminars are specially designed for first year students and focus on an intellectual theme, problem or issue based on the passion and expertise of the faculty member. Each course fulfills one of the Miami Plan Foundation areas and is limited to 20 students.

Proposal forms for first-year seminars can be found on the [Liberal Education website](#) and are typically due at the end of the November for seminars offered during the following academic year.

Faculty are encouraged in the proposal to describe the [student learning outcomes](#) for each of the four [Miami Plan principles](#) you expect students to accomplish by completing the seminar. For each outcome, give one example of an assignment, class activity, or other method that you use to help students meet the specified outcome.

The **Foundation (MP)** requirement is met by taking a minimum of 36 semester hours (33 hours with Study Abroad) of Foundation courses across five specific areas:

- I. English Composition (6 hours)
- II. Fine Arts, Humanities, Social Science (9 hours)
 - A. Fine Arts (3 hours)
 - B. Humanities (3 hours)
 - C. Social Science (3 hours)
- III. Global Perspectives (6 to 9 hours)
 - A. Study Abroad (6 hours fulfills requirement), or
 - B. G-Courses (9 hours), or
 - C. G-Cluster (9 hours)
- IV. Natural Science (9 hours, must include one laboratory course)
 - A. Biological Science (3 hours minimum)
 - B. Physical Science (3 hours minimum)
- V. Mathematics, Formal Reasoning, Technology (3 hours)

Additionally, to complete the Foundation area requirements, students must complete the following:

- *Cultures (Cul)* requirement - All students must take at least one Foundation course that presents a cultural perspective. Students satisfy this requirement by taking an appropriately designated course in any foundation area. The same course may meet both a Foundation areas requirement and the cultural and/or historical perspective requirement.
- *Historical (H)* requirement - All students must take at least one Foundation course that presents a historical perspective (H). Students satisfy this requirement by taking an appropriately designated course in any Foundation area. The same course may meet both a Foundation area requirement and the historical and/or the cultural perspective requirement.

There are five categories of Miami Plan Foundation Courses:

1. *MPF I – Composition*

College Composition focuses especially on helping students learn and apply rhetorical knowledge, methods, and strategies. Students analyze and construct arguments using rhetorical inquiry; understand, refine, and improve their composing practices; develop critically aware strategies for reading and interpretation; and explore and use alternative modes of exploration and expression. A key purpose of this foundation is to teach students to deliver writing in a variety of contexts, including digitally networked environments. The essential skills students develop in composition courses help them in their academic work at the university but also in their civic, social, and professional endeavors.

2. *MPF IIA – Fine Arts*

Offerings in this section prepare students for global engagement as practitioners, creators, advocates, and patrons of the arts. The courses foster the pursuit of creative and scholarly inquiry by extending artistic traditions, while embracing a culture of innovation and change.

MPF IIB – Humanities

Courses in the humanities contribute to the advancement of cultures. These courses engage students through scholarly investigation of ideas, texts, and people who shape or have been seen to shape human cultures. Students develop skills in literary, historical, cinematic, philosophical, and linguistic analyses while exploring their own place and potential influence in the world. Promoting creative thinking, critical reasoning, and ethical understanding, humanities courses enable students to interpret local and

global issues from diverse perspectives and develop respectful and effective ways they might respond to these issues.

MPF IIC – Social Science

Courses categorized as social science investigate human behavior, social relationships, and/or the interactions of people with their cultural, social and political environments. Students in social science courses examine a variety of social phenomena including specialized human communities, political processes and structures, interpersonal and intercultural relationships, economic behaviors, psychological phenomena, and the relationships that discrete human populations have with other subnational, national, or international entities.

3. *MPF IIIB & C - Global Courses and Clusters*

These categories comprise courses or a series of courses focused on themes or issues relevant to the globalized society in which we all live, asking us to situate subject matter and skills relevant that subject in terms of their global implications. Through their work in G-Courses or G-Clusters, students develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences; explore and understand their place and influence in the changing world; determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs; describe the development and construction of differences and similarities among contemporary groups and regions; and identify and analyze the origins and influences of global forces.

All MPF IIIB Global Perspectives courses must meet the goal to develop and exercise the ability to communicate and act respectfully across linguistic and cultural differences (the A-goal), and at least 2 of the following goals:

- Explore and understand place and influence in the changing world.
- Determine and assess relationships among societies, institutions, and systems in terms of reciprocal – though not necessarily symmetrical – interactions, benefits, and costs.
- Describe the development and construction of differences and similarities among contemporary groups and regions.
- Identify and analyze the origins and influences of global forces.

4. *MPF IVA – Biological Science*

Biological sciences involve the study of living organisms, including their origin, composition, function (molecular, cellular, and organismal) diversity, classification, ecology, evolution, and behavior.

MPF IVB – Physical Science

Physical Science comprise the disciplines that study the nature of energy and the inorganic world. It is traditionally subdivided into four general areas: chemistry, physics, astronomy, and earth sciences.

5. *MPF V – Mathematics, Formal Reasoning, Technology*

Courses in this area involve mathematical reasoning. This reasoning could either be problem solving and pattern finding at the inductive level, or formal and abstract reasoning at the deductive level, or a combination of both forms of arguments. In all courses, students' abilities to develop logical arguments are strengthened and improved. The courses may also provide opportunities for the students to explore the role of formal reasoning in history, society, and the modern world, and to reflect upon its use in formulating well-founded, ethical decisions.

- **Technology Requirement:** Courses in the technology group should introduce the technical professional's methodology, including the evaluation of empirical data, problem recognition and definition, and the application of scientific principles. Although skills are included, the primary emphasis should be on developing an awareness of technology's impact on society.
- **Mathematics Requirement:** Courses in this group should introduce logical and systemic methodology used by mathematicians to examine and explore concepts, such as quantity, space, probability, structure, and the study of motions and shapes of physical objects. Courses may include theoretical or applied studies of statistics, calculus, arithmetic, algebra, geometry, and trigonometry.
- **Formal Reasoning Requirement:** Courses in this group should provide a formal introduction to logic and methodologies used in deriving conclusions. Students will explore concepts of truth, proof, meaning, and their role in informing and influencing our perceptions, imagination, thought processes, and learned experience. Courses may also include studies of the use of language and reasoning to develop the "what" and "how" of artificial intelligence.

Cultures Requirement

These courses use the United States and/or other regions of the world as points of departure to encourage students to view the diversity of societies and the issues raised by their diversity. Diversity is broadly defined and may include disability, sexual orientation, race, ethnicity, religion, language or class, but is certainly not limited to these groups. In addition to acquiring knowledge about cultural diversity, students will examine the nature of societies' ideas concerning others, how ideas about others are developed, the significance of these ideas when interacting with others, and the importance of analysis and evidence when making judgments.

Historical Perspective

Courses that meet this requirement explore particular historical contexts to help students expand their understanding of how we humans have acted and could act, of how we made decisions in different situations, and how we can interpret the same event in different ways.

The **Thematic Sequence (MPT)** requirement is met by completing three related courses (usually nine hours) in an approved Thematic Sequence outside the student's department of major.

A thematic sequence is a series of related courses (usually three) that focus on a theme or subject in a developmental way. Each course builds or expands upon the knowledge or perspective gained from preceding courses, and some sequences prepare students for capstone experiences. The first course may be a Foundation course and may count as hours in both Foundation and Thematic Sequence requirements. Advanced placement credit may be used for the first Foundation course in a sequence and transfer credit may be applied to one course in a sequence. In interdepartmental Thematic Sequences, students must select those courses that are offered outside their department of major.

Students who are following the Global Miami Plan must complete at least one Thematic Sequence outside the department of their major. Exceptions to this requirement include either students with majors in two different academic departments or students with minors outside their department of major. Students are encouraged to complete the Foundation courses before beginning a Thematic Sequence.

The **Capstone Course (MPC)** requirement is met by completing three hours in an approved Capstone course during a student's senior year.

Miami University capstone courses are designed to culminate a liberal education curriculum (as distinct, for example, from culminating a major) and promote integration and synthesis. It should also address Miami's broader goals for liberal learning, including reflection, informed action, thoughtful decisions, personal moral commitment, ethical understanding, and civic participation. Special emphasis should be placed on students sharing of ideas for critical review, evaluation and recognition. Finally, an important characteristic of a Global Miami Plan capstone is student initiative. Students should be prompted to take initiative in defining problems and carrying through systematic investigation in this capstone experience.

Capstones may be completed in or outside students' majors; in some departments, the Capstone Experience may be a requirement of the major. All Capstones presume a significant scholarly background of specialized study in a major as well as in liberal education course work. In other words, a Capstone does more than culminate years of baccalaureate study: it culminates a student's liberal education.

Ordinarily, a Capstone Experience is taken at Miami and completed in the senior year (minimum of 96 hours concurrently registered or earned). Students who plan to transfer any course to meet the Capstone requirement must obtain permission from the Office of Liberal Education **before** they take the course.

Proposal forms for all three types of course offerings can be found on the [Liberal Education website](#).

Students may propose their own Senior Capstone Experience. See the Office of Liberal Education's [Current Students](#) page for details.

HONORS ACADEMIC PLAN

Overview

While most Miami students develop liberal education skills and abilities by completing the Global Miami Plan, students in the University Honors Program *who entered the UHP prior to 2013* develop these key skills and abilities in an alternative way, which is known as the Honors Plan for Liberal Education. Rather than fulfilling requirements in specific subject areas (e.g., English), honors students meet three sets or "tiers" of increasingly challenging student learning outcomes. These outcomes are categorized into seven key competency areas, which include the following: **Written Communication, Inquiry, Critical and Integrative Thinking, Intercultural Understanding, Collaboration, Reflection, and Breadth of Learning**. These areas of competence are aligned with the essential learning outcomes of liberal education that several recent national studies have identified. Each competency area includes a foundational, intermediate, and advanced student learning outcome.

Students can meet the honors student learning outcomes through any substantive and sustained experience they have during college (e.g., honors courses and co-curricular experiences, non-honors courses and non-honors co-curricular experiences, courses for major requirements, courses for divisional requirements, elective courses, academic research, study abroad, student teaching experiences, and community engagement experiences).

Requirements

The Honors Plan is an integral part of a student's curriculum. Honors students meet the following set of requirements:

- Major Requirements
- School/Divisional Requirements (Arts and Sciences; Business; Education, Health & Society; Engineering and Applied Sciences; or Fine Arts)
- Liberal Education Requirements (i.e., Honors Plan, which is in lieu of the Global Miami Plan)
- 128 credit hours to graduate

To complete the University Honors Program and graduate from the University Honors Program, students must:

1. Successfully complete an Honors Foundation course (i.e., AMS 180Y, AMS 180Z, or HON 181). These courses are designed to orient students to the University Honors Program requirements and philosophy.
2. Write reflective narratives in an electronic portfolio to address the three tiers of honors student learning outcomes. Tier 1 consists of introductory outcomes, tier 2 is dedicated to intermediate level outcomes, and tier 3 includes advanced outcomes.
3. Complete a minimum of 9 approved honors experiences.* Honors experiences are learning opportunities that have gone through an approval process that ensures they are aligned with the Honors student learning outcomes. Like outcomes, honors experiences are categorized in three tiers (introductory, intermediate and advanced).
4. Submit the honors electronic portfolio for review and meet with an honors adviser each year.

All students who meet the above requirements will graduate from the University Honors Program. Students who meet the above requirements and also attain a cumulative grade point average of 3.50 or higher when they graduate will also receive a "University Honors" transcript notation.

COURSES AND SCHEDULING

TYPES OF COURSES

MIAMI PLAN COURSES

The Liberal Education Council reviews and approves all Miami Plan courses. See the descriptions for the old and new Global Miami Plan in this manual for more information.

INDEPENDENT WORK

Independent work refers to a learning experience that allows a student opportunity for self-directed learning relating to an area of academic and/or professional interest that is not covered in a regular course. The independent study will involve, in a broad sense, critical analysis and application or development of theories and concepts relating to the area of inquiry chosen by the student. Although the student may engage in creative projects or field research, such endeavors must be accompanied by the previously described academic approaches and written assignments.

Independent work is not intended to be a mechanism for remedying a deficiency in credit hours nor a device for bringing a schedule up to the minimum credit-hour load required by the University. Accordingly, the following guidelines for independent study apply:

- the proposed study must not duplicate any course available to the student;
- the proposal must present a convincing rationale for the intended project;
- the proposal must provide evidence of a genuine desire to work independently;
- the proposed study may not normally be used to meet a Miami Plan, divisional, major or minor requirement.

Independent work comes in two forms: (1) internship or co-operative education, and (2) independent study.

Internships and "co-ops" are a partnership between the student, the University, and employers that formally integrate students' academic study with work or community service experience. Internships are typically of a

specified and definite duration, may or may not involve credit hours, and may or may not include compensation in the forms of wages, salaries, stipends or scholarships. Co-ops may provide students with compensation from the cooperative employer in the form of wages or salaries for work performed as well as academic credit; typically students alternate or combine periods of academic study and work experience.

An independent study is a course taken with ongoing supervision by the instructor for rigorous learning and knowledge enhancement in a particular area of interest beyond the courses offered. The content of an independent study course should not duplicate any course available to the student.

In order to register for an Independent Study, faculty must print an Independent Study Permit available on the [University Registrar website](#), complete the form, sign, and send to the department chair or regional campus coordinator before it is submitted to the Office of the Registrar.

Enrollment in an independent study becomes part of the student's academic load. Procedures for withdrawal from such courses are the same as for regularly scheduled courses.

Independent Study courses do not carry over from one semester or term to another; a new permit must be completed and submitted each term or semester.

With the permission of the instructor, students may register for zero to five credit hours of independent study each semester or term (with no more than a total of 10 credit hours per academic year).

Independent study courses should be numbered 177, 277, 377 or 477 in accordance with the course's class level (e.g., 177 for first-year material and 277 for second-year material).

The 340 number should be only used for internships.

Independent Study Permits should be submitted during the first 20% of the semester or term.

The permits must:

- Include approvals of both the instructor and department chair;
- Indicate the course number for transcript purposes.

Permits may not be processed if they are incomplete, incorrect, late, or denied.

SPECIAL TOPICS COURSES

Departments and programs are encouraged to try out new course material on an experimental basis through the use of a special topics course number before formally proposing as a new course with a permanent number. The designated course number approved for offering an experimental course is 300, and it normally carries one to three credits. A student cannot receive more than six semester hours of credit for this type of course.

Proliferation of courses without consideration for student demand or strength of course offerings in related areas should be avoided.

The use of special topics number (300) for the experimental introduction of new courses is encouraged under two conditions:

- the content of the course is manifestly appropriate to the department or program offering it; and
- the experimental course be proposed as a [new permanent course](#) with a permanent number and approved through regular University procedures prior to its being scheduled for a third time.

A special topic is only permitted to be offered two times. A third offering as a special topic may be permitted upon approval by the Dean of the appropriate division. Any permanently approved topics course may have modifiers to allow students to register for the course more than once or to focus on specific content (hence, different titles) within a very large body of material.

CREDIT WORKSHOPS

A Miami University credit workshop includes one or several Miami University courses, but they are flexibly scheduled and offered in various locations: on campus, online, in the US, or abroad. The courses vary in length and content. Below are some key features of credit workshops:

- Workshops offer Miami credit – exactly the same credit a student receives in a traditional course on campus.
- A faculty member may offer a related group of existing courses or newly developed courses and teach them at an abroad location.
- Credit may fulfill Miami major or minor requirements and some workshops meet capstone, thematic sequence, or independent study and research program requirements. For example, a student can receive six credits of a language in about four weeks of intensive cultural study abroad, allowing for time during the standard fall or spring term to enroll in other courses and stay on track toward degree requirements.

For more information on creating and offering an international workshop, please review the Global Initiatives website.

MUDEC (LUXEMBOURG) COURSES

MUDEC offers faculty a unique opportunity to offer highly interactive courses in Luxembourg.

Full-time MUDEC professors also play an important role in student advising, counseling, and guidance. They live at the Center in Differdange, Luxembourg and have a variety of opportunities to interact with the students. They also participate in the various extracurricular activities sponsored by MUDEC and in academic and social functions in the Luxembourg community.

Eligibility: All tenured, tenure-track, clinical faculty, as well as lecturers, may apply. Adjuncts and Visiting Assistant professors are not eligible. Interested faculty should possess sufficient familiarity with Europe and be able to incorporate topics dealing with modern Europe into their proposed courses. They should expect and welcome a high level of contact with their students. Faculty applying for positions at MUDEC must be full-time employees of the University. Faculty members employed under the “Retire-Rehire” Program are not eligible for these positions.

Semester Study Tour Course Professor Program

This is a full-year appointment, and faculty may apply for one or two years. Each semester, the faculty member teaches two courses: a 3+1 hour semester study tour course and a three-hour sprint study tour course. Professors are required to offer the same set of courses in the fall and spring terms. Specific components of each of the two types are as follows:

- **Semester study tour course** - This is a three-credit hour Europe-focused course (with minimum prerequisites) in the faculty member’s discipline linked to a 1-credit study tour. The typical class size is 25-30 students. Semester study tour courses include a six-day (five-night) study tour in which the professor and students travel together to enhance and illustrate the materials presented in the classroom. The study tour includes the equivalent of 12.5 hours of visits, tours, lectures or other experiences directly related to

the course. During that week, the study tours replace the usual class meetings. Semester study tour course faculty members assume the academic leadership of the tour while logistics are provided during the tour by an accompanying MUDEC staff member. Assistance with travel arrangements is provided by the Center staff.

- ***Sprint study tour course*** – Offered as a sprint course, the three-hour course must include a five-day (four-night) study tour similar in nature to the semester course study tour. All students are required to take one of the sprint study tour courses. The study tour should be an integral component of the course, designed to illustrate and enhance the topics and issues discussed in the classroom. Based on contact hours and the depth of the academic experience, the actual study tour will be considered equivalent to one credit hour. The sprint study-tour course meets three hours per week but meets in the classroom for only the first seven weeks of the semester. The sprint study tour typically occurs in the fourth, fifth, or sixth week of the fall or spring term, followed by one or two weeks to wrap up the course.

Sprint Study Tour Course Professor Program

Two Sprint Course Professor positions are offered each semester. The sprint course is a single three-hour course that will have a built-in, five-day (four-night) study tour. The study tour typically occurs in the fourth or fifth week of the semester. Every MUDEC student is required to take one of the sprint study tour courses. Class size is 25 students.

The sprint study tour course professor's study tour should be an integral component of the course, designed to illustrate and enhance the topics and issues discussed in the classroom. A well-designed study tour has a mix of academic, topical and cultural visits, tours, lectures or other experiences. Based on contact hours and the depth of the academic experience, the actual study tour is considered equivalent to one credit hour. Sprint Course faculty assume the academic leadership of the tour while logistics will be provided during the tour by an accompanying MUDEC staff member.

Summer Workshop Professor Program

Faculty may offer workshop courses during the summer and winter terms. Three seven-week courses are taught during the summer term. Class sizes are between 35-40 students. Applicants should submit a proposal for one three-hour Europe-focused course in the faculty member's discipline. This course should fall into one of two categories:

1. Two of the courses each include a six-day (five-night) study tour, which typically occurs during the second, fourth or fifth week of the session. During that week, the study tour replaces the usual class meetings. The study tour should be an integral component of the course, designed to illustrate and enhance the topics and issues discussed in the classroom. Based on contact hours and the depth of the academic experience, the study tour is considered equivalent to two credit hours. For the rest of the session, the class meets three days per week (55 minutes per class). Summer workshop faculty members assume the academic leadership of the tour while logistics are provided during the tour by an accompanying MUDEC staff member.
2. The third course is a conventional three-hour Europe-focused course with no study tour. It meets three days per week (90 minutes per class) for five weeks. In addition, there are two week-long breaks corresponding to the other courses' study tours.

STUDY ABROAD

Miami University has two offices on campus offering study abroad opportunities.

Miami University Dolibois European Center (MUDEC) -- The Miami University campus in Luxembourg offering a wide variety of courses each semester taught by Miami faculty as well as European faculty. Students may apply for spring or fall semester, or the academic year. (MacMillan Hall)

Global Initiatives – This extended education office administers and supports study abroad credit workshops in the fall and spring semester, as well as during winter, spring, and summer breaks. Workshops vary in length from a few weeks to a full semester. Some service learning, not for credit, programs are also offered. All programs are led by Miami faculty. This office also provides global assistance, passport guidance, risk management, among other services. It is located in MacMillan Hall.

HONORS COURSES

University Honors Program course offerings come in two formats:

1. An honors-only seminar, course or co-curricular experience (newly designed or an enhanced version of an existing course or program).
2. An honors "contract" course or co-curricular experience which is a regular course or co-curricular experience in which the honors students in that course or experience complete additional assignment(s) for honors credit.

Note: Both options listed above can be at the introductory or intermediate levels.

Proposal forms and information can be found on the [University Honors Program website](#).

COURSES WITH PREFIXES FROM ONE DIVISION OFFERED BY FACULTY IN ANOTHER DIVISION

On occasion, a course which carries the prefix (known as a "subject code") from a department or program in one division may be offered by faculty whose appointment resides in another division. This situation can occur when:

- 1) A qualified faculty member whose appointment resides in one division offers a course that was created and approved by faculty in a department or program in another academic division (e.g., School of Creative Arts faculty member wants to teach a College of Arts & Science course); or
- 2) A qualified faculty member whose appointment resides in one division wants to design and offer a new course carrying the prefix or subject code of a department or program housed in another division (e.g., a regional division faculty member with a PhD in English wants to offer a new ENG course that has never been offered before).

In both situations, the following guidelines must be followed:

- Instructors must notify and request permission from the Miami University department or program that owns the course prefix or subject code.
- Instructors who are not members of the unit that owns the course prefix or subject code must hold similar qualifications as the faculty within the unit holding the course prefix.
- The course offered by the new faculty member with an appointment in another division must follow similar content, outcomes, pace, rigor, and pre-requisites as the same course taught by faculty in the host department or program.

When a faculty member with an appointment in one division wishes to offer an existing course with a prefix from a department or program in another division, special efforts must be made to maintain academic continuity and

quality of the course. The faculty member and host academic department or program should engage in the following activities *the first time* the faculty member teaches the course⁵:

- participation in a course-specific meeting facilitated by the relevant Miami academic department;
- syllabi review by permanent Miami faculty from the host academic department or program;
- regular communication between the instructor and a faculty liaison in the academic department or program which developed the course.

After teaching the course the initial time, continuing conversations between the faculty member and the academic department or program which developed the course are expected.

When a faculty member whose appointment resides in one division wants to design and offer a new course carrying the prefix or subject code of a department or program housed in another division, he or she should propose the course to the host department. The course should undergo the same university approval processes as any new course offered within the host department and division.

In rare cases, a conflict may arise between the instructor and the host department. In this situation, the instructor and the chair or director of the host department or program should approach each of their divisional deans, and the deans should attempt to resolve the conflict. If the divisional deans are unable to resolve the conflict, the deans should approach the Provost who will make a final decision.

SERVICE-LEARNING COURSES

Miami University defines Service-Learning as “an experiential pedagogical practice that uses action and reflection to meet needs and enhance learning through mutually beneficial, reciprocal partnerships.”

Faculty may apply for the Service-Learning (SL) Designation by submitting their syllabus to the Office of Community Engagement and Service (Hanna House). The course must meet the following broad criteria:

- The course has a formal, academic curriculum that is rooted in the discipline in which the course is offered;
- The course provides structured opportunities, in and out of class, for students to connect their service activities to the course curriculum;
- The course contains academically relevant and well organized community based learning projects, developed in authentic partnership with community leadership, through which students directly serve a constituency;
- Assessment is defined in course grading and learning objectives;
- Community based learning is incorporated into the course’s learning objectives.
- Faculty seeking the “SL” Designation for a course will submit the syllabus and Memorandum of Understanding (MOU) and Service Plan to the Office of Community Engagement and Service. Please email that office to begin the process of the MOU.

Faculty who choose not to embed Service-Learning into the course for all students may choose the option of a ‘plus one’ credit for students who wish to participate in service that is related to the course content.

⁵ Note: This policy only applies to faculty members who have not previously taught a given course with a prefix from another division. It does not apply to courses that have already been taught by current faculty housed in another division. For example, a regional faculty member who has taught COM 135 on the regional campuses for many years does not need to undergo the course-specific meeting or syllabi review.

Proposal forms to apply for the Service-Learning designation for your course can be found on the [Office of Community Engagement & Service website](#).

CROSS-LISTED COURSES

A cross-listed course is the same course catalogued under two or more prefixes (also known as subject codes). Cross-listing of courses can provide faculty an opportunity to collaborate across disciplinary and departmental lines, and it offers students the opportunity to engage in multidisciplinary, cross-disciplinary and interdisciplinary learning. Cross-listing may also benefit departments and programs through the sharing of resources and ideas.

Cross-listing should be done more purposefully and sparingly to indicate a true overlap of disciplinary foundations. Below are some general cross-listing guidelines proposed by the Academic Policy Committee:

1. Students may only earn credit for the same course under one prefix. If the course is repeatable for credit, students may only retake the course under the same prefix as the previous attempt. Students may sign up under any prefix of a cross-listed course (except if it is being repeated for credit), but they may be advised according to academic program requirements (where applicable).
2. Cross-listed courses and proposals must be identical in title, prerequisites, description, credits, grading practice, meeting times and days, and number of times a course may be taken for credit. When possible the cross-listed courses should carry the same course number.
3. Permanent courses should not be cross-listed with special topics or temporary courses under other prefixes.
4. Cross-listed courses should only be cross-listed with courses at the same level. For example, MTH 2XX should not be cross-listed with PHY 3XX. The cross-listing of 400/500 courses is an obvious exception.
5. Each course description in the Bulletin and on u.Direct should end with: "Cross-listed with [prefix]."
6. There is a recommended limit of three or fewer prefixes for cross-listed courses.

DISTANCE LEARNING COURSES

Miami University offers both online and hybrid courses. Online workshops are taught 100% online, whereas hybrid workshops combine the traditional face to face classroom experience with the flexibility of online. Online courses are required to promote learning that is comparable in quality to face-to-face courses.

For best practices in distance learning course design, see the [Quality Matters rubric](#). For more information on best practice in process variable, consult the [Sloan Framework](#).

The E-Learning Office provides instructional technology support to faculty and specializes in integrating technology components with teaching practices. Specialties include; instructional design, technology, multimedia, and course assessment. Staff members are available to help in online/hybrid course design, Niihka support, and other forms of technology enhancement. We provide the expertise that can enable instructors to successfully integrate necessary technology into the classroom to better the learning process. ELO is located in 307 Laws Hall. Phone: 513.529.6068.

For additional information on designing distance learning courses, please consult the CELTUA website resources: <http://www.units.muohio.edu/celt/resources/strategies.php#DistanceLearningElectronic>

DUAL ENROLLMENT COURSES

Dual Enrollment allows State of Ohio high school students enrolled in State of Ohio public, community and nonpublic high schools to earn college credit and/or high school graduation credit through successful completion of college courses.

Ohio lawmakers originally enacted the PSEOP in 1989 for 11th and 12th grade students; it was expanded in 1997 to include students in 9th and 10th grades. In 1999, additional legislation restricted eligibility to students carrying at least a 3.0 grade-point average in the subject they wish to pursue at the postsecondary level. Public and nonpublic high school students may enroll in nonsectarian, college-level courses and receive college credit and/or credit toward graduation from high school.

Dual Enrollment Course Qualifications

- PSEOP courses must be open to any student, not just those pursuing the PSEO program.
- Dual enrollment course offerings should preferably be existing Transfer Assurance Guidelines (TAG) courses approved by the Ohio Board of Regents. Using TAG courses guarantees the transfer of credits among Ohio public colleges and universities.
- Dual enrollment options must follow the same college content, pace, rigor, and pre-requisites (syllabi, assessment and textbooks) as the courses taught to traditional Miami students.
- Dual enrollment courses have undergone the approval processes for all Miami courses as articulated in MUPIM, section 11, and are included in the Miami Bulletin.
- Dual enrollment courses that have a study abroad component cannot enroll students who are under the age of 18 years. High school students under the age of 18 may enroll in courses with a study abroad component that are specifically designed for high school students and only enroll high school students.

Dual Enrollment Instructor Qualifications

- Instructors must be approved by the Miami University department or program offering the course.
- Instructors who are not members of the Miami faculty must hold the same qualifications as Miami University instructors for the course taught.
- Instructors must hold a degree from a nationally accredited institution recognized by the US Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services. The degree must be at least one level above that of the program in which they are teaching with demonstrated expertise in that area. At least a master's degree is required for instructors of general education (Miami Plan) courses.
- For programs involving clinical faculty, the credentials and involvement of clinical faculty meet applicable professional standards for the delivery of the educational experience.
- Special efforts must be made to maintain academic continuity and quality if instructors teach at a school district site. The efforts include participation in a course-specific orientation session facilitated by the relevant Miami academic department; classroom observations and syllabi review by permanent Miami faculty from the host academic department or program; regular communication between the dual enrollment instructor and a Miami University faculty liaison in the academic department offering the course; and periodic discipline-specific professional development.

Dual Enrollment Student Qualifications

Ohio high school students enrolled in a public, community, or nonpublic high school, may be eligible. Homeschooled students who are enrolled in an Ohio public high school are eligible. Students must have a minimum of a 3.00 high school grade point average in the subject they wish to study at the postsecondary institution.

Years of eligibility is based on the first year of entry into the Dual Enrollment Program:

- 9th graders may enroll for up to 12 quarters, eight semesters, or the equivalent of four academic years.
- 10th graders may enroll for up to nine quarters, six semesters or the equivalent of three academic years.
- 11th graders may enroll for up to six quarters, four semesters or the equivalent of two academic years.
- 12th graders may enroll for up to three quarters, two semesters or the equivalent of one academic year.
- Students enrolling in mid-year in any grade will have their eligibility prorated.

Participation in any Miami University dual enrollment program does not imply or guarantee admission to the Oxford campus of Miami University as a degree-seeking student. Students who desire admission to Miami University, Oxford campus, as degree-seeking students must complete separate applications and participate in a competitive admission process. Admission to Miami University's regional campuses remains open admission.

All grades earned in courses taken at Miami University will become part of the academic record and will be permanently maintained at Miami University.

For Ohio Public High School Students

Students who participate in the PSEOP option (i.e., enroll in a Miami course offered on a Miami campus or on a high school campus in the fall or spring term) may choose from the following two options:

- **Option A** allows the public, community or nonpublic high school student to choose, upon enrollment, college credit or both high school and college credit. Student pays all fees and expenses.
- **Option B** allows the student to receive both high school and college credit. For public high school and community school students, there is no transfer of tuition between student and college. The high school's state foundation will pay the college directly. If the student is enrolled in a nonpublic high school, the cost is subsidized by funds set aside by the Ohio General Assembly in each biennium and awarded on a grade-level rotation. Public, community and nonpublic high school students electing this option will not be required to pay for tuition, books, materials or fees that are directly related to a course. However, parents should inquire to ensure that they are fully informed about any general fees that may be charged by the college or university that would be the responsibility of the family.

Students who enroll in the Advanced High School option (i.e., enroll in a Miami course offered on a Miami campus or a high school campus in the summer or winter term) receive only college credit and are responsible for covering all fees and expenses.

For Nonpublic Ohio high school students:

Nonpublic Ohio high school students may enroll in a Miami course offered on a Miami campus. However, the nonpublic high school students are responsible for all fees and expenses.

Nonpublic Ohio students may be eligible for some support. For nonpublic students, the cost of the PSEOP program (i.e., enrolling in Miami courses during the fall and spring terms) is covered by a specified amount determined by the Ohio Legislature. Once accepted by an Ohio college or university, each year the non-public student must submit an application form, along with a copy of the college's letter of acceptance and signatures from the student, parent, guidance counselor and college administrator. This must be done before submitting the application for approval by the Ohio Department of Education's Center for School Options and Finance. The application form will not be processed without the required signatures and letter of acceptance. (The requirement to attach the letter of acceptance will be waived if the official seal or stamp of the post-secondary institution is affixed to the application.)

Student applicants will be awarded one allocation unit based on a grade-level rotation, starting with the seniors, and continuing with juniors, sophomores and freshman, respectively, until all the allocation units have been allotted. An allocation unit equals either 6 quarter hours or 4 semester hours in the student's chosen college. This process will continue until there is not sufficient appropriation to award all applicants in a grade level with one additional allocation unit.

If there is not sufficient appropriation to award all applicants in a grade level with one additional allocation unit, the department will conduct a lottery to determine which students within the affected grade level receive the additional allocation units remaining.

Dual Enrollment Admission

All students must submit completed application packets, indicating their choice of course and campus, to the Regional Admission Office by May 1 for consideration for the fall term and November 1 for the spring and winter terms. For students in good standing who were accepted for previous terms during the same academic year, the application packet for the previous term plus current class schedule, course and campus selection will suffice for subsequent terms during that academic year. No application will be considered until the application packet is completed..

The application packet must contain:

- Completed dual enrollment application (Parts 1, 2, and 3) with original signatures
- Non-refundable application fee
- Official high school transcript and current class schedule. A middle school grade report is required in lieu of the high school transcript for applicants entering their first semester of 9th grade. These must be sent to Miami directly from the high school.
- Official ACT or SAT test scores are highly recommended. These must be sent to Miami directly from the testing service and should be received by the University either before or soon after the application is submitted.
- Written recommendation from a teacher in the subject area in which the student is requesting course placement. The letter should address the student's academic ability and emotional maturity to successfully participate in college classes. Recommendations are required only of applicants in the 9th grade or first time applicants in the 10th grade

If the student does not attend after being accepted and enrolled for the fall term, the application will be inactivated and the student must reapply in order to participate in the spring term.

Students must maintain the following criteria in order to continue in the program from term to term:

- Minimum 2.00 cumulative GPA at Miami University;
- Continue to meet the high school requirements for their grade level.

Students must commute from the home of their parent/legal guardian.

Residency is established for the Dual Enrollment Program based on enrollment in a qualifying Ohio high school. Therefore, an exchange student enrolled in a qualifying Ohio high school (regardless of the visa type) qualifies as a state resident and is eligible to participate in the program.

Participation during 9th grade

- The 8th grade performance report must show superior performance in all academic areas.
- Students must place "college ready" in at least two out of three areas (one being reading) of the COMPASS English, Math and Reading assessment program. College ready math placement is defined at MTH 125—pre calculus or higher.
 - Optional: If a student has taken the ACT or SAT test and scores at or above a 21 ACT composite or 1000 SAT (critical reading/math) only the math portion of the COMPASS assessment will be required.
- A written recommendation from the sending school indicating the student demonstrates the academic ability and emotional maturity to successfully participate in college classes. The letter should be written by a teacher in the subject area in which the applicant is requesting course placement. Limited to one PSEOP course per term.

Participation during 10th grade

- Complete a minimum of 5 units of the minimum core of 16 college preparatory units
- Students must have a minimum cumulative GPA of 3.25 on a 4.0 scale.
- Students must place "college ready" in at least two out of three areas (one being reading) of the COMPASS English, Math and Reading assessment program. College ready math placement is defined at MTH 125—pre calculus or higher.
 - Optional: If a student has taken the ACT or SAT test and scores at or above a 21 ACT composite or 1000 SAT (critical reading/math) only the math portion of the COMPASS assessment will be required.
- First-time applicants must submit a written recommendation from the sending high school indicating the student demonstrates the academic ability and emotional maturity to successfully participate in college classes. The letter should be written by a teacher in the subject area in which the applicant is requesting course placement. Limited to one PSEOP course per term.

Participation during 11th grade

- Complete a minimum of 9 units of the minimum core of 16 college preparatory units
- Students must have a minimum cumulative GPA of 3.25 on a 4.0 scale.
- Students must place "college ready" in at least two out of three areas (one being reading) of the COMPASS English, Math and Reading assessment program. College ready math placement is defined at MTH 125—pre calculus or higher.
 1. Optional: If a student has taken the ACT or SAT test and scores at or above a 21 ACT composite or 1000 SAT (critical reading/math) only the math portion of the COMPASS assessment will be required.

Participation during 12th grade

- Complete a minimum of 13 units of the minimum core of 16 college preparatory units
- Students must have a minimum cumulative GPA of 3.25 on a 4.0 scale
- Students must place "college ready" in at least two out of three areas (one being reading) of the COMPASS English, Math and Reading assessment program. College ready math placement is defined at MTH 125—pre calculus or higher.
 - Optional: If a student has taken the ACT or SAT test and scores at or above a 21 ACT composite or 1000 SAT (critical reading/math) only the math portion of the COMPASS assessment will be required.

Dual Enrollment Application Information

The primary point of contact for students pursuing dual enrollment options is the high school guidance counselor.

Students considering dual enrollment options should check with the counselor for more information. Dual enrollment requires that the high school provide counseling to students and parents to inform them of possible risks and consequences of taking part in the program, such as:

- Limited funding that may result in the rejection of some students from the program
- Possible inability to complete the public, community or nonpublic school's graduation requirements
- Obligation of the student/family to reimburse the state for the amount of funds paid to the college for any uncompleted or failed course.

Students and parents must sign a form indicating that appropriate counseling was provided and all responsibilities for participation are understood.

Dual Enrollment Withdrawal, Retention, and Continuation

If a student wants to drop a course, students/parents may have to reimburse the high school, depending on the school district policy. If the student receives a grade (including W) the University will claim reimbursement from the state.

A student may drop a course during the first 20 percent of the course, in which case no grade or other designation will appear on the student's official record. Students should refer to the Academic Calendar on the Office of the Registrar website (<http://www.units.muohio.edu/reg/calendars/>) for specific academic deadline dates.

- A student may drop a course after the first 20 percent is completed but before 60 percent of the course is completed with a signature of acknowledgement from the instructor and CAS Advising Office. A grade of W will be recorded.
- After 60 percent of the course is complete, a student may no longer withdraw from a course, unless a petition is approved by the Interdivisional Committee of Advisers. The petition must include the signatures of the course instructor and the student's academic or divisional adviser. The petition must also describe and document the extenuating circumstances (extraordinary circumstances usually beyond the student's control) that form the grounds of the petition. If the petition for withdrawal is approved, the student will be withdrawn from the course with a grade of W. Only in rare circumstances will a petition to withdraw from a course after 60 percent of the course is complete be approved for reasons of academic performance alone. When possible, a student should continue to attend class until the Interdivisional Committee of Advisers has acted on his or her petition. Non-attendance does not void financial responsibility or a grade of F.

If a student does not maintain a 2.00 or better cumulative GPA in Miami University coursework, he or she will not be able to continue in the program. A letter will be sent to the student with copies to the high school, informing them of this action.

For registration purposes, PSEOP students are not considered to be "continuing students", that is, they must continue to register on a space available basis after all regular Miami University students have had an opportunity to register.

If a student fails a course OR withdraws from a course after the deadline, the high school may opt to collect the cost of the course from the student/parent. The State of Ohio has a formula that the high schools use for calculating the amount the student would owe.

Dual Enrollment Academic Support

Students in the Miami dual enrollment programs have access to academic support services and resources that enable them to succeed in college-level courses. Support services include an assigned academic advisor and an orientation session that includes information about the program.

GRADUATE LEVEL COURSES FOR UNDERGRADUATE STUDENTS

Undergraduate students who have earned 64 or more credit hours and have a GPA of 3.00 or greater may request permission to enroll in 500 or 600 level graduate courses. Students must obtain permission from the instructor, the department chair, and the Dean of the Graduate School. Students may double-count up to 12 hours of graduate course work toward their undergraduate degree. With permission of the appropriate advisor(s) and dean(s) or their designee(s), these students may count the graduate courses toward their major, minor, electives, and university requirements. Graduate courses taken in this manner will be treated as graduate level non-degree courses. A maximum of 12 hours of graduate non-degree courses may count toward a graduate degree program at Miami (see Miami Bulletin).

Non-Degree Status

If undergraduate students would like to take graduate-level courses, but do not intend to pursue a graduate degree, they can apply for admission with “continuing non-degree graduate status.” After the student is admitted, he or she can earn an unlimited number of graduate hours within an indefinite period of time; however only 12 hours may be applied to a degree program.

If students are admitted as a non-degree student, they will not be able to enroll in certain courses if the department or program has limited enrollment; students who have been admitted to a degree-granting program have first priority. Students should check with the department about enrollment restrictions. If a student has been denied regular or conditional admission to a degree program, she or he can enroll in courses in that department as a non-degree student only if the department grants permission. If the student takes courses as a non-degree student after he or she has been denied admission as a degree student, these courses cannot be applied to a future degree program.

COURSES MEETING OHIO BOARD OF REGENTS REQUIREMENTS (TAGS AND OTMS)

Transfer Assurance Guides

H.B. 95 mandated that the Ohio Board of Regents establish policies and procedures applicable to all state institutions of higher education to ensure that students can begin higher education at any state institution of higher education and transfer coursework and degrees to any other state institution of higher education without unnecessary duplication or institutional barriers. The policy provided a means to ensure that transfer and “native” students would be treated equitably, with the same ability to compete for admissions to specific programs. The essential components of H.B. 95 mandated the following:

- Assure transfer of coursework and degrees without unnecessary duplication;
- Modify courses, as needed, to strengthen content and ensure equivalencies;
- Use a universal course equivalency classification system to eliminate inconsistent judgment in transfer credit application;
- Admit students with associate degrees to state institutions on an equally competitive basis with native students for specific programs, and with priority over out-of-state associate degree graduates and out-of-state transfer students.

Ohio’s Articulation and Transfer Policy (1990) was designed to improve the mobility of students among colleges and universities within the state. A central feature of the enhanced policy is the development of Transfer Assurance Guides (TAG). TAGs are groups of foundational courses that represent a commonly accepted pathway to the Bachelor’s degree. Courses or course sequences identified as being a part of the TAG may be offered at any public higher education institution in Ohio.

- The goal of a TAG is to recognize comparable, compatible and equivalent courses at or above the 70% standard of equivalency adopted by the Articulation and Transfer Advisory Council. TAGs apply across, at least, all public higher education institutions in Ohio and embody commonly accepted pathways to majors within the Bachelor's degree. This does not alter the mission or degree authority of any institution; it does provide guaranteed pathways that enable students to reach their bachelor's degree goals in the most efficient manner.
- The TAGs are composed of courses and learning outcomes. Consensus on courses commonly included in particular Bachelor's degree discipline pathways are based on the evaluation of the content and performance expectations on a course-by-course basis within each TAG. When consensus is established, students are assured not only of the equivalency of the courses, but of their application to the degree objective.

The TAGs are divided into various subgroups and given an Ohio Articulation Number (OAN). For more information on the different categories and OANs, consult the Ohio Board of Regents website.

Ohio Transfer Modules

The Ohio Transfer Module is a subset of general education courses that, when taken in its entirety, is guaranteed to transfer from campus to campus and provides a student the means to make substantial progress on general education requirements.

A copy of Miami's OTM is available on the [Ohio Board of Regents website](#).

COURSE DESIGN AND APPROVAL

PRINCIPLES OF COURSE DESIGN

Many of the decisions affecting the success of a course take place well before the first day of class. Careful planning at the course design stage not only makes teaching easier and more enjoyable, it also facilitates student learning. Once your course is planned, teaching involves implementing your course design on a day-to-day level.

To design an effective course, you need to:

1. **Consider basic logistical issues**, such as how your course fits into the major or department's curricular goals, how many class meetings times and hours there will be, and what type of classroom space is available. How large is your class? How many credit hours? What time of day will you be teaching? What technology is installed in the room? What other technologies are available for your use? Is there certain material you must address?
2. **Understand your students**. What prior knowledge or preparation might they have for your course? What is their personal and intellectual level of development or maturity? How might the cultural differences among your students impact your teaching? What generational experiences and expectations might your students have?
3. **Identify your learning objectives or outcomes**. What knowledge and skills do you want your students to acquire by the end of the course? Phrase your objectives using action verbs, such as "Apply theorems to solve problems." Make sure the objectives are measurable so that you will know whether students accomplished what you hoped.
4. **Align your assessments with your objectives**. Examinations, papers, projects, homework assignments, and classroom activities should be crafted to advance and measure the objectives.
5. **Identify appropriate teaching approaches**, such as lectures, discussions, case studies, service-learning, writing, group or individual projects which will promote the course learning objectives.

6. **Plan your course content and schedule, and write the syllabus.** Syllabi communicate the design of the course—its goals, organization, expectations, and requirements—to students. Key components of the syllabus include:

- Course number, title, term, year, meeting times, location, office hours, contact information
- Course description
- Prerequisites and co-requisites
- Learning objectives or outcomes, including the role the course plays in the Miami Plan
- Materials needed
- Course requirements
- Evaluation, assessment and grading policy
- Other policies and expectations (attendance, academic honesty, disability accommodations, food in class, laptop use, student behavior, etc.)
- Organization and schedule.

For assistance on course design and teaching, please consult the [Center for the Enhancement of Learning, Teaching and University Assessment](#).

COURSE APPROVAL PROCESSES

There are two types of course approval processes: one for new courses that will be offered on a permanent basis (i.e., more than three times) and another for new courses that will only be offered no more than two times. The course must be approved as a permanent course *before* it is offered for a third time.

New Permanent Courses

A proposal for a new permanent course shall first be approved by the department or program, after consultation with other departments or programs where appropriate. The proposal must also be submitted for approval by the following bodies.

Approving Body	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Council of Academic Deans	*	*
University Senate Consent Calendar	*	*

Any permanently approved course may have modifiers to allow students to register for the course more than once or to focus on specific content (hence, different titles) within a very large body of material.

See MUPIM 11.1.A.1.

New Temporary Courses

When special course offerings are demanded by circumstances such as changes in staff, the divisional dean may grant temporary approval. The dean may also grant temporary approval to a new course that a department or program wishes to test before seeking permanent approval. Once a course is offered under this temporary provision, it may be offered any number of times during the next four consecutive terms. All requests for temporary course approval must include learning outcomes and shall be forwarded, with a recommendation, by the appropriate dean to the Office of the Registrar. If the temporary course request involves a graduate-level course, the Dean of the Graduate School must also approve it.

See MUPIM 11.1.A.2.

PROPOSAL FORMS

Forms are available on the [Office of the Registrar website](#). Questions related to course approvals may be directed to: courseapproval@MiamiOH.edu.

ACADEMIC CALENDAR

Faculty members are encouraged to consult the [academic calendar](#) when developing their syllabi. Note especially the following items:

- Start and end dates of the term
- Religious holidays and mid-term break dates
- Mid-term grades: Faculty are encouraged to schedule a significant assignment prior to the mid-term grading date in order to have enough information to complete the mid-term grade and to enable the student to understand their progress in the course thus far.
- Final examination schedule time.

COURSE NUMBERING

Course numbers are designed to inform the student and public about the course level and audience. The following guidelines are used by the University Registrar to assign Miami course numbers.

000-099: Developmental courses, generally not creditable toward a degree.

100-199: Introductory courses, usually with no prerequisites.

200-299: Sophomore level courses.

300-399: Junior level courses.

400-499: Senior level courses.

500-850: Graduate level courses. Under particular conditions, a junior in the University Honors Program or a Miami senior may take 500- and 600-level courses for **graduate** credit with permission. Seniors who wish to earn undergraduate credit in a 600-level course must have approval of the course instructor, department chair, and dean of the Graduate School.

599 and 699: Workshops or similar offerings. Workshops must go through an approval process each year.

700 and above: Restricted to graduate students.

Course numbers at two levels (such as 433/533) may be taken either for undergraduate or graduate credit. Graduate students must complete additional work to receive graduate credit.

Course numbers separated by a comma (such as 233, 234) are related. You may take one of the series and they may be taken in any order (unless otherwise indicated in the course description).

Course numbers separated by a hyphen (such as 233-234) must be taken in numerical order and both must be taken to receive credit for graduation.

Special Course Numbers

100: Each department in the College of Arts and Science can offer a seminar numbered 100, cross-listed with at least two departments. This course number is reserved especially to allow students and faculty a chance to learn how different disciplines deal with the same problem. The 100 course has one or two hours of credit; a student

cannot receive more than four hours credit for all courses numbered 100. These courses may not be offered every year.

177, 277, 377, and 477: These courses are designated for independent study. You can register for zero to five hours of independent study each semester (no more than 10 per year). Registration for each course is in accordance with the course's class level (177 for first-year material, 277 for second-year material, etc.). Independent study projects must be approved by the instructor and the department chair. Students completing research for independent study purposes will register with an R modifier in the appropriate 177R, 277R, 377R or 477R. Students completing Extended Study or Service Learning in association with a Global Miami Plan course will register for one credit hour with an X modifier the appropriate 177X, 277X, 377X or 477X. When taking this course for zero credits, the student must enroll in either 177, 277, 377, or 477, rather than modified versions of the courses.

300: This course, Special Topics, is offered according to student request together with instructor permission. It carries one to three semester hours of credit; students cannot receive more than six hours of credit for this course.

340: This course is extended independent study and/or internship. It can be worth up to 20 hours of credit depending on the agreement between student and instructor. All extended independent studies must be approved by the instructor, department chair and dean.

199, 299, 399, 499/599 and 699: These numbers are used for workshops or similar offerings. Workshops must go through an approval process each year. Some departments/programs utilize workshop numbers ending in 97, 98 or 99 based upon volume and frequency of workshop offerings.

677: This course is used for departments/programs without an established Independent Study course number. You can register for 1-5 credit hours of independent study each semester (no more than 10 per year). Registration for each course is in accordance with the level of instruction. Independent study projects must be approved by the instructor and the department chair/program director.

700: This number is used for Master's thesis research credit.

790: This number is used for Pre-candidacy doctoral research.

850: This number is used for Doctoral Dissertation credit.

Assigning a Course Number

Course numbers are assigned by the University Registrar using the guidelines described in the previous section.

DELETING COURSES

By January 1 of each academic year, the Office of the Registrar will notify via an electronic report the appropriate chair or director and dean of any courses, with cross-listing notations, that have not been offered for the past three and one-half years. No action will be taken on these courses at this point in time. If the courses on this list are not offered by the following January 1, at the four and one-half years mark, they will be removed from the Bulletin listing of courses. By March 1 of this fifth year, the chair or director with the approval of the appropriate academic dean may notify the Office of the Registrar of a decision to retain the course on the list of active University courses for one additional year. The course will remain active for an additional (sixth) year and be deleted during the following year, if not offered. Failure to supply such notification by March 1 of the fifth year of a course not being offered will result in the deletion of the course from the Bulletin list of active University courses. A department or program wishing to offer a course that has been deleted must follow the procedures for approval of a new course before the course may be offered again.

FACULTY AND INSTRUCTIONAL STAFF

Criteria for Quality

The following are the minimum expectations that apply to all full-time and part-time instructors at Miami University, including graduate teaching assistants or adjunct faculty members employed at secondary institution:

- Faculty members hold a degree from a regionally or nationally accredited institution recognized by the U.S. Department of Education or the Council for Higher Education Accreditation or equivalent as verified by a member of the National Association of Credential Evaluation Services;
- Faculty members hold a terminal degree or a degree at least one level above the degree level in which they are teaching
 - At least a bachelor's degree if teaching in an associate degree program,
 - At least a master's degree if teaching in a bachelor's degree program,
 - A terminal degree if teaching in a graduate program;
- Faculty members teaching Miami Plan courses hold a master's degree in the discipline taught or a master's degree and a cohesive set of graduate coursework and graduate experiences equivalent to a graduate degree in the discipline;
- Graduate teaching assistants who do not meet minimum faculty credentialing requirements are appropriately mentored by a faculty member of record who does meet the minimum credentialing requirements;
- In addition to meeting degree level requirements, faculty members teaching technically or practice-oriented courses demonstrate evidence of practical experience in the field and hold applicable licenses and/or certifications;
- For programs involving clinical faculty (e.g., student teaching supervisors, clinical practicum supervisors), the credentials and involvement of clinical faculty are described and meet applicable professional standards for the delivery of the educational experiences;
- Where professional accreditation standards for faculty members exceed these standards, faculty members are expected to meet the professional accreditation standards;
- Faculty members show evidence of professional development in the discipline;
- Faculty members who teach online courses are appropriately prepared for teaching in an online environment;
- Faculty members who received their degrees from a single institution do not constitute the majority of the program's faculty.

USE OF UNDERGRADUATES AS TEACHERS

Undergraduate Associates Program

Undergraduates may be used as teachers through the Undergraduate Associates Program, which is University-wide, administered by the Bernard B. Rinella, Jr. Learning Center (RLC), and approved by the relevant department chair or program director (when appropriate). Requirements are described below.

Requirements for Participation in the Undergraduate Associates Program

1. Ordinarily an Undergraduate Associate (UA) will serve as a junior assistant for instruction in a specific course or as a research assistant for a faculty member's project. Faculty may also suggest other creative ways that a student can serve as an Undergraduate Associate.
2. Faculty may nominate seniors, juniors, or sophomores to serve as Undergraduate Associates under his or her supervision for a term. The nominated undergraduates must be in good academic standing (i.e., attained a cumulative grade point average of 2.5 or higher);

3. All portions of the application form must be completed by the nominated student and/or the faculty nominator. The application should include:
 - a. a statement describing the objectives and anticipated outcomes of the experience for the student and the relation of this experience to the student's learning;
 - b. an explanation of the roles and responsibilities of the student and faculty member;
 - c. a rationale for the student's readiness for this responsibility (including past coursework, experiences, and personal attributes) and the plan for preparing the student to assume the required responsibilities;
 - d. a statement from the faculty member explaining the educational value of the use of the Undergraduate Associate, not only to the student but also to the faculty member and the students enrolled in the course; and
 - e. a plan for assessing whether the use of the Undergraduate Associate advanced learning and the course objectives.
4. No student may serve as an Undergraduate Associate in a course in which that student is currently enrolled.
5. A student serving as an Undergraduate Associate in a course is responsible for acquiring an adequate knowledge of all relevant course materials.
6. A student participating in the Undergraduate Associates Program may teach a very limited number of class sessions. When an Undergraduate Associate teaches all or part of a class session, the Associate's faculty sponsor will be present.
7. In discharging his or her duties as an Undergraduate Associate, a student will not have sole responsibility for grading any assignment or instructing a specific class without supervision. An Undergraduate Associate may read other students' assignments and examinations, write comments on them, and advise the faculty member about the grades.
8. An Undergraduate Associate is expected to work a minimum of thirty (30) hours per semester.
9. The faculty sponsor and the Undergraduate Associate should meet at least monthly and more often as desired and useful.
10. At the conclusion of the undergraduate associateship, the student shall submit to the University Honors Program office a final reflection of what was learned by the undergraduate associateship experience. The reflection should be submitted on the appropriate form obtained from the University Honors Program office and should include but not be limited to:
 - a. a commentary on how the use of the undergraduate associateship advanced learning on the part of the Undergraduate Associate, the faculty sponsor, and students in the class;
 - b. a description of the Undergraduate Associate's and faculty sponsor's roles within the undergraduate associateship and the outcomes achieved;
 - c. an explanation of the ways, if any, the roles, responsibilities, and outcomes differed from the original objectives and why;
 - d. a reflection on how the undergraduate associateship experience advanced the Undergraduate Associate's learning.

Upon acceptance of the Undergraduate Associate's final reflection, the Rinella Learning Center in conjunction with the academic department shall notify the Office of the University Registrar to award the student an appropriate transcript notation. A student may receive one credit hour through independent study in the appropriate department or program for his or her participation in the Undergraduate Associates Program. The final grade will be determined by the faculty sponsor on the basis of the student's work and on the quality of the student's final reflection. A student may not receive pay for this experience.

Exceptions to these requirements may be made in extreme circumstances if permission is granted by the Director of the Rinella Learning Center based upon the recommendation of the faculty sponsor and department chair or program director (when appropriate).

Undergraduates Assisting in Laboratory Classes and Drill Sessions

With the approval of the department chair or program director (when appropriate), faculty members may hire undergraduates to assist in laboratory classes and drill sessions. The students shall not present new material or answer questions that go beyond the material presented by faculty members. The department or program shall determine the methods for selection, training, supervision, and evaluation of students. Students assisting in laboratory classes and drill sessions shall be paid but cannot receive academic credit for their work.

Grading by Undergraduate Students

With the approval of the department chair or program director (when appropriate), faculty members may hire undergraduates to score work by other students when the scoring is completely mechanical, as with multiple choice tests. The faculty member, not the student, assigns the actual grades. Undergraduates cannot be hired to grade final examinations or any quizzes, tests, or assignments where grading requires a qualitative evaluation. However, homework (problem) assignments may be graded by undergraduates provided the faculty member is responsible for the course grade and is available to respond to a student's appeal of a grade given on a homework (problem) assignment. The department or program shall determine the methods for selection, training, supervision, and evaluation of students. Students hired to grade the work of students shall be paid but cannot receive academic credit for their work.

See MUPIM 10.5.

GRADES AND GRADING OPTIONS

Grades

Grades for all students are reported to the Office of the Registrar. Grade submission deadlines and dates by which grades are viewable are listed on the academic calendar (<http://www.units.muohio.edu/reg/calendars/>). Miami uses the following grading structure on a 4.00 scale.

Grade		Points Per Semester Hour
A+		4.00
A	Excellent	4.00
A-		3.70
B+		3.30
B	Good	3.00
B-		2.70
C+		2.30
C	Satisfactory	2.00
C-		1.70
D+		1.30
D	Poor	1.00
D-		0.70
F	Failure	0.00

Other grade symbols include:

I	=	Incomplete; calculates as an F in grade point average (retired).
IG or IGY	=	Incomplete; work at the graduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IG" will convert to a grade of F. The "IGY" will convert to Y (no credit).
IU or IUY	=	Incomplete work at the undergraduate level; not included in the calculation of grade point average. The student has one academic semester following the recording to complete the academic work. Check the Academic Calendar for the deadlines per term. After the deadline has passed with no grade change being recorded, the "IU" will convert to a grade of F. The "IUY" will convert to Y (no credit).
L	=	Audit; not included in enrollment status hours; not included in calculation of grade point average.
N	=	No grade submitted by the instructor; not included in the calculation of grade point average.
P	=	Passing; carries no credit points (used for student teaching, thesis hours, dissertation hours).
S	=	Satisfactory progress; carries no credit points and not included in the calculation of grade point average; (used for courses in research, independent reading, special topics courses, thesis hours, dissertation hours, and undergraduate honors); changes to a final grade when the project is completed.
U	=	Unsatisfactory progress; carries no credit points; not included in the calculation of grade point average; (also used for special projects as above); changes to a final grade when the project is completed.
W	=	Withdrawal; assigned to a student who officially withdraws from the University or from a course; carries no credit points; is not included in the calculation of grade point average.
WP	=	Withdrawal passing; (retired).
WF	=	Withdrawal failing; (retired).
X	=	Credit in a course taken credit/no-credit in which a grade of C or better is earned in an undergraduate course or in which a grade of B is earned in a graduate course; carries no credit points; not included in the calculation of grade point average.

- Y = No credit in a course taken credit/no-credit course in which a grade of C- or less is earned in an undergraduate course or in which a B- or less was earned in a graduate course; carries no credit points; not included in the calculation of grade point average.
- Z = Course grades preceded by Z indicate the Fresh Start policy has been applied.

Credit/No Credit

All students not on academic probation may register for courses on a credit/no-credit basis, except as noted below. Eligible students may enroll in any course on a credit/no-credit basis excepting courses used to meet department field of concentration and major requirements and the core courses at the Dolibois European Center. However, departments may specify field of concentration and major requirements that can be met with "credit" in a specified course. Registration in a course on a credit/no-credit basis requires the permission of the instructor except in Miami Plan courses.

No more than 25 percent of the total hours earned at Miami may be earned in courses taken on a credit/no-credit basis. First-year students may register for courses on a credit/no-credit basis providing they are concurrently enrolled for 12 hours for grades. During the summer term, first-year students may register for courses on a credit/no-credit basis providing they are concurrently enrolled for four semester hours for grades. If at any time during the semester, a student drops below 12 hours for grades (four hours for the summer term), the credit/no-credit status will be removed. Courses offered only on a credit/no-credit basis are not factored in. Sophomores, juniors, and seniors may register for one or more courses per semester on a credit/no-credit basis. Students may not enroll on a credit/no-credit basis in any course in which they have previously earned credit. A student may not enroll for grade in any course for which they have received "credit" on a credit/no-credit basis. "Credit" (X) will be granted for grades of C or better; "no-credit" (Y) will be granted for grades of C- or less. The instructor will record the normal letter grade, which the Office of the Registrar will convert to the respective credit/no-credit symbol. Courses taken on a credit/no-credit basis are disregarded in the computation of grade point averages. A course can be changed from credit/no-credit to letter grade or from letter grade to credit/no-credit during the first 20 percent of the course (see the academic calendar for specific dates).

Incomplete Grades

If a student cannot finish the work for a course by the end of a term, with the instructor's permission the student may take an incomplete. This is an agreement between the student and the instructor that the student will finish the remaining unfinished course work.

Grades of incomplete for a graduating student must be removed by the conclusion of end-of-term processing for the student's graduation term, approximately 30 days after the date of graduation.

A grade of **Incomplete** may be assigned only in cases where a formal arrangement has been made with the student for completion of the work.

For more information, see: Student Handbook 1.3; General Bulletin.

Non-Attendance

Any listed student who stopped attending or never attended and was not pre-assigned a W must be assigned a final grade for the course. If the student's work due to non-attendance or stopped attendance is insufficient to warrant credit for the course, a failing grade (F) must be submitted to prevent the student from receiving credit for the course.

CLASS SIZE

The maximum size of each class section is fixed by the department chair or program director with the approval of the dean of the appropriate academic division and Provost and is based on the optimum size for effective teaching and the capacity of available classrooms. After a section or course is closed, only the department chair or program director has the authority to add students to it, and only after he or she has first ascertained from the Office of the Registrar that a classroom is available.

See: MUPIM 10.2

ATTENDANCE AND ABSENCE OF STUDENTS

Every student is expected to attend every class session for which the student is duly registered.

It is the prerogative of the individual faculty member to set attendance policy for each individual course, and it is the responsibility of the individual faculty member to inform students of that policy in the course syllabus or other written document within the first week of the semester.

There are no University-recognized excused absences except for religious observances that require absence from a class session and other required class activities. Students must give written notification to their instructor within the first two weeks of class of the religious event that prohibits class attendance and the date that will be missed, if officially known. Instructors will, without prejudice, provide such students with reasonable accommodations for completing missed work. However, students are ultimately responsible for material covered in class, regardless of whether the student is absent or present.

In general, class absence should be avoided unless absolutely necessary. If a student is involved in activities that result in class absence (such as intercollegiate athletics, band, debate, other class activities, etc.), it is the student's responsibility to negotiate specific arrangements with individual instructors about any absences. The Senate also recognizes the fundamental value of extra- and co-curricular activities and their significance in students' overall educational experience. Instructors should recognize that participation in such activities is an integral part of students' education and helps to fulfill the comprehensive mission of the University. Therefore, instructors are urged to accommodate student requirements.

Whenever a student is absent from class to such an extent as to make the student's work inefficient or to impair the morale of the class, the instructor may direct the Office of the Registrar to drop the student. During the first 20 percent of the course no grade will be recorded; after the first 20 percent is completed but before 60 percent of the course is completed, a grade of W will be recorded. After 60 percent of the course is completed, a grade of F will be recorded. The instructor shall notify the student of this action no later than the time he or she notifies the Office of the Registrar (see academic calendar for specific dates).

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

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

For more information, see: MUPIM 10.1; Student Handbook 1.9; Bulletin.

AUDITING COURSES

Courses may be audited without credit with the consent of the instructor and will not be counted under any rules established by the instructor and may include active registration or enrollment status. The requirements for auditing a course are established by the instructor and may include active participation by the student. Any instructor may drop an auditing student at any time during the semester if the student is not fulfilling the audit requirements. Full fees are assessed for auditing a course. Whenever a student is not fulfilling the audit requirements for a course the instructor may direct the Office of the Registrar to drop the student. During the first 20 percent of the course no grade will be recorded; after the first 20 percent is completed but before 60 percent of the course is completed, a grade of W will be recorded. See: MUPIM 10.6; Student Handbook 1.5.

TEXTBOOK POLICY

The dissemination of timely, accurate, and complete information about required textbooks and supplemental materials is important to ensure that sufficient quantities of textbooks and supplemental materials are available to meet the needs of students and to assist students in being responsible consumers.

Before each upcoming academic term, the Office of the Provost shall partner with the University Bookstore to make publicly accessible the following information for each upcoming academic term:

1. The International Standard Book Number (ISBN) and retail price information of required and recommended textbooks and supplemental materials for each course listed in the course schedule; and number of students enrolled in each course and the maximum student enrollment for the course.
2. The Office of the Provost, in consultation with the University Bookstore, shall communicate to the deans, department chairs, program directors, and regional campus coordinators the date by which their textbook information is to be provided to the University Bookstore.

The textbook information provided to the University Bookstore shall be published on the University Bookstore website and shall be made readily accessible through a link from the University's on-line course registration system.

If the ISBN is not available, then the author, title, publisher, and copyright date for such college textbook or supplemental material will be published. If the University Bookstore determines that the disclosure of the information required by this policy is not practicable for a college textbook or supplemental material, then it will place the designation 'To Be Determined' in lieu of the information required.

Use of Self-Authored Material

In the event that an instructor wishes to utilize a textbook(s) or other material which is authored by the instructor and the sale of which results in a royalty being paid to the instructor, then such textbook/material may only be required by the instructor if: (1) the instructor's chair or program director and dean have consented to the use of the textbook/material; or (2) the majority of faculty within the instructor's department has voted to permit the instructor's use of the textbook/material in the instructor's class. Sales of such items cannot be conducted directly between a faculty member and a student.

Departmental Responsibilities

1. The information referenced above will be made available by academic departments and programs each academic term to the University Bookstore on or before a date specified by the Office of the Provost. The academic departments and programs will endeavor to ensure that the information provided to the University Bookstore is in an acceptable format so as to avoid unnecessary orders and returns by the University Bookstore.

2. Unless the academic department has made other arrangements, it is the responsibility of each individual instructor to secure his or her own desk copies of textbooks.
3. Each academic department or program and regional campus coordinator should designate a person to act as its representative with the University Bookstore and should inform the Bookstore of the name of the designated person.
4. To the extent possible, the University Bookstore should be notified of increased enrollments of scheduled course sections and/or of additional course sections to be offered.
5. Following the submission to the University Bookstore of textbook lists for the upcoming academic term, instructors are expected to use the textbooks specified for that term.

For more information on textbooks, see MUPIM 10.4

MID-TERM GRADES

By the end of the eighth week of classes in the fall and spring semesters, instructors are required to submit midterm grades for all undergraduate students who have 45 or fewer earned credits at Miami University. Instructors are encouraged to submit midterm grades for all other students. This requirement applies to all full-term classes and twelve-week “Q” spring classes during the fall and spring semesters. Midterm grades are not required during other fall and spring semester sprint classes or for any winter and summer terms. Midterm grades are available to students online through BannerWeb. Midterm grades provide students the opportunity to assess their academic performance while there is still time to improve before receiving official grades. Midterm grades are not recorded on student's academic records. Academic advisers also have access to students' midterm grades, and they will meet with all students who are struggling to discuss strategies for improving academic performance.

Please see the appropriate [Academic Calendar](#) for grade submission dates.

EXAMINATIONS

Final examinations are expected in all undergraduate courses unless other evaluative substitute procedures have been approved by the department chair or dean of the division. Final examinations or duly approved substitutions may be completed during the final examination week. Neither final examinations nor tests of fifty (50) minutes or of greater length shall be given during the seven (7) calendar days preceding the first study day of the final examination period. The above regulations do not apply to laboratory final examinations. No final examination, including a laboratory final examination, may be given during study days. Final examinations in accelerated or sprint courses that end with the last week of classes must be given during the final examination week. Exceptions to these rules require the approval of the department chair, academic dean, and the Provost.

Examination Schedule

The Office of the Registrar develops the final examination schedule for the Oxford campus.

The final examination schedule is available on the [Office of the Registrar website](#). Except for group examinations, final examinations are generally held in the room where the class regularly meets.

In order for classes to be eligible for a group final examination during one of the designated group examination time blocks, the following criteria must be met:

- Three or four sections of the same course exist with a total enrollment of 200 or more students;
- Five or more sections of the same course exist, regardless of their enrollment size.

Room assignments for group examinations are posted on the examination schedule approximately one month prior to the final examination week.

Schedule Changes for Final Examinations or Other Evaluative Substitution

No student shall be required to take more than three (3) scheduled final examinations in any 24-hour period. If a student has four (4) or more final examinations in any 24-hour period, then one of those examinations may be changed to a later time with the consent of the instructor, or to an earlier time with the consent of both the instructor and the dean of the academic division in which the course is given. In cases where a student is scheduled for four (4) or more final examinations in any 24-hour period and no agreement as stated above can be reached, the Provost shall be empowered to make necessary adjustments.

An individual student's final examination may not otherwise be rescheduled except in extraordinary circumstances beyond the student's control, in which case an attempt should be made to reschedule the examination at a later time rather than an earlier time if possible. Rescheduling an examination in such cases to a later time requires the consent of the instructor; advancing to an earlier time requires the consent of the instructor, the department chair/program director, and the dean of the academic division in which the course is given.

During final examinations week, an instructor may not reschedule a regularly scheduled class examination except in extraordinary circumstances, in which case an attempt should be made to reschedule the examination at a later time rather than an earlier time if possible. Rescheduling any class final examination requires the instructor to obtain the consent of the department chair/program director and the dean of the academic division in which the course is given.

To request a change in final examination time, complete the appropriate form which is available on the Office of Registrar website. This form must include a signature from the appropriate department chair/program director and academic dean.

Examinations and Additional Class Requirements during the Semester

Examinations and additional class requirements given other than during scheduled class meetings and the final examination periods do not take precedence over regularly scheduled classes or final examinations.

In order that students might avoid scheduling conflicts, such examinations and additional class requirements should be scheduled on a course management system prior to the beginning of a semester. If it becomes necessary during the semester to hold an examination or class requirement other than during the scheduled class meeting, the instructor should search for a time which does not conflict with other scheduled courses in which any of his or her students are enrolled. For students whose participation in regularly scheduled classes precludes attendance at the additional examination or class requirement time, it is the responsibility of the instructor requiring the examination and/or additional class requirement to provide an alternative meeting time.

Preparation of Examinations

Examinations should not be repeated from year to year in identical form. No undergraduate student shall be employed to type or reproduce any examination questions. After an examination has been reproduced, the instructor must make sure that the reproduction office has returned all copies and other evidence.

Administering Examinations

Whenever there is congestion in a classroom during hour examinations, the chair of the department should, if possible, assign more than one proctor. Whenever feasible each student should be seated so that vacant chairs surround him or her or alternate examinations should be given to students sitting side by side. Whenever possible, the Office of the Registrar will assign larger rooms upon request.

Proctoring of Examinations

Every test, quiz, and examination shall be carefully proctored. A proctor may consider it his or her right to require students to deposit all textbooks, notebooks, and loose paper of any sort in the front of the room whenever the full period is devoted to a test.

See MUPIM 10.3; Student Handbook 1.4.

PRE-REQUISITES, CO-REQUISITES, AND CONCURRENCIES

The following restrictions may be placed on Miami courses:

- Prerequisites are approximations of the necessary specific or general academic knowledge, background, or semester classification required to succeed academically in a specific course.
- Co-requisites indicate the courses required to be taken in the same semester as the course in question.

All sections of a given course must carry the same prerequisite and/or co-requisite enrollment restrictions. The curriculum approval process must be used to add or change a prerequisite and co-requisite enrollment restriction for a given course. Prerequisite and co-requisite enrollment restrictions that are required by the Ohio Board of Regents for transfer assurance may not be removed or altered.

The above listed restrictions should not be confused with “recommended preparation” specifications. “Recommended preparation” indicates course work or specific background that is advisable but not mandatory in preparing students for a designated course. The “recommended preparation” guidelines are determined by the instructor and not incorporated into the registration system.

COURSE CHANGES

GUIDELINES FOR SUBMISSION OF A COURSE CHANGE

A proposal for revisions of an existing course shall first be approved by the department or program, after consultation with other departments or programs where appropriate. These course changes must be submitted to the division for approval. Upon approval by the division, these course changes will appear on the University Senate Consent Calendar and become official at the close of the Senate meeting in which the course change is received. Divisions are responsible for reviewing all Senate consent calendar items prior to the University Senate meeting.

Significant Course Changes

The following revisions to an existing course are considered significant:

- change in student learning outcomes or other significant course content change;
- any change in credit hours;
- permanently deleting a course (see also “Deleting a Course”).

Significant course changes must be submitted for approval by the following bodies.

Approving Body	Undergraduate	Graduate
Department or Program	*	*
Division	*	*
Council of Academic Deans	*	*
University Senate	*	*

See MUPIM 11.1.B.

PROCEDURE FOR DELETION OF COURSES FROM LIST OF COURSES

By January 1 of each academic year, the Office of the Registrar will notify via an electronic report the appropriate chair or director and dean of any courses that have not been offered for the past three and one-half years. No action will be taken on these courses at this point in time. If the courses on this list are not offered by the following January 1, at the four and one-half years mark, they will be removed from the Bulletin listing of courses. By March 1 of this fifth year, the chair or director with the approval of the appropriate academic dean may submit to the Office of the Registrar a written justification for retaining the course on the list of active University courses for one additional year. The course will remain active for an additional (sixth) year and be deleted during the following year, if not offered. Failure to supply such justification by March 1 of the fifth year of a course not being offered will result in the deletion of the course from the Bulletin list of active University courses. A department or program wishing to offer a course that has been deleted must follow the procedures for approval of a new course before the course may be offered again.

See MUPIM 11.1.D.

COURSE SCHEDULING

GUIDELINES FOR COURSE SCHEDULING

The primary objective of class scheduling is student access to required classes by optimizing space utilization throughout the week. Equally critical is a scheduling plan so faculty can remain vibrant, current, and active in their research pursuits.

Toward these ends, the following guidelines are used by the University for scheduling:

- Spread utilization throughout the week and across all times of the day;
- Match section enrollment to room capacity;
- Utilize standard timeblock meeting patterns;
- Match faculty needs with classroom technology.

Scheduling Policies

1. *Timeblock Adherence:* Miami University classes should meet in an approved scheduling timeblock based upon the “Standard Timeblock Model.” The timeblock form and a template for developing a departmental schedule are available on the [Office of the Registrar website](#).
2. *Spread of Classes across Timeblocks.* Departments must distribute full term and sprint classes utilizing all timeblocks throughout the day as much as possible without reusing previously scheduled day timeblocks.
3. *Final Examination Week.* Please confer the section on Examinations in this manual as well as the [Office of the Registrar website](#) for final exam week information including Group Exam guidelines, moving exam times, and student exam time conflicts. All Miami campuses utilize the same final exam grid.

General Procedures

1. **Approving the Class Schedule.** Approval rests with each division throughout all steps of the process, including after each term’s schedule has been developed and registration has begun. Consult the appropriate division for specific guidelines.
2. **Coordinating Offerings.** Departments should consult with one another and across divisions to coordinate the scheduling of classes shared between and among various student majors. A “Common Courses Report” serves as a reference document and is available upon request from the Office of the Registrar.

3. **Reports.** Various reports will be generated by the Office of the Registrar to provide data regarding issues - such as the spread of classes across days - and distributed to the departments, divisions, and Provost throughout the process in support of the Miami University Class Scheduling Policy - Oxford Campus.

SCHEDULING PROCESS

All course requests and changes must be made to the registration offices via email from the departmental secretary or scheduling coordinator, with the approval of the division. The process includes term scheduling and registration timelines which outline dates and deadlines for schedule development and registration deadlines based upon approved timeblocks and part of term (sprint) dates.

All course changes must be requested to the Office of the Registrar via email from the departmental secretary or scheduling coordinator.

Room Scheduling

Academic classroom room scheduling, which is a unit in the Office of the Registrar handles the scheduling of all rooms across the University for classes, examinations, final examinations, review sessions, workshops, orientation, meetings, conferences, and special events. Records and registration offices on the regional campuses schedules those locations.

For scheduling of courses, please review the guidelines for scheduling in this manual.

Room requests are made online on the [Office of Registrar's website](#). Emergency and same day requests must also be requested via the online room request form.

CURRICULAR EVALUATION AND ASSESSMENT

UNIVERSITY ASSESSMENT EXPECTATIONS & GUIDELINES

Because of the accreditation standards of the Higher Learning Commission, each department and program at Miami University is required to implement a full cycle assessment program for each of its undergraduate majors, general education, free-standing certificates, and all graduate programs. Full cycle assessment is an ongoing, iterative process that uses results to inform decisions and make improvements. In order to improve, careful planning is necessary. Learning goals and outcomes must be clearly specified, appropriate measures must be selected, data collection must be carefully executed, and most importantly results must be shared for improvements to occur.

Each major or degree program should specify at least three learning outcomes to assess. Each year, data should be collected and analyzed related to the outcomes and used for program improvement.

When beginning the process of assessment for the first time, departments and programs should create an assessment plan for each degree program or major. A template for the assessment plan is available in this manual. A new Assessment Plan should be created when a program changes or adds learning outcomes or its method(s) of assessing them.

Once each year, the assessment data for the three or more learning outcomes should be analyzed and discussed and plans for improving teaching and learning based upon those findings should be put in place. The summary of the data collected, the analysis and the steps for improvement are recorded in an assessment report. A new assessment report should be created each year and uploaded into the Accreditation (Compliance Assist) Template.

A template for the Assessment Report can be found in this manual.

Below is a checklist of steps for beginning the process of assessing learning outcomes in the major or degree:

- Name a contact or point person for assessment of each degree program or major in your unit.
- Create a timeline for assessment activities. Be sure to include the steps below.
- Create or review the educational mission statement for the degree program or major.
- Develop at least three student learning outcomes for the program or major that are aligned with the educational mission statement.
- Create a target goal for outcomes (i.e., percent of students achieving them by graduation), and identify courses (and assignments and activities within them) where outcomes are learned by most students in the program.
- Identify how you will score or directly measure students' level of mastery of these outcomes (e.g., rubric, answer key).
- Identify how you will measure *perceptions* of students' mastery of outcomes (e.g., course evaluations, alumni survey, focus groups, employer survey).
- Collect, analyze and interpret data.
- Discuss results with faculty and other stakeholders. Identify changes needed to improve student learning.
- Act on results, and maintain feedback loops.
- Create assessment report; re-evaluate and revise assessment plan as needed.

Additional information about assessment can be found on the CELTUA website.

ASSESSMENT PLAN TEMPLATE

Program Information	
Academic Program (Major, Degree Name)	
Degree	
Department or Program	
Division	
Academic Year (when the plan will begin, or "already in progress")	
Contact Person	
Name	
Title	
Department	
Email Address	
Phone	
Program Mission Statement	
<p><i>This is an educational mission statement focused on the major, not an organizational mission statement for your department or division.</i></p> <p>Example: The mission of [insert name of major or degree program] is to [insert the program's primary</p>	

<p><i>educational purpose] by providing majors [insert the program's primary functions and activities] in order to [insert description of how the major or degree program contributes to the development and careers of its students].</i></p>	
Student Learning Outcomes	
<p><i>Each program or major should have at least three measurable outcomes. If you have more than 4, please list them and describe means of assessment in an attachment. Outcomes describe the knowledge, skills, and abilities that a student should attain by completing the degree program. Each statement should be specific, well-defined, simple (not compound), and aligned with the program's mission.</i></p> <p><i>Mathematics example: Students will be able to draw correct inferences using quantitative analysis.</i></p>	
1.	
2.	
3.	
4.	
Means of Assessment	
Data Collection	<p><i>For each learning outcome, state where and when data will be collected, who will be responsible, how and if student work will be sampled, and estimated sample size. Please indicate how you will assure that the data are representative.</i></p>
Direct, Course-Embedded Assessment	<p><i>For each learning outcome, list the course or courses where students will be demonstrating the outcomes and the assignment(s) in them that you will use for assessment purposes (e.g., capstone project, final examination, research paper, portfolio, etc.).</i></p>
Scoring	<p><i>For each learning outcome, describe how you will score students' level of mastery of the outcomes. For example, will you use a rubric or answer key, or will it be scored by a testing company? If your plan has a rubric, be sure to include the rubric as an appendix. Who will do the scoring? One or more persons? How will scores be reported (e.g., total scales or sub scores)?</i></p>
Indirect Assessment (Perceptions of Student Learning)	<p><i>For each learning outcome, describe how you will indirectly assess students' and other stakeholders' perceptions of their learning in relation to these outcomes (e.g., course evaluations, focus groups with graduating students, alumni survey, employer survey, etc.).</i></p> <p><i>Attach relevant questions on online course evaluations, alumni survey, employer survey, focus session, etc. in an appendix.</i></p>

Completing the Package	
Feedback Loop	<p><i>Describe how and when you plan to share the findings of the assessment of these outcomes with faculty and other stakeholders. Explain briefly how you will ensure that your unit makes improvements based upon the assessment findings and revises the assessment plan as needed.</i></p>
Timetable	<p><i>Attach a timeline of major assessment activities to fulfill the assessment plan.</i></p>

ASSESSMENT REPORT TEMPLATE

Program Information	
Academic Program (Major, Degree Name)	
Degree	<i>(e.g., BA or BS) Please complete this only if there has been a change</i>
Department or Program	<i>Please complete this only if there has been a change</i>
Division	<i>Please complete this only if there has been a change</i>
Academic Year(s) covered by this report	<i>When were the assessment activities in this report conducted?</i>
Contact Person	
Name	<i>Person responsible for coordinating the assessment effort</i>
Title	<i>Please complete this only if there has been a change</i>
Department	<i>Please complete this only if there has been a change</i>
Email Address	<i>Please complete this only if there has been a change</i>
Phone	<i>Please complete this only if there has been a change</i>
Program Mission Statement	
<p><i>This is the educational mission statement focused on the major, not an organizational mission statement for your department or division. (Note: Most can be found in the Miami Bulletin.)</i></p> <p><i>Please complete this only if there has been a change .</i></p>	
Student Learning Outcomes: Please complete this only if there has been a change	
<p><i>Each program or major should have at least three measurable outcomes. If you have more than 4, please list them and describe means of assessment in an attachment. Outcomes describe the knowledge, skills, and abilities that a student should attain by completing the degree program.</i></p>	
1. Insert outcome #1. <i>Please complete this only if there has been a change</i>	
2. Insert outcome #2. <i>Please complete this only if there has been a change</i>	
3. Insert outcome #3 <i>Please complete this only if there has been a change</i>	
4. Insert outcome #4 (optional) <i>Please complete this only if there has been a change</i>	

Means of Assessment <i>Please complete this only if there has been a change</i>	
Data Collection	<p><i>For each learning outcome, state where and when data will be collected, who will be responsible, how and if student work will be sampled, and estimated sample size. Please indicate how you will assure that the data are representative.</i></p> <p><i>Please complete this only if there has been a change</i></p>

Direct, Course-Embedded Assessment	<i>For each learning outcome, list the course or courses where students will be demonstrating the outcomes and the assignment(s) in them that you will use for assessment purposes (e.g., capstone project, final examination, research paper, portfolio, etc.). Please complete this only if there has been a change</i>
Scoring	<i>For each learning outcome, describe how you will score students' level of mastery of the outcomes. For example, will you use a rubric or answer key, or will it be scored by a testing company? If your plan has a rubric, be sure to include the rubric as an appendix. Who will do the scoring? One or more persons? How will scores be reported (e.g., total scales or sub scores)? Please complete this only if there has been a change</i>
Indirect Assessment (Perceptions of Student Learning)	<i>For each learning outcome, describe how you will indirectly assess students' and other stakeholders' perceptions of their learning in relation to these outcomes (e.g., course evaluations, focus groups with graduating students, alumni survey, employer survey, etc.). Attach relevant questions on online course evaluations, alumni survey, employer survey, focus session, etc. in an appendix. Please complete this only if there has been a change</i>

Assessment Results and Closing the Loop	
Assessment Results	<i>After analyzing your numerical data, present the summary data in a table or tables, and attach it or them.</i>
Feedback Loop	<i>Describe how you shared the results with faculty and other stakeholders. Explain briefly how you will make improvements based upon the assessment findings (e.g., changes to the assessment plan, changes to the curriculum, other changes to the program or unit, such as changes in technology, personnel, admission criteria, frequency of course offerings, advisement).</i>

TEACHING EVALUATION PLAN

Section 7.2.B of the Miami University Policy & Information Manual specifies that each department create a teaching evaluation plan. According to MUPIM, "The major purpose of this plan is to provide a process to enhance the quality of instruction and, subsequently, student learning at Miami. When implemented, each plan should provide faculty with information useful in improving their teaching (formative) and for documenting teaching effectiveness for promotion, tenure and/or annual performance appraisals (summative). Accordingly, candidates seeking promotion and/or tenure are urged to submit to their departments/divisions a variety of evaluation results."

Section 7.2.C articulates guidelines for the plan:

1. The teaching evaluation plan is the responsibility of the department in terms of initial development, implementation, and ongoing revision.
2. The department's plan shall reflect the complexity of the teaching/learning process by including multiple sources of evaluation data, including both quantitative and qualitative assessment methods. The plan shall also address both formative and summative activities. In addition to end-of-semester student evaluations, summative and formative activities could include, but are not limited to: ongoing classroom assessment, peer evaluations, student portfolios, chair or program director (when appropriate) evaluations, teaching (faculty)

portfolios, classroom materials, samples of exemplary classroom lessons or assignments, senior exit surveys, and alumni surveys.

3. Departmental teaching evaluation plans shall reflect multiple models of teaching and student learning. For example, plans should be sensitive to lecture, discussion, inquiry, or small group instruction.
4. Formative evaluations are designed to aid in the course and teaching development by the instructor and his or her mentors and peers. These evaluations will not be used for summative purposes, such as promotion and tenure decisions or merit salary increases. Rather, formative evaluations are designed to provide valuable feedback for the improvement of course design and instruction, and they may be conducted by the instructor.
5. Summative evaluations conducted at the end of a term will be retained and used as a part of the evaluation process for tenure, promotion, post-tenure review, and merit salary increases.
6. Unofficial and unregulated student evaluations (e.g., internet evaluations) may not be used for promotion and tenure purposes or any other personnel consideration.
7. All faculty are required to have all classes* evaluated by students in some formal manner that is appropriate to the specific type of course. These evaluations will constitute a concrete record of teaching effectiveness that can be used for both self-improvement and summative evaluation, and shall be constructed in such a manner as to ensure credibility and integrity:
 - a. The faculty member shall not administer his or her own evaluation. In accord with departmental/divisional procedures, a third party shall announce the evaluation, distribute the evaluation forms, and submit the forms for processing.
 - b. The faculty member shall not receive any evaluation results until final grades for the semester have been submitted.
 - c. If additional evaluations used exclusively for faculty self-improvement are administered, the above two conditions do not apply.

*Independent studies and other such courses, as well as classes with enrollments of fewer than five (5), are generally exempt.

COURSE EVALUATIONS

MID-TERM EVALUATION

The Advanced Learning Technologies Office (ALT) and the Center for the Enhancement of Learning, Teaching and University Assessment conduct formative course assessments, such as the Small Group Instructional Diagnosis (SGID). The SGID provides feedback to an instructor through small group discussions in the classroom. For more information and to request this assessment, consult the [CELTUA website](#).

END OF TERM EVALUATION

Miami University requires that students are provided the opportunity to evaluate all courses. Beginning in fall 2013, all Miami courses will be evaluated using an online format. The online evaluation form includes six common questions that will be incorporated into all evaluations.

The scale for ALL questions is 0-4, with higher numbers being better. The six university-side questions are:

Classroom Climate

My instructor welcomed students' questions.

My instructor offered opportunities for active participation to understand course content.

My instructor demonstrated concern for student learning.

Student Learning

In this course I learned to analyze complex problems or think about complex issues.
My appreciation for this topic has increased as a result of this course.
I have gained an understanding of this course material.

In each evaluation session there is a short window for individual faculty to add up to 5 of their own questions.

For *full term* courses, the evaluation period will begin the Sunday night before the last week of class, and end at 5pm on the Friday of finals week. The evaluation period for *partial term* courses will essentially be the last week of classes, plus two days.

Students will see the courses they need to evaluate on the MU portal (i.e., MyMiami); in addition, students will receive an e-mail invitation and a series of reminders during the evaluation period. Faculty are encouraged to provide regular reminders to students, both in class and via e-mail, about the importance of the evaluation process.

Faculty will be able to see aggregate, real time response rates for the evaluations.

Full results will be available within 48 hours of the due date for final grades. Reports can be accessed via myMiami/My Courses/Course Evaluations (or via the link above, through myMiami)

Students and faculty can report problems to the IT help desk, 9-7900, or via ithelp@muohio.edu

For more information, see: http://www.units.muohio.edu/uit/sites/edu.uit/files/faq_fin.pdf