



Provost's report

May 21, 2026

Trevor Brown, Interim Executive Vice President and Provost



THE OHIO STATE UNIVERSITY

Dean reappointment

Cathann Kress

Vice President, Agricultural Administration

Dean, College of Food, Agricultural, and
Environmental Sciences



Rankings & Recognition





2026 Graduate School rankings

#3

College of Nursing

Traditional Master of Science in Nursing

#4

College of Pharmacy

Extends a decade-long presence in the top 10

#11

Moritz College of Law

Among public institutions

#8

Fisher College of Business

Working Professional MBA

#15

College of Nursing

Doctor of Nursing Practice

#14

John Glenn College of Public Affairs

No. 6 in Public Management and Leadership

#14

College of Engineering

Among public institutions

Tier 1

College of Medicine

Tier 1 research designation

#9

College of Veterinary Medicine

Top-10-ranked for 2+ decades



THE OHIO STATE UNIVERSITY

Provost's Report: May 2026

Aviation program earns top honors

Ohio State received the Loening Trophy, presented to the outstanding all-around collegiate aviation program in the nation at the Annual Collegiate Aviation Symposium



Harry S. Truman Scholar

Patrick Arp is Ohio
State's 10th Truman
Scholar



Goldwater Scholars

454 scholarships awarded nationally to sophomores and juniors who aspire to be the next generation of researchers in science, engineering, and mathematics



Ruby Mitchell
Chemistry



Aatmaj Rajesh
Physics



Cindy An
Neuroscience
Psychology



**Srestha
Chattopadhyay**
Biomedical Engineering



Nation's No. 1 producer of Fulbright U.S. Scholars

12 Scholar selections

- Second consecutive year as the top producer nationally

11 Student awardees

- Tied for 19th among doctoral institutions



Academic Excellence



Regional Campus Commitment

Celebration in Lima for program that enables eligible students who start on a regional campus to earn their Ohio State degree tuition free



President's Buckeye Accelerator

Keenan Center for
Entrepreneurship awards six
student-led startups
\$50,000 in funding



Campus engagements & celebrations



James F. Patterson Land-Grant Lecture

Kansas State University President Richard Linton proposed a "Land-Grant 3.0" mission and model for an ever-changing world.



Diversity of Thought Speaker Series

The series seeks to foster meaningful dialogue on pressing public issues and began with a session titled *Religion's Impact on Civic Society*.



Author and historian visits campus

Discussing the Holocaust: Encouraging Informed and Respectful Conversation with Dr. Deborah E. Lipstadt.



Excellence and impact

Annual faculty awards and the inaugural *Written in Scarlet and Gray* celebrate faculty achievements



Thank you



Quarterly Highlights: Research and Innovation Excellence

May 2026

John M. Horack
Vice President for Research



Ohio State climbs in U.S. patent rankings

Ohio State surged in the National Academy of Inventors' annual patent rankings—rising seven spots nationally to 21st place and ten spots globally over last year, now ranked 30th.

This momentum reflects the university's accelerating innovation engine and growing research impact.



State of Ohio invests in Ohio State innovations

Nine organizations received funding through the state of Ohio's Third Frontier program to further develop Ohio State technologies.

The program supports activities such as customer validation, marketing and prototype development, helping early-stage companies demonstrate feasibility and position themselves for additional investment.

These awards demonstrate how strategic state investment, combined with the ingenuity of Ohio State research, can accelerate innovation and support future company growth.



Recognizing innovators across campus



Innovator of the Year: Luiz Meirelles,
Associate Professor, College of Dentistry

Early Career Innovator: Akshay Sood,
Clinical Assistant Professor, College of
Medicine

**Next Generation Innovator: Hannah
Myers,** Undergraduate, Computer
Science and Engineering



Advancing Immuno-Oncology

Ohio State was awarded a five-year, \$3.8 million grant to support research examining how a key molecule influences natural immunity following cancer treatment.

Led by Dr. Glen Barber of the OSUCCC–James Pelotonia Institute for Immuno-Oncology, this work advances understanding of immune responses and holds promise for improving treatments for cancer and inflammatory diseases.

The funding was awarded by the National Institute of Allergy and Infectious Diseases.



Advancing Fusion Energy



Ohio State received competitive funding through Washington-based Helion Energy to advance research critical to the future of commercial fusion energy.

Led at Ohio State by Prof. Raymond Cao, this work positions the university among a select group of institutions helping to solve key technical challenges in delivering clean, abundant fusion power.



National Academy of Engineering at Ohio State



Ohio State hosted nearly 200 scientists, state leaders, industry experts and students at the National Academy of Engineering regional meeting in April to discuss and shape solutions to the logistical challenges of living and working in outer space.

One of the conference's keynote speakers was Scott Parazynski, a physician and former NASA astronaut who once flew with Sen. John Glenn.



Leveraging Quantum Expertise

The Columbus Dispatch

LOCAL

How Columbus is leading the way on World Quantum Day



Amani Bayo

Columbus Dispatch

April 14, 2026 | Updated April 15, 2026, 9:31 a.m. ET



“In Columbus, the day underscores the work that has helped make Ohio State University a major player in quantum research and central Ohio a growing hub for next-generation technology.”



THE OHIO STATE UNIVERSITY

ENTERPRISE FOR RESEARCH, INNOVATION
AND KNOWLEDGE

Faculty elected to AAAS Fellows



The American Association for the Advancement of Science recognizing scientifically or socially distinguished efforts to advance science. It is one of the most prestigious honors a U.S. scientist can receive, four Ohio State faculty were recognized this year:

- **Tanya Berger-Wolf**, Professor, College of Engineering
- **Stuart Ludsin**, Professor, College of Arts and Sciences
- **Steven MacEachern**, Professor, College of Arts and Sciences
- **Michael Poirier**, Professor, College of Arts and Sciences





Driving Student Success: *Using Data to Inform Action*



Dr. Melissa S. Shivers
Senior Vice President for Student Life



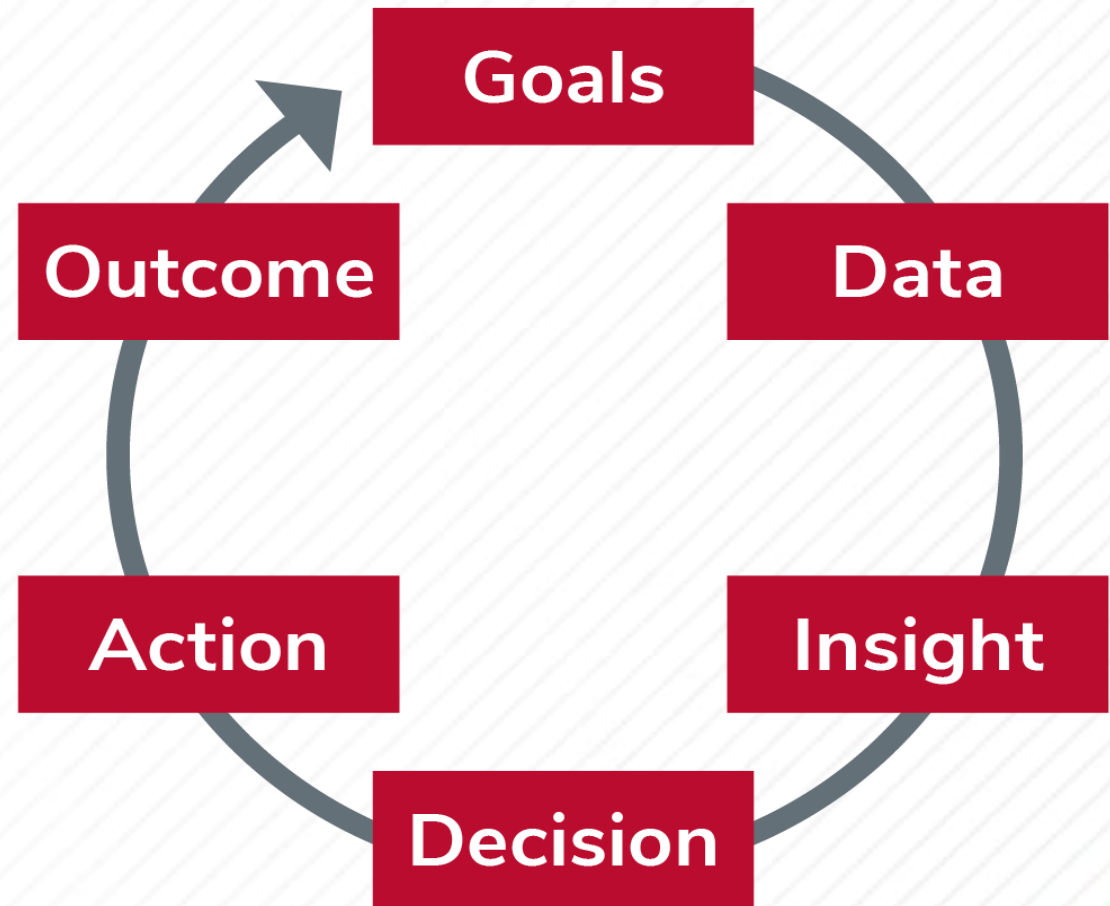
THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE



Student Life Analytic Framework



Student Life utilizes a continuous, evidence-based cycle that transforms quantitative and qualitative data into usable insights to drive strategic, student-centered decisions.





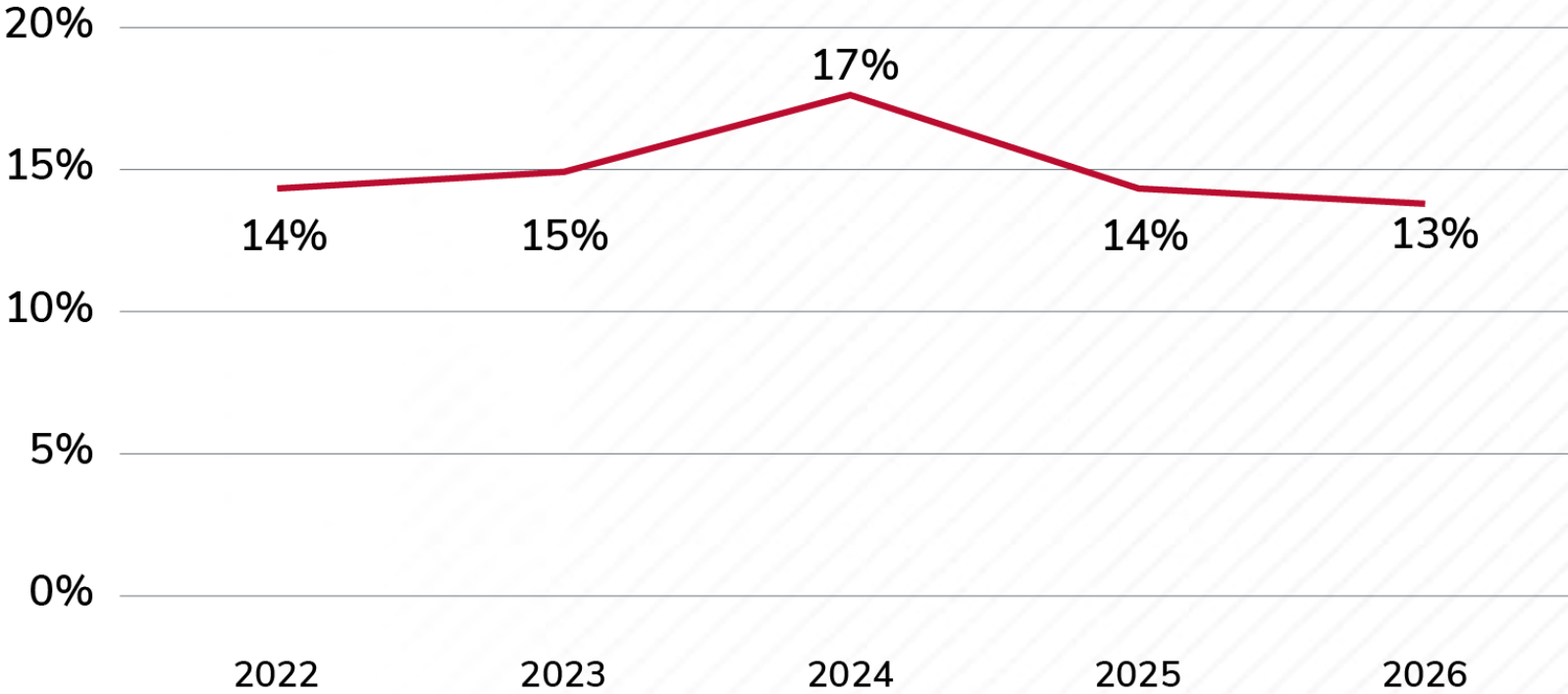
Insights: *Opportunities*



Student Life Survey



Response Rates



Survey Details

Annual random sample of undergraduate, graduate and professional students

Oversamples included for special analysis (e.g., regional students, graduate students)

Survey weights are utilized so analysis represent the university population

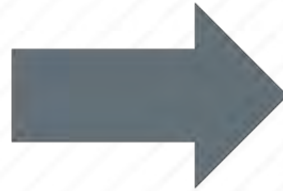
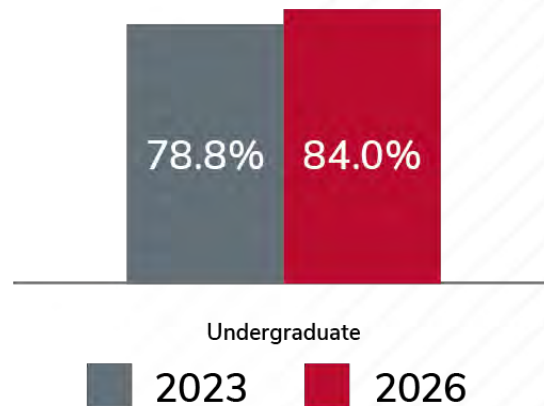
Response Rate Benchmarks
Ohio State Specific - 2022 National Survey of Student Engagement (conducted by IRP) – 9%
National - 2025 National Survey of Student Engagement – 25%
- 2025 National College Health Assessment – 11%

Student Involvement



Insight

Overall Undergraduate
Involvement Increased
Between 2023–2026



New Drivers

Student
organization
support and
success
coaching

Get involved
tab on
Ohio State
Mobile App

Next Steps

Buckeye
Commons
Outreach

Expanded
Ohio State
Mobile App
Partnership

Data source: Student Life Survey, 2026

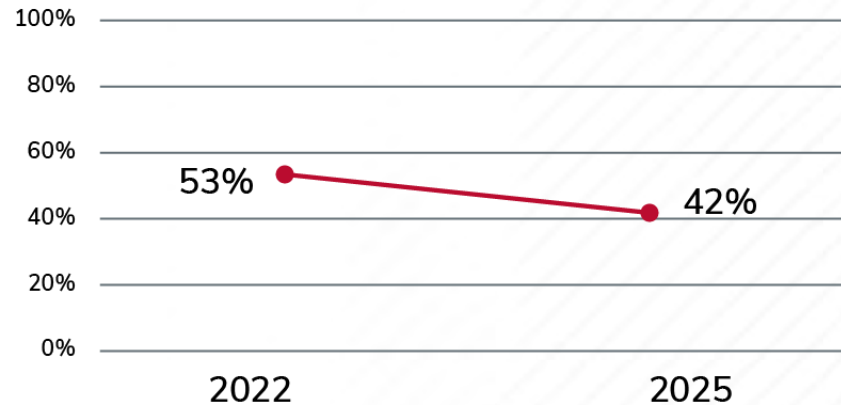
Involvement in campus activities include a social fraternity or sorority, a business fraternity or sorority, intramural sports, sports clubs, student organizations, research with a faculty member, working at an on-campus job, a learning community in the residence halls, and a capstone project or experience

Student Loneliness



Insight

The percentage of students scoring positive for loneliness decreased between 2022 and 2025



New Drivers

Re-activate and engage students post-COVID

New investments from ODHE funds

Next Steps

Connect engagement, involvement and well-being efforts

Continue to advance culture of care



Insights: *Challenges*

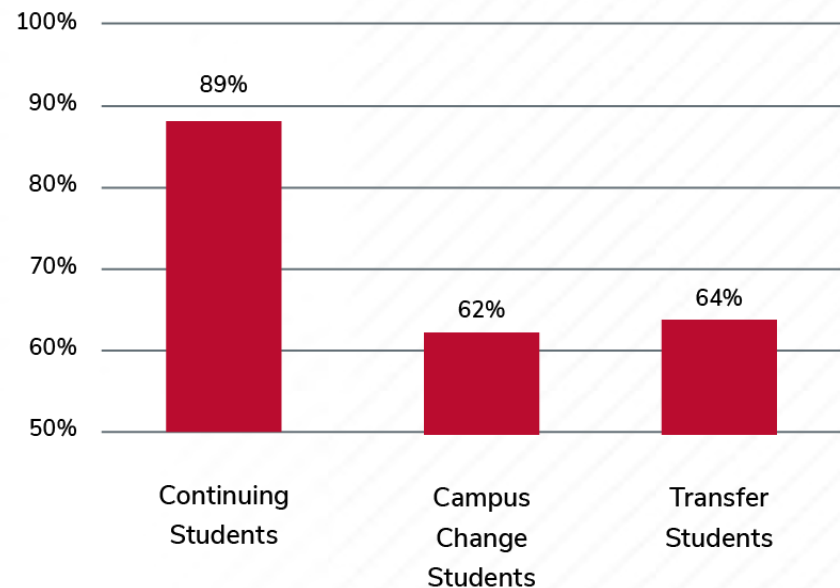


Students in Transition



Insight

Percentage of Students Involved On-Campus



Next Steps

Student Transition Tiger Team

- Revamp welcome events
- Strengthen and streamline communication
- Tailored support

Student Financial Strain



Insight

Higher financial strain
associated with:

Less
Satisfaction



Less likely to
recommend
Ohio State



Next Steps

Tailored outreach for
Scarlet & Gray Financial

Peer and group coaching

Online educational modules

Data source: Student Life Survey, 2026

Financial Strain: Scale of students' self-reported experiences of stress and difficulty around their expenses and ability to pay for college



Horizon

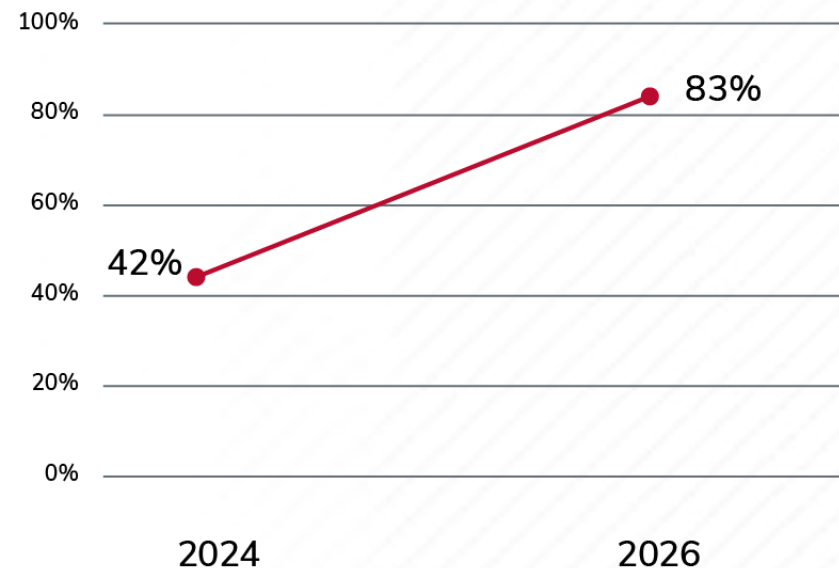


Generative AI Utilization



Insight

Percentage of Students Using GenAI



Next Steps

Embed AI fluency throughout Student Life programs

Invest in staff development and education

Identify productivity and efficiency gains in Student Life operations

Future of the Residential Experience



Insight

83% of Columbus campus residents report that they enjoy living in their residence hall

—
“{Having roommates}... It's definitely a part of the college experience to come to campus and live with others and have that 'we're all in this together.'”

“I think the study spaces are really important. Like having a space where you can go and not have to be in your room but you're not having to trek all the way to the library is really nice.”



Next Steps

Strengthen investment in residential facilities and the iconic Buckeye experience

A Student Perspective



Julia Darr

Wellness Coach, Student Wellness Center

Classification: Junior

Major: Psychology, with minor in Substance Misuse and Addiction

Year: Third-year

Hometown: Delaware, Ohio



Discussion





Student Life Strategic Analytic Framework: *Using Data to Inform Action and Improve Student Outcomes*

The Office of Student Life at The Ohio State University operates in a complex and rapidly changing environment shaped by evolving student needs, national trends in higher education, fiscal considerations and expectations for accountability. To navigate this landscape effectively, Student Life has adopted a strategic analytic framework that ensures decisions are evidence informed, student centered and aligned with institutional priorities.

This framework is not a one-time assessment or static data reporting structure. Rather, it is a continuous cycle that integrates data from multiple sources, generates actionable insights and informs strategic action, priorities and human and fiscal investments. The goal is to translate information into decisions that meaningfully improve student success, well-being and student connection while stewarding resources responsibly.

The Student Life Analytic Framework

At the center of Student Life's approach is a continuous analytic cycle that moves deliberately from goals to data, insight, decision, action and outcome. This common framework ensures consistency in how evidence is interpreted and applied across units.

Key features of the framework include:

- A shared decision lens focused on student success, well-being and fiscal stewardship
- Integration of quantitative metrics and qualitative student experience data
- Regular review and refinement to support continuous learning and accountability

This approach enables Student Life to identify strengths to scale, challenges requiring intervention and horizon areas that warrant proactive planning. Below is a description of each part of the framework:

Goals

- Student Life begins with clearly defined strategic goals aligned with empowering students to engage, learn and thrive, as well as goals focused on operational efficiency.
- Goals are grounded in institutional priorities and informed by known challenges and desired outcomes for students.
- Goals ensure analytic work is purpose driven.





Data

- Student Life collects and relies on multiple sources of quantitative and qualitative data to understand the student experience at scale and in context.
- Data include surveys, utilization and operational metrics, institutional data systems and direct student feedback.

Insight

- Data are analyzed using rigorous methods and advanced statistical techniques to identify patterns, trends and gaps.
- Insights focus on what is working, where outcomes differ by student population and where challenges exist.
- Emphasis is placed on ensuring information is clear and actionable.

Decision

- Insights inform strategic decisions about priorities, investments and where targeted intervention is needed.
- Decisions are made collaboratively across Student Life units and with campus partners when appropriate.
- This step connects evidence directly to leadership judgment and resource stewardship.

Action

- Decisions are operationalized through program design, policy or process changes, pilot initiatives and cross-functional efforts.
- Actions are intentionally targeted to address identified needs or to scale effective practices.
- Clear accountability and ownership support follow-through.

Outcome

- Outcomes are monitored to assess impact on student success, engagement, connection and well-being.
- Results feed back into the analytic cycle, supporting continuous learning and improvement, and refining our strategic goals.





Student Life’s strategic analytic framework provides a disciplined, consistent approach to decision making that balances student experience, institutional priorities and resource stewardship. By intentionally moving from data to insight to action, Student Life ensures that investments are targeted, outcomes are measurable and decisions are grounded in evidence.

This framework underpins the examples and insights shared in the accompanying presentation and reflects Student Life’s commitment to using data not simply to understand students, but to improve their Ohio State experience.

Ongoing Data Collection Initiatives

Student Life Survey	Annual Ohio State survey administered to a random sample of students, examining connection, involvement and engagement, with rotating modules on higher education topics of interest (e.g., GenAI, financial wellness).
Residential Experience Survey	Annual autumn Ohio State survey of all residential students focused on satisfaction and residence hall experience.
Longitudinal Residential Experience Survey	A multi-year study following a small cohort of new first-year students through their time at Ohio State to understand their living experiences more deeply.
National College Health Assessment	National survey focused on student health behaviors and mental health. Ohio State participates every 3 years.
Wellness Assessment	Ohio State survey open to all students focused on the ten Dimensions of Wellness. Students receive scores, resources and referrals after completing the assessment.
Student Employment Experience Learning Assessment	A short questionnaire that measures how often students practice key transferable skills, aligned with national career readiness competencies. All Student Employment Experience (SEE) students participate in this assessment. Students receive scores, resources and resume language options after completing the assessment and are encouraged to share the results with their supervisor.
Buckeye Insights	A research program that explores how students think and feel about a variety of meaningful topics that impact their experience at Ohio State. Students sign up to participate in paid surveys and focus groups focused on their student experience.

SUMMARY OF ACTIONS TAKEN

February 19, 2026 – Academic Affairs and Student Life Committee Meeting

Members Present:

Reginald A. Wilkinson
Elizabeth A. Harsh
Jeff M.S. Kaplan

Bradley R. Kastan
Patrick C. Arp

Phillip Popovich
Eric Bielefeld

Members Present via Zoom:

Elizabeth P. Kessler

Kara J. Trott (arr. 1:01 p.m.)

John W. Zeiger (ex officio)

Members Absent:

Stefanie Sanford

PUBLIC SESSION

The Academic Affairs and Student Life Committee of The Ohio State University Board of Trustees convened on Thursday, February 19, 2026, virtually and in person at the Longaberger Alumni House on the Columbus campus. Committee Chair Reginald Wilkinson called the meeting to order at 1:00 p.m.

EXECUTIVE SESSION

It was moved by Dr. Wilkinson and seconded by Mrs. Harsh that the committee recess into executive session to discuss business-sensitive trade secrets and to consult with legal counsel regarding pending or imminent litigation.

A roll-call vote was taken, and the committee voted to move into executive session with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kastan, Mr. Arp, Dr. Popovich, Dr. Bielefeld and Mr. Zeiger. Ms. Trott was not present for this vote.

The committee entered executive session at 1:01 p.m. and reconvened in public session at 3:25 p.m.

PUBLIC SESSION**Items for Discussion:**

1. Provost's Report: Executive Vice President and Provost Ravi Bellamkonda shared updates from across Ohio State's academic enterprise. Dr. Erik Porfeli was recently named interim dean of the College of Education and Human Ecology, while Dr. Amy Moore is now serving as interim dean of the College of Medicine and interim vice president of health sciences for the Wexner Medical Center. Dr. Bellamkonda also shared news of the upcoming leadership transition in College of Optometry, as Dean Karla Zadnik will step down and return to the faculty on July 1 after 12 years of transformational leadership.

The university was ranked No. 33 on *Time* magazine's list of "The World's Top Universities 2026" and No. 5 among U.S. public institutions. Additionally, the College of Nursing's online master's program is now ranked No. 1 nationally by *U.S. News & World Report* and the university's online bachelor's programs are ranked No. 4.

Dr. Bellamkonda then provided updates on the AI faculty hiring, endowed faculty match and Game Changer Scholars initiatives. He closed by applauding the faculty who continue to drive Ohio State's reputation as an academic powerhouse, including three new Fellows of the National Academy of Inventors, recipients of funding from the Ohio Federal Research Network, and scholars leading the university's interdisciplinary space research.

(See Attachment X for background information, page XX)

2. Senior Vice President for Student Life Report: Buckeye Commons: Senior Vice President for Student Life Melissa Shivers and Buckeye Commons' Managing Director Scott Brown reviewed the early success of the Buckeye Commons, which opened in May 2025. The space and its associated initiatives host embedded counselors, wellness coaching, academic career resources and access specialists. The initiative has stood up more than 50 programs and events so far during spring semester and has had 3,000 student touch points since its inception. A career studio launched in Buckeye Commons the week of the committee meeting, and two more are planned: one in Thompson Library and another in the North Residential District. In early June, construction will begin on the Buckeye Commons space in the Ohio Union to align its physical footprint with student wishes. Work will be substantially complete by September 2026.

(See Attachment X for background information, page XX)

3. Advancing Our Research Enterprise: FY25 Expenditures and FY24 Rankings: Dr. John Horack, vice president for research, provided an overview of Ohio State's research expenditures during FY2024 and trends leading up to FY2025. In FY24, the university was ranked No. 12 nationally in terms of total research expenditures and No. 6 in industry-sponsored research. Research expenditures have been growing at approximately 6% annually.

During FY25, Ohio State reached \$1.676 billion in research expenditures — another university record. Expenditures grew in every unit at the university and included a 12% increase in funding from the Department of War and a 15% bump in funding from National Aeronautics and Space Administration. Year-over-year growth of 6% in research spending across the university continues.

(See Attachment X for background information, page XX)

Items for Action:

4. Approval of Minutes: No changes were requested to the November 20, 2025, meeting minutes; therefore, a formal vote was not required, and the minutes were considered approved.
5. Resolution No. 2026-91, Approval to Establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering:

IN THE CENTER FOR QUANTUM INFORMATION SCIENCE AND ENGINEERING

Synopsis: Approval to establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering is proposed.



THE OHIO STATE UNIVERSITY

WHEREAS the grand challenges in quantum information science and engineering (QISE) research, coupled with the national need for a quantum workforce, require an interdisciplinary approach; and

WHEREAS the program draws on faculty and research expertise across multiple departments in the College of Arts and Sciences and the College of Engineering, including Chemistry and Biochemistry, Computer Science and Engineering, Electrical and Computer Engineering, Mathematics, Materials Science and Engineering, and Physics; and

WHEREAS this graduate program would be one of the first truly interdisciplinary QISE programs in the country; and

WHEREAS there will be a compact common core of QISE courses through which students will develop a common vernacular and teaming skills, participate in research rotations across disciplines, engage in informal community building and industry engagement, and build skills in ethics, technical writing and communication; and

WHEREAS the Master of Science program will include a minimum of 30 credit hours with at least nine for foundational graduate coursework, six for seminar professional development courses, and three for experiential learning; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on December 3, 2025; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Interdisciplinary Master of Science in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering.

(See Appendix X for background information, page XX)

6. Resolution No. 2026-92, Approval to Establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering:

IN THE CENTER FOR QUANTUM INFORMATION SCIENCE AND ENGINEERING

Synopsis: Approval to establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering is proposed.

WHEREAS the grand challenges in quantum information science and engineering (QISE) research, coupled with the national need for a quantum workforce, require an interdisciplinary approach; and

WHEREAS the program draws on faculty and research expertise across multiple departments in the College of Arts and Sciences and the College of Engineering, including Chemistry and Biochemistry, Computer Science and Engineering, Electrical and Computer Engineering, Mathematics, Materials Science and Engineering, and Physics; and

WHEREAS this graduate program would be one of the first truly interdisciplinary QISE programs in the country; and



WHEREAS there will be a compact common core of QISE courses through which students will develop a common vernacular and teaming skills, participate in research rotations across disciplines, engage in informal community building and industry engagement, and build skills in ethics, technical writing and communication; and

WHEREAS the Doctor of Philosophy program will include a minimum of 90 credit hours, including 10 for foundational graduate coursework, six for seminar professional development courses, and 40 for experiential learning; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on December 3, 2025; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish an Interdisciplinary Doctor of Philosophy in Quantum Information Science and Engineering degree program in the Center for Quantum Information Science and Engineering.

(See Appendix X for background information, page XX)

7. Resolution No. 2026-93, Approval to Establish a Master of Energy Sustainability:

IN THE SUSTAINABILITY INSTITUTE

Synopsis: Approval to establish a Master of Energy Sustainability in the Sustainability Institute is proposed.

WHEREAS the Master of Energy Sustainability program will be an interdisciplinary program involving the colleges of Arts and Sciences, Engineering and Food, Agricultural and Environmental Sciences and will be facilitated through the Sustainability Institute with administrative authority in the Office of Academic Affairs; and

WHEREAS this proposal is an outcome of the ongoing efforts of Ohio State's Sustainability Institute to enhance and expand sustainability education, research and community outreach; and

WHEREAS employer feedback has highlighted both need and demand for degree programs focused on sustainability and energy related to continued technology expansion and workforce development; and

WHEREAS this program will draw upon expertise of faculty engaged in basic and applied energy-related research and directing or teaching energy-related courses; and

WHEREAS the program will include a minimum of 34 credit hours, including 19 for foundational graduate coursework, 12 for general courses and an experiential learning capstone; and

WHEREAS the proposal was reviewed and approved by the Council on Academic Affairs at its meeting on January 14, 2026; and

WHEREAS the University Senate approved this proposal on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Energy Sustainability degree program in the Sustainability Institute.

(See Appendix X for background information, page XX)

8. Resolution No. 2026-94, Amendments to the *Rules of the University Faculty*:

Synopsis: Approval of the following amendments to the Rules of the University Faculty are proposed.

WHEREAS the University Senate, pursuant to rule 3335-1-09 of the Administrative Code, is authorized to recommend through the president to the Board of Trustees the adoption of amendments to the Rules of the University Faculty as approved by the University Senate; and

WHEREAS rule 3335-5-47.3 details the membership, duties and responsibilities of the Rules Committee of the University Senate; and

WHEREAS proposed amendments would enhance the continuity of the committee's work by updating term lengths for faculty and staff committee members to three years, renewable once for a total of six years, and also creating a chair-elect role to support leadership succession; and

WHEREAS rule 3335-13-08 sets forth the definition of research misconduct as defined by federal law, as well as the requirement that the university maintain a policy ensuring research integrity across the institution; and

WHEREAS rule 3335-5-04.2 outlines the process for complaints involving research misconduct made against faculty members; and

WHEREAS the rules and policies are required by, and must be aligned with, federal law as overseen by the Office of Research Integrity on behalf of the secretary of Health and Human Services; and

WHEREAS recent title changes at the university and updates to timelines and terminology in federal policy necessitate revisions to rules 3335-13-08 and 3335-5-04.2 to ensure alignment with federal law and current institutional practices; and

WHEREAS the proposed amendments were approved by the University Senate during its meeting on January 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the attached amendments to the Rules of the University Faculty be adopted as recommended by the University Senate.

(See Appendix X for background information, page XX)

9. Resolution No. 2026-95, Adoption of Resolution Specifying Conditions for Exemptions to the Civic Literacy Course Requirements in Ohio Senate Bill 1, the Advance Ohio Higher Education Act:

Synopsis: Adoption of resolution specifying conditions for exemptions to the civic literacy course requirements in Ohio Senate Bill 1, the Advance Ohio Higher Education Act.

WHEREAS Ohio Senate Bill 1 (SB1), the Advance Ohio Higher Education Act, took effect on June 27, 2025; and

WHEREAS SB1 provides that, among other things, undergraduate students who will graduate beginning in the spring semester of 2030 must complete a course on civic literacy unless the



president of the university or his designee has granted an exemption as permitted by law pursuant to R.C. 3345.382; and

WHEREAS House Bill 96 (HB96) requires the Board of Trustees to adopt a resolution specifying the conditions upon which an exemption from the civic literacy course requirements may be granted in accordance with law; and

WHEREAS, to fulfill these requirements, the president or his designee may only grant an exemption from the civic course requirement to an undergraduate student when they determine that the student has completed one of the following alternative requirements set forth in R.C. 3345.382(D):

- A course offered under the college credit plus program established under Chapter 3365 of the Revised Code that satisfies the content requirements set forth in R.C. 3345.382(B) and has been approved as an alternative by the chancellor of the Ohio Department of Higher Education (ODHE);
- An advanced placement course and examination that satisfies the content requirements set forth in R.C. 3345.382(B) and has been approved as an alternative by the chancellor of the ODHE, provided that the student received a score of three or higher on that examination; or
- A three-or-more credit hour course or equivalent in a course in the subject area of American history or American government that includes the study of the documents set forth in R.C. 3345.382(B)(1)-(7), provided that this alternative does not apply after the 2030-2031 academic year.

WHEREAS the board recognizes that these are the only exemptions that may be granted to the civic literacy course requirement pursuant to SB1:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts this resolution to specify the conditions for exemptions to the civic literacy course requirement set forth in R.C. 3345.382, and directs the president to take all required steps to submit this resolution to the chancellor of higher education as required by law.

10. Resolution No. 2026-96, Adoption of Resolution Establishing Process to Review and Approve New Academic Programs, Degree Programs, Curricula/Courses, General Education Requirements, Colleges, Departments, Schools, Centers and Institutes:

Synopsis: Adoption of resolution establishing process to review and approve new academic programs, degree programs, curricula/courses, general education requirements, colleges, departments, schools, centers and institutes.

WHEREAS Ohio House Bill 96 (HB96), the 2025 Ohio budget bill, provides in R.C. 3345.457 that the Board of Trustees “has ultimate authority to establish new academic programs, schools, colleges, institutes, departments, and centers at the institution” and “may not delegate [its] authority to adopt a curricular approval process under this section or to approve or reject academic programs”; and

WHEREAS R.C. 3345.457(C) further requires the board to adopt an approval process for the above matters that grants the University Senate or a comparable representative body the ability to provide advice, feedback and recommendations on an advisory basis but that reserves final, overriding internal approval authority for the board itself; and

WHEREAS the university currently has different review and approval processes for these matters that vary based on the nature of the matter at issue; and



WHEREAS, to fulfill the above requirements, the board adopts the following approval processes for each specified item, with all steps prior to board review being advisory in nature and subject to the board's final, overriding authority:

- New curricula/course proposals must be submitted to: (1) the applicable college for review at the departmental level (where applicable) and by the college curriculum committee; (2) the Office of Academic Affairs (OAA) for review; and (3) the board for review and final approval;
- New academic program proposals must be submitted to: (1) the applicable college for review; (2) the University Senate (Senate) Council on Academic Affairs (CAA) for review; (3) the board for review and final approval; and (4) the Ohio Department of Higher Education (ODHE) for its review and approval;
- New degree program proposals must be submitted to: (1) the applicable college for review; (2) CAA for review; (3) the Senate Faculty Council (FC) for review; (4) the Senate for review; (5) the board for review and final approval; and (6) ODHE for its review and approval;
- New general education program proposals must be developed by the University-Level Advisory Committee for General Education (ULAC-GE) and submitted to: (1) CAA for review; (2) FC for review; (3) Senate for review; and (4) the board for review and final approval;
- New college, department and school proposals must be submitted to: (1) CAA for review; (2) FC for review; (3) the Senate for review; and (4) the board for review and final approval;
- New university-level center proposals must be submitted to: (1) CAA for review; (2) FC for review; (3) the Senate for review; and (4) the board for review and final approval; and
- New college-level center proposals must be submitted to: (1) the relevant dean(s) for review; (2) CAA for review; and (3) the board for review and final approval.

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby adopts the above approval processes to satisfy the requirements of R.C. 3345.457 and directs the president to take all required steps to submit this resolution to the chancellor of higher education as required by law.

11. Resolution No. 2026-97: Faculty Personnel Actions:

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the December 4, 2025, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: ROBERT BAKER
Title: Professor (Andrei Baronov and Ratmir Timashev Professorship in Chemical Physics)
College: Arts and Sciences
Term: January 1, 2026, through December 31, 2029

Name: JOHN BOZINOVSKI
Title: Professor-Clinical (The Gerard S. Kakos, MD and Thomas E. Williams, Jr., MD, PhD, Professorship)
College: Medicine
Term: March 1, 2026, through June 30, 2030

Name: JESSICA MERLIN
Title: Professor (The Julius F. Stone Chair in Cancer Research)



THE OHIO STATE UNIVERSITY

College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: AMY MOORE
Title: Interim Dean
College: Medicine
Term: January 20, 2026

Name: DANIEL PREVEDELLO
Title: Professor (Dr. John M. McGregor Department of Neurosurgery Professorship)
College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: W. KIMRYN RATHMELL
Title: Professor and Chief Executive Officer (Jeri B. Block and Robert H. Schottenstein Distinguished Chair in Cancer)
College: Medicine
Term: May 27, 2025, through May 26, 2030

Name: CURTIS ROTH
Title: Associate Professor (Robert S. Livesey Professor in Architecture)
College: Engineering
Term: January 1, 2026, through June 30, 2027

Name: TRIPARNA SEN
Title: Professor (The Max Morehouse Chair in Cancer Research)
College: Medicine
Term: January 1, 2026, through June 30, 2030

Name: STEPHANUS VILJOEN
Title: Associate Professor-Clinical (The William E. Hunt, M.D. and Charlotte M. Curtis Chair in Neuroscience)
College: Medicine
Term: March 1, 2026, through June 30, 2030

Name: LIN ZHU
Title: Assistant Professor (Elizabeth McKeever Ross Professorship Fund)
College: Medicine
Term: November 1, 2025, through June 30, 2028 (Correction of dates from last meeting)

Reappointments

Name: ERIC GREEN
Title: Professor (Excellence in Veterinary Care Diagnostic Imaging Chair)
College: Veterinary Medicine
Term: March 5, 2026, through June 30, 2027

Name: AYANNA HOWARD
Title: Dean and Monte Ahuja Endowed Dean's Chair
College: Engineering
Term: July 1, 2026, through June 30, 2031

Name: DANA RENGA
Title: Professor (Divisional Dean for Arts and Humanities)



THE OHIO STATE UNIVERSITY

College: Arts and Sciences
Term: July 1, 2026, through June 30, 2031

Name: CARROLL ANN TROTMAN
Title: Dean
College: Dentistry
Term: July 1, 2026, through June 30, 2031

Name: LYDIA WALKER
Title: Assistant Professor (Seth Andre Myers Chair in Global Military History)
College: Arts and Sciences
Term: December 4, 2025, through August 14, 2027

Extensions

*New Hire

(See Appendix X for background information, page XX)

12. Resolution No. 2026-98: Honorary Degree:

Synopsis: Approval of the honorary degree listed below is proposed.

WHEREAS pursuant to paragraph (A)(3) of rule 3335-1-03 of the Administrative Code, the president, after consultation with the Steering Committee of the University Senate, recommends to the Board of Trustees the awarding of the honorary degree as listed below:

E. Roe Stamps IV Doctor of Public Service, honoris causa

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the awarding of the above honorary degree.

(See Appendix X for background information, page XX)

13. Resolution No. 2026-99, Degrees and Certificates:

Synopsis: Approval of Degrees and Certificates for spring term 2026 is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board of Trustees has authority for the issuance of degrees and certificates; and

WHEREAS the faculties of the colleges and schools shall transmit, in accordance with rule 3335-9-29 of the Administrative Code, for approval by the Board of Trustees, the names of persons who have completed degree and certificate requirements:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on May 10, 2026, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

The committee first voted on item No. 12 – Honorary Degree. Mr. Arp was advised to abstain.

Action: Upon the motion of Dr. Wilkinson, seconded by Mr. Kaplan, the foregoing resolution was adopted by majority roll-call vote, with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kastan, Ms. Trott, Dr. Popovich, Dr. Bielefeld and Mr. Zeiger. Mr. Arp abstained.

The committee then voted on the remainder of the items for approval.

Action: Upon the motion of Dr. Wilkinson, seconded by Mr. Kastan, the remainder of the resolutions for approval were adopted by unanimous roll-call vote, with the following members present and voting: Dr. Wilkinson, Mrs. Harsh, Ms. Kessler, Mr. Kaplan, Mr. Kastan, Ms. Trott, Mr. Arp, Dr. Popovich, Dr. Bielefeld and Mr. Zeiger.

The committee adjourned at 4:08 p.m.

DRAFT

APPROVAL TO REESTABLISH THE DEPARTMENT OF AVIATION

IN THE COLLEGE OF ENGINEERING

Synopsis: Approval to reestablish the Department of Aviation in the College of Engineering is proposed.

WHEREAS in 2012, based on faculty attrition and administrative priorities, the Department of Aviation, College of Engineering was abolished and replaced by the Center for Aviation Studies, but since then there has been a resurgence in enrollment and research expenditures, but without TIU status it cannot hire tenure track or practice faculty to address opportunities for strategic growth; and

WHEREAS the college dean has invested by hiring a new director, whose TIU is the Department of Mechanical and Aerospace Engineering, has approved the director's strategic plan, and has hired a new director for The Ohio State University Airport, a new chapter for Ohio State Aviation can begin; and

WHEREAS the department will manage, maintain and deliver all aviation coursework across aviation programs in three colleges whose enrollments now total 450 students, and will explore development of an aviation graduate certificate and possible graduate program; and

WHEREAS the center currently has five PhD level faculty or staff who teach and conduct research and six full-time lecturers, with a college-supported plan to grow the faculty to at least 10 regular faculty; and

WHEREAS there are expanding research funding opportunities and an increase in demand for pilots, air traffic controllers and other aviation careers (operations, research, logistics); and

WHEREAS the proposal has the support of college dean and the faculty of the College of Engineering; and

WHEREAS the proposal was reviewed by a subcommittee and then approved by the full Council on Academic Affairs at its meeting on February 18, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to reestablish a Department of Aviation, College of Engineering.

Proposal to Establish the Department of Aviation

Submitted to
The College of Engineering
The Ohio State University

Blake Stringer, Ph.D.
Director, Center for Aviation Studies
228 Bolz Hall, 2036 Neil Avenue, Columbus, Ohio 43210
stringer.97@osu.edu

July 1, 2025

PREAMBLE: In continuing Ohio's strong tradition and reputation as the birthplace of aviation, we propose to re-establish the Department of Aviation within the College of Engineering. We believe this will enhance the reputation of Ohio State Aviation and its degree programs beyond its current capabilities. The proposed department is designed to achieve high impact applied research, education, and service, addressing key gaps in 21st Century aviation.

Aviation enjoys a long history at The Ohio State University and is the oldest collegiate aviation institution in the United States. In 1917, the United States War Department established the School of Military Aeronautics on campus as one of eight institutions, aimed at training pilots for service in World War I (California, Cornell, Georgia Tech, Illinois, MIT, Ohio State, Princeton, Texas). Of these original eight, Ohio State is the only institution to continuously offer aviation education during that span. Students have continued to study aviation at Ohio State with over 6,500 graduates over 108 years. Since 1956, Aviation has resided within the College of Engineering but supports aviation degree programs housed in three colleges.

In 2012, due to faculty attrition and administration priorities, the Department of Aviation was abolished and replaced by the Center for Aviation Studies (CAS), which does not have Tenure-Initiating-Unit (TIU) status. Furthermore, CAS went through a series of interim and short-lived directors between 2018-2023. Nevertheless, during that time, aviation experienced a resurgence through increased enrollment and research expenditures. However, without TIU status, the Center for Aviation Studies has not been able to recruit and hire tenure-track or practice faculty to leverage and exploit these opportunities for strategic growth.

The Dean of the College of Engineering has invested in Ohio State Aviation by hiring a permanent Director to elevate CAS back to a Department of Aviation. The Director's TIU currently is the Department of Mechanical and Aerospace Engineering. The Dean recently approved the Director's Strategic Plan: "*Where Campus Runways Meet Academic Excellence: 2025-2030*." The Dean also hired a new Director for The Ohio State University Airport (KOSU). Working together in constant collaboration, these two experienced leaders are working diligently to write the next chapter of Ohio State Aviation.

The proposed effective date of the Department of Aviation is July 1, 2026.

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I) RATIONALE.

A. Vision and Mission.

Vision: The Department of Aviation is a team of faculty and staff, practitioners and researchers, committed to

- Producing early-career professionals who are prepared to enjoy productive and satisfying careers in the Aviation Industry.
- Generating solutions to the challenges and leveraging opportunities in 21st Century Aviation.

Mission: The Center for Aviation Studies promotes and advances aviation through education, research, and outreach.

We accomplish our mission by

- Providing relevant instruction to promote future innovations in the aviation workforce (**Education**).
- Creating interdisciplinary solutions that support aviation modernization (**Research**).
- Increasing accessibility, awareness, and appreciation for the aviation community (**Outreach**).

B. Purpose.

The purpose of the Department of Aviation is to institute expert-level (TIU) authority over the following:

- Developing, approving, and revising aviation curricular content and coursework to support aviation degree programs at Ohio State.
- Delivering all coursework with the AVIATN prefix at the university.
- Determining faculty requirements, recruitment, and criteria for appointment, promotion, and tenure.
- Increasing institutional research capabilities in aviation.
- Determining Ohio State's role in shaping social, economic, commercial, and technical trends in the aviation industry.
- Enhancing Ohio State's reputation among the 131 collegiate aviation institutions in the University Aviation Association (UAA).

The Department of Aviation within the College of Engineering will maintain its own field of study and research to enhance the industry. In partnership with three colleges across the University it will leverage this knowledge to offer three unique degree programs.

• Bachelor of Science, Aviation	College of Engineering
• Bachelor of Arts and Social Sciences, Air Transportation	College of Arts & Sciences
• Bachelor of Science, Aviation Management	Fisher College of Business

The Department of Aviation will enhance the aviation discipline at Ohio State through the following strategic priorities (goals):

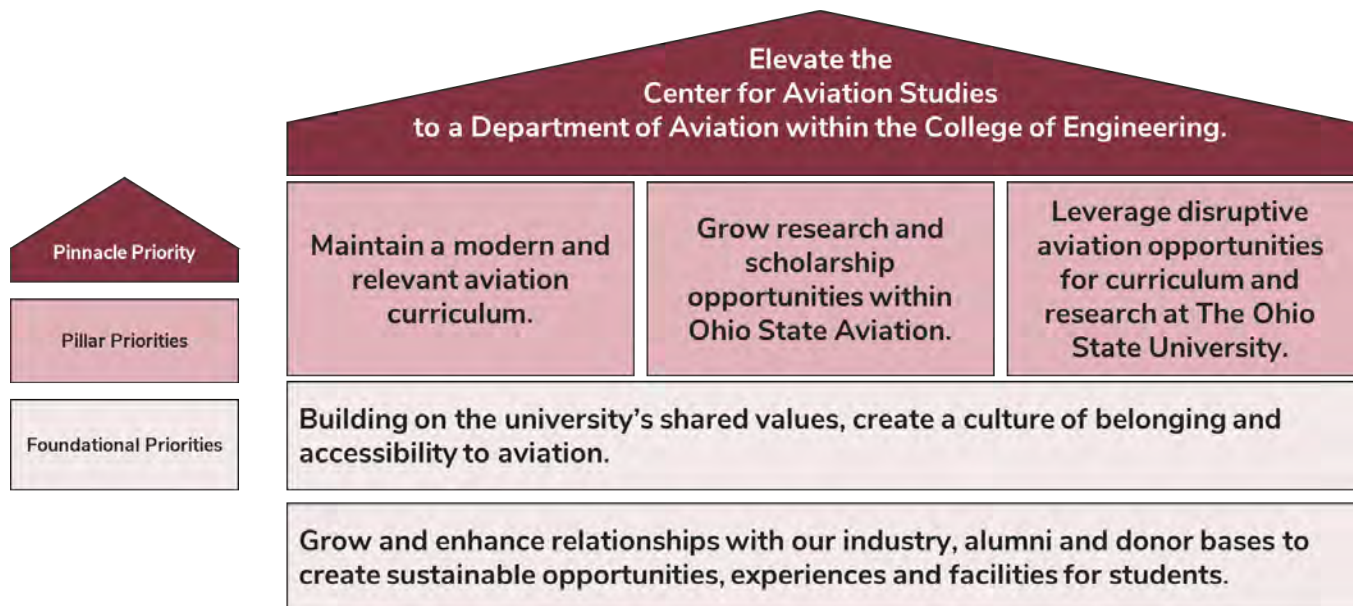


Figure 1: Aviation Strategic Priorities

C. Role of Aviation within the College of Engineering.

The Department of Aviation will be a separate department in the College of Engineering. The Chair will report to the Dean of the College. The CAS Director already reports to the Dean and is a member of the Dean's Executive Committee. In many ways, CAS already performs many of the functions of a department, such as academic advising and scheduling, faculty course assignments, with a staff including business manager, administrative assistant, and communications director.

The items below map to the academic requirements outlined in the OAA Academic Organization and Curriculum Handbook, University Organization, Academic Department or School (OAA, rev2021, p.8).

a. A recognized, fairly discrete area of academic specialization not already included within the mission of another department.

"The modern-day airline pilot needs to be part meteorologist, mechanic, counselor, public relations specialist, security specialist, record keeper, computer programmer, and flight systems manager (Johnson, 2005, p.10)."

Aviation is an area of applied academic specialization and the operational/technology counterpart to traditional engineering disciplines such as aerospace, aeronautical, systems, or mechanical engineering. Aviation professionals contribute to the operational and practical aspects of aviation such as professional pilot, air traffic controller, aircraft maintainers, aircraft dispatchers, safety inspectors, accident investigators, airport operators, airline managers, etc.

Aviation as a discipline prepares its graduates for careers in a heavily regulated global industry using a Human – Vehicle – System educational model, presented in Table 1.

Table 1: Human-Vehicle-System Educational Model

Human	Vehicle	System
• Crew Operations • Administrative Operations • Flight Operations • Human Factors • Service	• Technical Operation • Aircraft Systems • Flight Mechanics • Aircraft Performance	• Airspace / Air Traffic Control • Environment / Weather • Regulatory / Legal / Policy • Security • Socioeconomic • Communication • Airports
Experiential opportunities		

Aviation is recognized as an academic discipline at the national and international levels by the federal government and the following academic advocacy organizations:

1. National Center for Education Statistics, Department of Education.
 - a. Classification of Instructional Program (CIP) Code: [49.01](#)
 - b. Title: Air Transportation
 - c. Subcategories: (NCES, 2025).
 - [49.0101](#): Aeronautics/Aviation/Aerospace Science and Technology, General.
 - [49.0102](#): Airline/Commercial/Professional Pilot and Flight Crew
 - [49.0104](#): Aviation/Airway Management and Operations
 - [49.0105](#): Air Traffic Controller
 - [49.0106](#): Airline Flight Attendant
 - [49.0108](#): Flight Instructor
 - [49.0199](#): Any instructional program in aviation and air transportation services not listed above
2. Aviation Accreditation Board International (AABI).

AABI is the official accreditation body for collegiate aviation programs, recognized by the Council for Higher Education Accreditation. The aviation degree programs at Ohio State are AABI accredited through 2027, with the next accreditation site visit in Autumn 2026. As of January 2025, there are 45 AABI-accredited collegiate institutions worldwide (AABI, 2025).

3. University Aviation Association (UAA).

UAA's mission is "to promote and foster excellence in collegiate aviation education by providing a forum for students, faculty, staff, and practitioners to share ideas, to enhance the quality of education, and to develop stronger programs and curricula. To influence aviation education policy at all governmental levels. To provide and nurture the linkage between college aviation education, the aviation industry, and government agencies (UAA, About UAA, 2025)." Ohio State is currently one of UAA's 131 member institutions.

b. Potential academic programs at both graduate and undergraduate levels.

1. Undergraduate.

Undergraduate aviation programs already exist at Ohio State, as mentioned previously in Section I.B. Students not majoring in one of the three programs can also enroll in an aviation minor. The degrees and their intended enrollees are outlined in Table 2.

Table 2: Ohio State Aviation Degree Programs

College of Engineering	College of Arts and Sciences	Fisher College of Business
B.S., Aviation (Professional Pilot Option) Department of Aviation	B.A., Air Transportation (Professional Pilot Option) Department of Geography	B.S., Aviation Management Fisher College of Business
Aviation access for engineering and technology-oriented students	Aviation access for physical and social science-oriented students	Aviation access for business-oriented students
The Department of Aviation manages, maintains, and delivers all Aviation (AVIATN) coursework supporting these degree programs as well as the aviation minor .		

The Professional Pilot Specialization offers students the opportunity to enroll in Flight Education, obtain licensure by the Federal Aviation Administration (FAA), and upon graduation, pursue a career as a professional pilot. In addition, students have ability to take course work to earn their Remote Pilot certificate, as well as their Aircraft Dispatch certificate from the FAA. The Dispatch certificate is recognized as the highest level of non-pilot certificate that can be obtained and is equivalent to the highest pilot certificate, the Airline Transport Pilot.

It is worth noting from Table 2 that Ohio State is the only UAA member of 131 collegiate aviation institutions to spread its degree programs across three different colleges. All other collegiate aviation programs reside within a single college or school. This speaks to the recognition by previous administrations that (1) aviation as a discipline appeals to populations with different interests; as well as (2) a desire by those previous administrations to provide multiple avenues of access to aviation through its degree and minor offerings.

Table 3 provides a summary of the aviation (AVN) coursework required for each degree program. Note that the minimum and maximum credit hour columns are based upon the number of AVN electives allowed for each program. Lastly, the Center for Aviation Studies delivers the culminating experience (capstone) courses for all three degrees: AVN 4500: Aviation Capstone (Air Transportation); AVN 4520: Aviation Capstone – Engineering, and AVN 5000: Air Transportation Analysis II (Aviation Management).

Table 3: Aviation (AVN) Coursework Requirements in Degree Programs

Degree	Total AVN credit hours (% of total degree credits)	
Without Professional Pilot Certificate	Minimum	Maximum
B.S., Aviation	39 (32%)	45 (37%)
B.A., Air Transportation	36 (30%)	60 (50%)
B.S., Aviation Management	26 (22%)	
With Professional Pilot Certificate	Minimum	Maximum
B.S., Aviation	51 (42%)	76 (63%)
B.A., Air Transportation	47 (39%)	65 (54%)

2. Graduate.

Ohio State has never offered graduate programs in aviation. However, there are opportunities available. Several other collegiate aviation programs offer graduate coursework in aviation. The Center for Aviation Studies has already begun exploring the development of an aviation graduate certificate.

In general, a master's degree has traditionally served as the terminal degree in aviation. Some institutions do offer a doctoral degree in aviation. This is further discussed in Section I.C.2. Often, those wishing to serve on faculty

will pursue a doctorate in a related field such as education, policy, technology, or engineering. Finally, many institutions have shifted to an online focus for their graduate programs.

It is the intention of the Department of Aviation to develop an aviation graduate program that aligns with the research capabilities of its faculty and the needs of its strategic partners and the aviation industry at large.

c. A source of faculty members prepared to offer academic work in the academic area concerned.

Approximately 65 collegiate aviation institutions offer graduate coursework in aviation or closely related areas (UAA, Collegiate Aviation Guide, 2024). Only six domestic institutions currently offer doctoral education in aviation: Embry-Riddle Aeronautical University (Florida), Florida Institute of Technology, Liberty University (Virginia), Purdue University (Indiana), St. Louis University (Missouri), and the University of North Dakota.

The Center for Aviation Studies currently has five faculty or staff, educated at the Ph.D. level, who teach and conduct research in aviation. Additionally, the Center currently employs six full-time lecturers to deliver the academic content.

In its strategic planning process, the Director in consultation with the Dean and her staff has developed a hiring plan to grow the faculty of the Department of Aviation to at least ten regular faculty, including 6 tenure-track faculty. With college approval, open tenure-track positions will be filled following national searches, guided by the department's proposed Appointments, Tenure, and Promotions document included in Appendix B, in conjunction with SHIFT guidelines. Lastly, the Department of Aviation actively seeks collaborations with other departments to establish joint and courtesy appointments for their faculty whose research and teaching interests include aviation.

d. An area of academic specialization that offers research and/or public service opportunities in addition to formal classroom/online teaching.

The National Science Foundation offers substantial funding for aviation activities through its many directorates. An award search using the keywords “aviation” and “air transportation” yielded 154 active awards (as of Jan 2025), totaling \$139.8M (NSF, 2025).

The FAA provides significant funding opportunities as well. In FY 2024, the FAA awarded grants in three areas, totaling \$85.2M (FAA, 2025). The Center for Aviation Studies was the recipient of some of these awards.

- Aviation Research Grants: 27 grants totaling \$9.9M.
- Aviation Workforce Development Grants: 22 grants totaling \$13.5M.
- Centers of Excellence Grants: 140 grants totaling \$61.8M.

A review of research awards and expenditures from FY2013 to FY2025 reveals that the Center for Aviation Studies has continued active research in the discipline, according to Table 4 below.

Table 4: CAS Research Expenditures: 2013-2025			
Number of Awards	Total Award	Total Cost Share	Total
41	\$6.98M	\$1.75M	\$8.72M

The Ohio State University has been a core university member of the following FAA Centers of Excellence since their inception:

- Alliance for System Safety of UAS through Research Excellence (ASSURE)
- National Center of Excellence for Aviation Operations Research (NEXTOR)

- Partnership to Enhance General Aviation Safety, Accessibility and Sustainability (PEGASAS)
- Technical Training and Human Performance (TTHP)

The Center for Aviation Studies employed the Ohio State site director for the NEXTOR, PEGASAS, and TTHP centers of excellence.

Aviation performs several public service roles to include professional societies and advocacy groups, collegiate aviation, general aviation, outreach, and annual events.

Professional Societies and Advocacy Groups. There are numerous professional societies connected to the aviation discipline. These societies provide several services to the industry and community through membership, networking, events, advocacy, journals, book press services, student competitions, conferences, recognized standards, and archived proceedings.

Collegiate Aviation Organizations: The purpose of these organizations is to provide access, accreditation, networking, and commonality across the spectrum of institutions offering collegiate aviation. Some offer publication opportunities through journal and conference activity.

General Aviation Organizations: These are national associations that provide services for aircraft owners as well as non-professional pilots. They are particularly important for performing outreach activities to introduce local populations, and specifically children to aviation.

Outreach Organizations: These organizations generally focus on youth in grades K-12.

Annual Events: These are largely aviation displays in different regions of the country. For purposes of outreach or public service, these are large scale activities that attract thousands of people.

The more prominent aviation organizations providing public and professional service are listed in Table 5.

Table 5: Aviation in Public and Professional Service

Category	Organization
Professional & Advocacy	Air Traffic Control Association (ATCA) American Institute of Aeronautics & Astronautics (AIAA) Association for Unmanned Vehicle Systems International (AUVSI) American Association of Airport Executives (AAAE) Aerospace Industries Association (AIA) National Business Aviation Association (NBAA) Organization of Black Aerospace Professionals (OBAP) Latino Pilots Association (LPA) NGPA (NGPA) Royal Aeronautical Society – United Kingdom (RAeS) Society of Flight Test Engineers (SFTE) The Ninety-Nines International Organization of Women Pilots (99s) Vertical Aviation International (VAI) Vertical Flight Society (VFS) Women in Aviation International (WAI)
Collegiate Aviation	Aviation Accreditation Board International (AABI) Alpha Eta Rho Aviation Fraternity (AHP) National Intercollegiate Flight Association (NIFA) University Aviation Association (UAA)

Category	Organization
General Aviation	Aircraft Owners and Pilots Association (AOPA) Experimental Aircraft Association (EAA)
Outreach	Buckeye Tigers – Local, Columbus Metropolitan Area (Link) Civil Air Patrol (CAP) Taxi to Takeoff!! – Local, Dublin City Schools (Link) Youth Aviation Adventure (YAA)
Annual Events	Cleveland National Air Show (Link) Columbus Air Show (Link) EAA AirVenture – Oshkosh, Wisconsin (Link)

Ohio State Aviation has a robust presence with many of these organizations.

e. An area of academic specialization that has the potential for developing national or international recognition as an academic discipline.

The University Aviation Association lists 131 collegiate aviation members, each having a distinct unit, whether it be a section, department, school, or college of aviation (UAA, 2024). Aviation as an academic specialization has already developed national and international recognition as an academic discipline.

Notably, there are several avenues for refereed journal publication in aviation. AIAA offers several journals to include the *AIAA Journal*, *Journal of Air Transportation*, *Journal of Aerospace Information Systems*, and *Journal of Aircraft*, among others. Additional journals include the *International Journal of Aviation*, *Aeronautics*, and *Aerospace*, and *Journal of Aviation/Aerospace Education and Research*. Lastly, UAA publishes the *Collegiate Aviation Review*.

f. An area of academic specialization that either has or is in the progress of developing a student clientele either for the purpose of major programs or as an important "service" discipline to other major programs.

Aviation has always maintained a satisfactory student clientele at The Ohio State University. The Center for Aviation Studies has continued to increase the numbers of credit hours taught, the number of lecturers associated with the Center and faculty assigned to CAS from other departments, while maintaining and increasing its level of academic research and external collaborations. Section E provides historical enrollment and will expand on projections for maintaining and growing the student clientele.

In terms of service discipline, the evolution and proliferation of drone technology across several different disciplines has necessitated new operational requirements and certification for this disruptive technology. Remote pilot education and flight services are significant opportunities to serve other major programs.

g. A minimum of 10 faculty positions spread through at least the three academic ranks from assistant professor to professor.

Table 6: 4-Year Faculty Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8
AY	26-27	27-28	28-29	29-30	30-31	31-32	32-33	33-34
Tenure Track	1	2	6	6	7	8	9	10
Practice Track	3	4	4	4	8	8	8	8
Associated Faculty	7	6	6	6	0	0	0	0
Total Faculty	11	12	14	16	15	16	17	18

Table 6 provides the department's faculty projections. The Department Chair will fill the first tenured professor position in the new department, followed by incremental growth in subsequent years. Table 6 represents the highest estimate of total faculty over the next four years. Depending upon the outcome of a SHIFT search, some of our interested practice faculty may receive an offer to become tenure-track faculty. Research and curricular direction will govern our faculty hiring requirements from 2030 onwards. Table 6 clearly shows a path forward to achieving a positive ratio of tenure-track to practice faculty.

The desired research competencies in tenure-track faculty include, but are not limited to, aviation safety and human factors, aviation education and policy, aviation system architecture, aircraft electrification, and air traffic management. Desired practice faculty qualifications include air traffic management and crew resource management in jet aircraft.

h. Courses that enroll students for a minimum of 2,000 semester credit hours per semester.

Aviation currently has 50 active courses in the [University Catalog](#) from the 2000 to 5000 level. Other courses are in development to continue aviation curricular modernization efforts. Table 7 provides the total and semester credit hours of student enrollment since AY 2015-16. Aviation has enjoyed year-over-year growth during those nine years. CAS has met the 2,000-credit-hour enrollment requirement since AY 2019-20 (highlighted in green).

Table 7: Aviation Course Credit Hour History

AY	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24
Annual Credit Hours	2780	2909	3014	3782	4682	5048	5545	5866	6281
Semester Credit Hours	1390	1455	1507	1891	2341	2524	2773	2933	3141
Annual Growth		5%	4%	25%	24%	8%	10%	6%	7%
Cumulative Growth		5%	8%	36%	68%	82%	99%	111%	126%

D. Describe similar units at other universities in Ohio, in the Big Ten, and in the United States and their levels of success.

Table 8 provides a summary of the aviation programs at other relevant universities. The table groups programs into three categories (1) Big 10 institutions, (2) peer or near-peer institutions, and (3) Ohio institutions. The institutions highlighted in boldface are considered the most relevant to our proposal because they are all members of the University Aviation Association and have more than one AABI-accredited program.

Table 8: Collegiate Aviation Comparison to Relevant Institutions

Institution (Aviation Unit Home)		UAA Member	Ph.D.	# Accredited Programs	Undergraduate Students	Graduate Students	Flight School
Big 10	The Ohio State University (Center for Aviation Studies)	•		5	451	0	Unit*
	Purdue University (School of Aviation and Transportation Technology, Polytechnic Institute)	•	•	2	1650	230	Unit*
Pe	Arizona State University (Program in The Polytechnic School)	•		4	652	16	Contract

Institution (Aviation Unit Home)		UAA Member	Ph.D.	# Accredited Programs	Undergraduate Students	Graduate Students	Flight School
	Auburn University (School of Aviation)	•		2	615	0	Unit*
	Embry-Riddle Aeronautical University – FL (College of Aviation)	•	•	9	2811	192	Unit
	Florida Institute of Technology (College of Aeronautics)	•	•	4	512	30	Unit
	Liberty University (School of Aeronautics)	•	•	4	2788	163	Unit
	University of North Dakota (John D. Odegard School of Aerospace Sciences)	•	•	3	2000	42	Unit
	University of Oklahoma (School of Aviation)	•		4	415	0	Unit*
Ohio	Kent State University (School of Aeronautics est. 2025)	•		5	555	9	Unit*
	Bowling Green State University (School of Aviation)			2	350	0	Contract
	Ohio University (Department of Aviation)	•		0	217	0	Unit*
	University of Cincinnati – Clermont (Department of Math, Computers, Geology & Physics)			0	Not published	0	Contract
	Wright State University (College of Health, Education, and Human Services)			0	Not published	0	Contract

*Indicates university-owned airport

Big 10 Institutions. **Purdue University** is the only other Big 10 institution with a collegiate aviation program. The program resides in the School of Aviation and Transportation within the Polytechnic Institute. Aviation has existed at Purdue since 1935. It enjoys a robust enrollment with four undergraduate majors, two graduate certificates, one masters degree, a combined BS-MS program, and two doctoral programs. Graduate coursework is offered in person and online.

Research areas include biofuels testing and development, gender issues in aviation, evaluation of fuel blends, high performance turbine operations, and human factors and crew resource management. Its facilities include an aviation electronics lab, aviation materials lab, engine test cells, hangar of the future, simulator center with 12 flight simulators, operations control center, powerplant, and advanced composite lab. Like Ohio State, Purdue owns its own airport and fleet of flight training aircraft.

Purdue and Ohio State enjoy a collaborative relationship. Both institutions are core members of the PEGASAS Center of Excellence (FAA). Additionally, both Purdue's airport director and a senior faculty member occupy two positions on the [Ohio State Aviation External Advisory Board](#).

Peer Institutions. As mentioned previously, there are currently 131 UAA member institutions. In addition to UAA membership and AABI accreditation, peer institutions listed in Table 8 were selected based upon (1) overall institutional size, infrastructure, and research status, (2) number of students, or (3) reputation and influence in the

collegiate aviation community. The information provided for each institution below was obtained from institutional online data.

Arizona State University offers five undergraduate majors in aviation and one master of science in technology degree. The aviation program resides in The Polytechnic School. The faculty are composed of 100% clinical positions. The aviation program has a healthy enrollment, slightly larger than Ohio State. Research and educational infrastructure at Arizona State include a high-altitude hyperbaric training chamber, and a simulator building with air traffic control simulation laboratory and five flight simulators. Its geographic location provides the annual weather for year-round flying.

Auburn University's School of Aviation resides in the College of Liberal Arts. It offers two undergraduate majors, an aviation minor, and aviation hospitality management certificate with no graduate programs. Its enrollment is comparable to Ohio State. The School of Aviation has one tenure-track faculty member, with two practice faculty, and several affiliated faculty. Research is not a priority at Auburn, but it has significant infrastructure with an aviation academic complex and simulator center with significant funding by Delta Airlines.

Embry-Riddle Aeronautical University (ERAU), Daytona campus is the largest aviation program in the United States. All aviation degrees reside in the College of Aviation, which offers a significant number of degrees at the associates, bachelors, as well as a number of certificates. At the graduate level, ERAU offers 10+ masters degrees and two Ph.D.s. The College of Aviation faculty consists of approximately 51% in tenure-track positions, teaching approximately 3,000 students. This is the one collegiate aviation institution with over 100 faculty. There are 32 distinct labs supporting research and education in the areas of aeronautical science, applied aviation sciences, aviation maintenance science, flight, and the school of graduate studies.

Florida Institute of Technology is one of five institutions in the U.S. to offer education at the doctoral level. All aviation programs are housed in the College of Aeronautics. It offers four AABI accredited programs to include professional pilot with a comparable fleet to Ohio State. The college employs approximately 20 faculty with 40% tenure-track, 35% practice, and 25% associated faculty.

Liberty University has one of the newest aviation programs, having begun formalizing and expanding its program in 2002. The aviation degrees reside in the School of Aeronautics. The school offers five undergraduate majors, one masters degree, and a Ph.D. in Aviation. All graduate work is 100% online. Approximately, 38% of the faculty appears to be tenure-track. By enrollment, Liberty University has the second largest collegiate aviation program in the country.

The **University of North Dakota** is the third largest aviation program in the United States. Begun in 1968, Its aviation program is housed in the Department of Aviation of the John D. Odegard School of Aerospace Sciences. There are four undergraduate majors, three of which are accredited. There is a masters degree and a Ph.D. in aviation. Approximately 39% of the faculty are tenure-track.

The **University of Oklahoma's** collegiate aviation program has existed since 1947. The School of Aviation resides in the College of Atmospheric and Geographic Sciences. Oklahoma offers four undergraduate majors in aviation. It does not offer any majors at the graduate level. Some aviation research is conducted as part of the FAA Centers of Excellence. Oklahoma has a very low faculty count with only 25% being tenure-track.

Ohio Institutions.

Bowling Green State University has two accredited aviation degrees. They are housed in a School of Aviation in the College of Technology, Architecture, and Applied Engineering. There are only five full-time faculty. The entire flight program is supplied by external contract. Wood County Regional Airport is located on the campus of Bowling Green but is owned by the county.

Kent State University's aviation programs reside in the College of Aeronautics and Engineering. Like Ohio State, the university owns its own airport. It offers five undergraduate programs and one online master's degree in aviation. The aviation program formalized in 1967 and was the first collegiate aviation institution in the State of Ohio to receive AABI accreditation. Approximately 30% of its aviation faculty are tenure-track.

The other Ohio institutions with aviation programs are listed in Table 8. However, due to their size and lack of accreditation, they are not discussed in further detail.

E. Enumerate proposed major programs.

The major programs supported by the Department of Aviation are the three existing majors listed previously in Table 2.

- Bachelor of Science, Aviation College of Engineering
- Bachelor of Arts and Social Sciences, Air Transportation College of Arts & Sciences
- Bachelor of Science, Aviation Management Fisher College of Business

i. Make enrollment projections (include justification for the estimates).

Table 9 provides the 11-year enrollment history of all aviation students at Ohio State. Aviation shows a history of sustained growth over the past 11 years in all three majors. The student enrollment for Academic Year 24-25 is almost triple that of Academic Year 2014-15.

Table 9: Ten-Year Enrollment History

Major	Academic Year										
	14-15	15-16	16-17	17-18	18-19	19-20	20-21	21-22	22-23	23-24	24-25
B.S., Aviation	47	45	50	53	64	74	91	135	127	165	199
B.A., Air Transp.	110	118	135	146	170	187	219	227	245	224	207
B.S., Avn Mngmnt	16	8	14	12	17	23	35	36	33	38	45
Total Avn Majors	173	171	199	211	251	284	345	398	405	427	451
Annual Increase		-1%	16%	6%	19%	13%	21%	15%	2%	5%	6%
Cumulative Increase		-1%	15%	22%	45%	64%	99%	130%	134%	147%	161%

Figure 2 provides a graphic depiction of the percentage of aviation students by major over the past 11 years. The B.S. in Aviation Management has held consistently near 10% of the total enrollment. Over the past 11 years, however, the B.S., Aviation and B.A., Air Transportation majors have moved toward parity, both contributing approximately 45% in enrollment percentage.

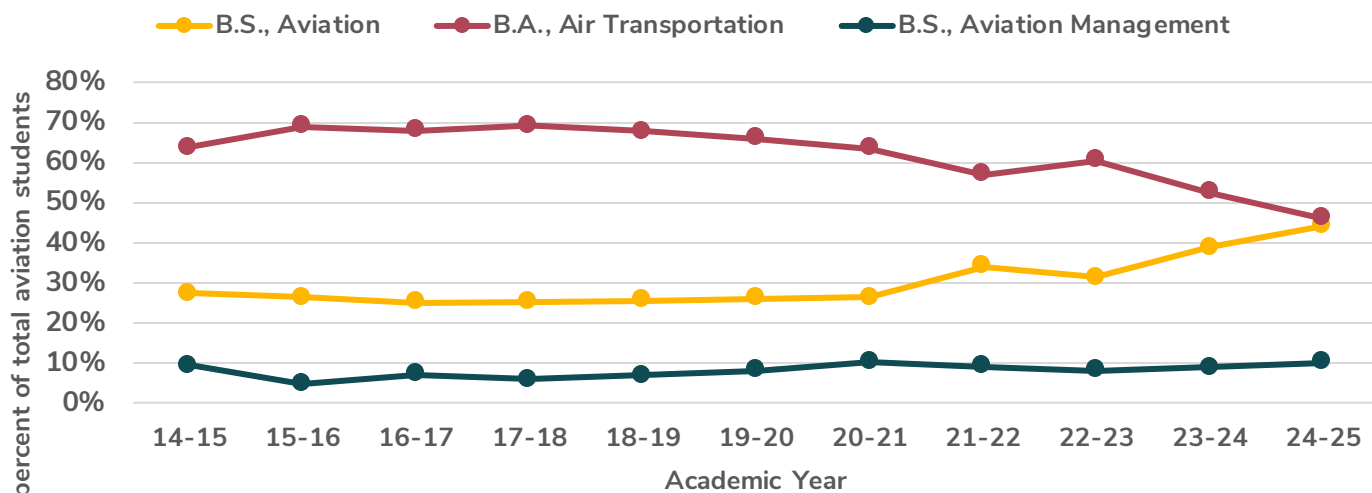


Figure 2: Percentage of Students in Each Major

Enrollment in all three programs is healthy. Air transportation has nearly doubled its enrollment. Aviation and aviation management have tripled their enrollment or better.

Enrollment growth is limited by infrastructure, faculty, and flight-line capacity. Under the current strategic plan, we would like to see enrollment between 500 and 700 students annually.

ii. State goals of enrollees in proposed programs.

B.S., Aviation. Students choosing this degree path have career aspirations to run airports and fly planes, as well as design, manage and operate aviation systems all over the world. For every pilot in an aircraft, there are numerous other aviation experts responsible for successfully planning and operating a flight. Example careers, other than work as a professional pilot, include airport and airline management, flight support and planning, government and regulatory oversight, and aviation research and development.

B.A., Air Transportation. Students gain a broad understanding of how aviation affects and is affected by social forces like the economy, international relations, and government policy. This is for students who wish to pursue an aviation career in the areas above or become a professional pilot, but are not comfortable with the study of physics, calculus and engineering, or business logistics, finance and accounting.

B.S., Aviation Management. Students choosing this program typically hope to work for either an airline or airport in a business role, or work for financial firms specializing in the aviation industry through lending or other business operations.

iii. Estimate opportunities for graduates of proposed programs.

Many different opportunities exist for graduates of the degree programs. Table 10 lists the wide range of careers available within the aviation industry. The table lists the careers by category.

Table 10: Typical Careers for Aviation Graduates

Category	Careers
Professional Pilot	- Airline / Cargo Transport - Corporate / Commercial - Military Aviation

Category	Careers
Airline Operations	• Operations • Aircraft Dispatch • Management • Finance
Airport Operations	• Fixed-Base Operations (FBO) • Port Authorities • Maintenance, Repair and Overhaul (MRO)
Aviation Oversight	• Safety Inspector / Accident Investigation • Policy & Regulatory Compliance • Operations Development and Assessment • Air Traffic Management (ATM) and Control (ATC)
Engineering Operations	• Computer-Aided Design and Manufacturing (CAD / CAM) • Quality Control (QC) • Production Control (PC) • Technical Support
Disruptive Technology	• Advanced Air Mobility and UAS • Uncrewed Traffic Management (UTM) • Virtual/Augmented/Extended Reality Simulation

Professional pilot is only one of category of several jobs available in the aviation industry. To further illustrate real-world industry opportunities, Table 11 provides the 2023 employee data for our most strategic airline partner, Southwest Airlines (SWA, 2023). Pilots only make up 14.4% of the SWA workforce.

Table 11: 2023 Employee Breakdown - Southwest Airlines

Employee Category	Employees	%
Pilots	11429	14.4%
Flight Attendants	20986	26.4%
Dispatchers, Meteorologists, Simulator Technicians, Flight Training Instructors	848	1.1%
Ground Operations	24963	31.4%
Maintenance Operations	3810	4.8%
Customer Support	3468	4.4%
Executives	70	0.1%
Other Leaders	6276	7.9%
Individual Contributors	7669	9.6%
Total	79519	100%

Table 11 does a good job of capturing the ratio of non-pilots to pilots in the airlines, roughly 6 non-pilots to one pilot. Add to that the number of regulatory personnel, airport personnel, air traffic controllers, etc., that ratio only grows. In other words, airplanes and pilots create jobs, an architecture, and an ecosystem.

F. State opportunities provided for study or application of the subject beyond the structure of the classroom/online interaction space.

Significant opportunities exist for both students and faculty beyond the instructional space. As already mentioned, several opportunities exist at the local, national, and international levels. Several of our students secure internships and ambassador positions with industry. The Center for Aviation Studies has instituted an

international travel abroad program for students to travel to other countries and experience international aviation. These trips have included Brazil, France, Spain, Switzerland, and the United Kingdom. Additionally, our faculty set up regional and national trips to visit airport or other major aviation facilities around the country.

Additionally, KOSU airport as a learning laboratory consists of several non-traditional learning spaces to include aircraft, flight simulators, a crash lab run by two faculty who are National Transportation and Safety Board-trained accident investigators. The airport is FAA Part 139 certified, meaning it can serve all aviation up to and including airline traffic. In this capacity, it provides the same functions as major airports around the country, to include a working air traffic control tower. Future opportunities include an air traffic control laboratory.

G. Estimate the potential to develop national or international recognition as an academic discipline.

The field of aviation has already achieved national and international recognition as an academic discipline, as evidenced by the numerous examples of professional societies, research, publication outlets to include peer-reviewed journals, and an accreditation body previously mentioned in this proposal. Faculty within CAS already enjoy recognition to include a Fellow of the Royal Aeronautical Society, member of the ALICANTO International Association of Aviation and Aerospace Education. Lastly, for the past 28 years, Dr. Nawal Taneja, Professor Emeritus, has organized and chaired the International Airline Symposium, which he plans and runs through Ohio State.

H. Describe previous submittals of the same or similar unit proposals (indicate reasons for withdrawal or disapproval).

Not applicable.

II) DEMAND

A. Give evidence of sufficient demand by students, faculty, general public, and/or business.

Table 9 clearly showed the 10-year growth in student enrollment. Additionally, Boeing published a 20-year commercial aviation market outlook in 2024 forecasting aircrew growth, fleet growth, and passenger growth (Boeing, 2024). These are presented in Table 12.

Table 12: Boeing Commercial Market Outlook, 2024-2043

	USA/Canada	World
Airline Traffic Growth	+3.40%	+4.70%
Airline Fleet Growth	+1.50%	+3.20%
Pilot Demand	+123K	+674K
Technician Demand	+123K	+716K
No. Aircraft Deliveries	8985	43975
Annual Services Demand (Maintenance & Operations)	\$995B	\$4.4T

Lastly, the Bureau of Labor Statistics’ Occupational Outlook Handbook provides a 10-year outlook for aviation-related positions (BLS, 2024).

Table 13: Aviation Occupational Outlook - Bureau of Labor Statistics

Occupation	Median Salary	Number of Jobs	10-yr Job Outlook	10-yr Job # Change
Airline & Commercial Pilot	\$171,000	152,800	5%	8,000
Air Traffic Controller	\$137,000	24,000	3%	700

Occupation	Median Salary	Number of Jobs	10-yr Job Outlook	10-yr Job # Change
Airport Director*	\$99,200	211,800	9%	19,100
Logistician	\$79,400	237,100	19%	45,800
Management Analyst	\$99,000	1,018,300	11%	107,900
Operations Research	\$83,640	123,100	23%	28,300
Production Control	\$116,970	230,100	3%	6,500
Production Control Technologist	\$62,610	74,500	4%	3,000
Safety Inspector / Auditor	\$78,600	153,500	14%	21,900

*This position outlook falls under the Transportation, Distribution, and Storage category.

B. Estimate the duration of demand (long/short term).

The enrollment trend in aviation at Ohio State, combined with the market and government forecasts indicate a healthy long-term demand for collegiate aviation programs nationwide. It is also important to note that student demand in aviation has traditionally been strong at Ohio State. Anecdotally, the reputation of The Ohio State name brand has also been a strong draw for our students.

C. State the reasons that other units are not able to meet the demand.

Other units are not able to meet this demand due to the lack of credentials, certification, or immersion in the aviation industry that only an aviation TIU can provide. Aviation does provide several opportunities for effective collaboration between disciplines across the university. However, no other unit at Ohio State understands the FAA relationships required to govern many aspects of our academic program. Nor do they have the competencies to understand the relationships between the different sub-disciplines in aviation. Other units are therefore ill-equipped to develop a comprehensive strategy for Ohio State Aviation as well as the faculty and infrastructure required to keep it aligned with aviation modernization, research, and development.

III) COST

A. Describe anticipated internal funding and external funding potential.

Internal funding potential. CAS has demonstrated increased demand and growth in credit hour offerings over the past 11 years. We believe that we can continue to increase the demand and growth through (1) deliberately modernizing the aviation courses at Ohio State, (2) expanding our drone courses as electives, a separate minor, or general education courses, and (3) establishing an online graduate program.

Our aviation modernization plan includes the acquisition of traditional and virtual reality flight simulators to incorporate new course sequences as well as work with the FAA to fundamentally transform Part 141 flight training, revolutionizing professional pilot training and preparation. Drones and other uncrewed aviation systems (UAS) have revolutionized and disrupted several industries. Our basic courses are applicable to a wide range of majors throughout the university. We intend to pursue opportunities to expand access to our drone coursework. Lastly, we must establish an online graduate program as Purdue and several of our peer institutions have already done.

External funding potential. CAS already has an established track record with research over the past decade while only having one tenure-track faculty in that time, with a bulk of the research conducted by practice faculty or staff. Research funding is expected to increase in the near term through traditional government grants, cooperative agreements, and industry connections, especially with an increase in tenure-track faculty.

B. Compare cost of proposed unit with that of like institutions with similar academic units.

We would expect the cost of the proposed unit to be similar to other departments within the College of Engineering or at our sister institutions. Unfortunately, actual budget numbers are not published nor available. Table 14 below provides a breakdown of faculty between tenure-track, practice, and affiliated faculty. This data was compiled based upon online faculty data from each institution for Academic Year 2024-25.

There are some unique budgetary realities with The Ohio State model. Because the degrees reside in different colleges, students pay different amounts for access to aviation. Students within the College of Engineering are subject to the engineering program fee which covers the acquisition and upkeep of technology, financial aid, etc. Students in the Aviation Management and Air Transportation major are not subject to the fee. This creates a unique inequity for students in different programs paying different amounts for the same services.

Table 14: Approximate Faculty Breakdown of Relevant Institutions

Institution	Tenure-Track		Practice		Affiliated		Total
Purdue University (School)	15	33%	12	27%	18	40%	45
Arizona State University (Program in School)	0	0%	7	100%	0	0%	7
Auburn University (School)	1	4%	2	8%	21	88%	24
Embry-Riddle Aeronautical University – FL (College)	57	51%	49	44%	5	5%	111
Florida Institute of Technology (College)	8	40%	7	35%	5	25%	20
Liberty University (School)	10	38%	11	42%	5	19%	26
University of North Dakota (School)	12	31%	23	59%	4	10%	39
University of Oklahoma (School)	2	25%	3	38%	3	38%	8
Bowling Green State University (School)	2	40%	3	60%	0	0%	5
Kent State University (Program in College)	3	30%	5	50%	2	20%	10
Average	11	37%	12	41%	6	21%	30
The Ohio State University (8-year goal)	10	56%	8	44%	0	0%	18

The data in Table 14 combined with the descriptions of each institution provided in Section II.D. is meant to exemplify and provide insight into the diversity of collegiate aviation faculty around the country. They vary in the number and type of major programs that they offer. Some have robust research programs and infrastructure; others focus on undergraduate education. The number and type of faculty vary greatly among institutions. The data from these select institutions indicates a fairly even mix of tenure-track and practice faculty, supplemented with a small percentage of lecturers.

C. Evaluate cost of additional faculty that may be needed.

Over the next four years, the Department of Aviation will seek to fill six tenure-track positions as originally presented in Table 6. These new positions will require salary and start-up. This requires an annual rate budget and one-time cash expenditures.

CAS fiscal balances are presented in Appendix A. Since CAS does not have TIU status, we have been primarily reliant on tuition revenue, the engineering program fee, and philanthropy to meet our requirements. The college has assisted us in providing staff to support students and faculty.

D. State adequacy and availability of facilities as well as faculty.

Current coursework is offered with current facilities. Lecture courses are typically assigned out of the classroom pool on campus, with some flight ground courses being offered in the classrooms of the Knowlton Executive

Terminal at KOSU Airport. The airport provides lab space for our suite of flight simulators. There are no lab spaces on main campus currently utilized by CAS, other than an office in Bolz Hall, where our drone fleet is maintained.

Faculty and staff offices are currently split. Faculty, associated faculty, and advising staff occupy office space on the 2nd floor of Bolz Hall. Our business manager and communications director occupy office space at the airport. Hoteling space is available at both Bolz Hall and the airport.

Main campus. The CAS Director is working with the Associate Dean for Facilities for an Aviation master plan for main campus. The primary requirements include (1) adequate office space for faculty and staff growth, and (2) aviation laboratory space for offering aircraft dispatch and air traffic control coursework. Additionally, there is no aviation immersive space on main campus. Modernization will require the acquisition of additional hardware that includes the following simulation capabilities: air traffic control, drone flight, and virtual reality cockpit environment. This infrastructure would serve both our programmatic content and research activities.

KOSU Airport. There is available office space in the community hangars at the airport. These offices require some renovation, but could serve as research and additional lab space for faculty, especially if their research requires being at the airport.

IV) OTHER

A. Include information regarding the use of consultants or advisory committees in the development of the proposal, with copies of reports from such consultants or advisory committees.

No consultants or advisory committees were used in the development of this proposal.

B. Propose a date for the unit to be effective:

The proposed effective date is **July 1, 2026**. The planned timeline for implementation follows in Table 15.

Table 15: Milestones to Department of Aviation

No.	Milestone	Date
1	Draft full proposal.	Jan – Feb 2025
2	Draft APT document.	Feb - Mar 2025
3	Submit proposal to the - College of Engineering - College of Arts & Sciences - Fisher College of Business - Office of Academic Affairs (OAA).	Apr – May 2025 2025
4	Meet with CoE Executive Committee, share draft proposal, and collect feedback.	Apr 2025
5	Introduce department concept to CCAA to prepare for formal vote in fall.	May 2025
6	Submit full proposal to CCAA for discussion and approval.	Aug 2025
7	Distribute department “pitch video” to CoE faculty via email.	Aug 2025
8	Visit department faculty meetings and socialize department concept.	Sep - Nov 2025
9	Redistribute proposal and pitch-video to CoE faculty via email.	Oct 2025
10	Present final proposal for vote by CoE faculty at All Faculty Meeting	Nov 2025
11	Submit proposal to University Council on Academic Affairs (CAA).	Dec 2025
12	CAA committee discusses and votes on proposal.	Jan 2026
13	Schedule with University Senate’s Steering Committee.	Jan 2026
14	University Senate Faculty Council discusses and votes.	Spring 2026

No.	Milestone	Date
15	University Senate discusses and votes.	Spring 2026
16	Ohio State Board of Trustees discusses and votes.	May 21, 2026
17	Establish Department of Aviation.	July 1, 2026

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APPENDIX A: CAS BUDGET REVIEW & STRATEGY.

CAS and the college are currently preparing a budget model and MOU for seeding the initial investment for the Department of Aviation.

Ledger Account	FY2022	FY2023	FY2024	FY2025
Total Sources	\$1,382,688.66	\$1,970,044.53	\$1,955,864.69	\$2,108,993.76
Sources	\$1,353,316.66	\$1,261,290.97	\$1,073,260.19	\$1,178,428.92
Total General Funds Allocation	\$1,050,715.00	\$901,168.28	\$516,318.00	\$541,975.00
Grants and Contracts	\$141,797.12	\$37,708.75	\$142,235.09	\$349,100.44
Earnings	\$20,000.00	\$33,775.00	\$76,240.13	\$43,782.60
All Investment Income	\$100,707.54	\$110,314.77	\$143,325.26	\$163,977.78
Advancement Activity	\$40,097.00	\$177,235.42	\$194,842.65	\$79,593.10
All Student Fees	\$0.00	\$1,088.75	\$0.00	\$0.00
Non-operating Revenues	\$0.00	\$0.00	\$299.06	\$0.00
Transfers In	\$29,372.00	\$708,753.56	\$882,604.50	\$930,564.84
Total Uses	\$1,563,821.30	\$1,790,101.86	\$1,888,099.75	\$2,320,092.52
Transfers Out	\$7,440.00	\$59,174.15	\$26,946.70	\$954.45
Uses	\$1,556,381.30	\$1,730,927.71	\$1,861,153.05	\$2,319,138.07
Salaries	\$999,773.10	\$1,089,774.89	\$1,200,511.84	\$1,228,460.36
Salaries: Faculty	\$494,935.14	\$573,605.72	\$603,179.77	\$702,094.66
Salaries: Staff	\$370,483.59	\$443,167.79	\$473,942.59	\$401,558.66
Salaries: Graduate Associates	\$32,238.00	\$0.00	\$0.00	\$1,929.00
Salaries: Hourly Students	\$37,416.07	\$31,921.08	\$33,503.76	\$23,726.78
Salaries: Other Pay	\$64,700.30	\$41,080.30	\$89,885.72	\$99,151.26
Benefits	\$255,910.79	\$305,694.07	\$342,135.48	\$343,815.34
All Fee Authorizations	\$44,609.00	\$9,640.00	\$0.00	\$0.00
All Student Aid	\$13,397.00	\$31,337.00	\$37,263.25	\$53,079.13
Supplies and Services	\$242,691.41	\$294,481.75	\$281,242.48	\$688,783.24
All Capital Expenditures	\$0.00	\$0.00	\$0.00	\$5,000.00
Net Margin	(\$181,132.64)	\$179,942.67	\$67,764.94	(\$211,098.76)
<u>Balance Information</u>				
Beginning Equity	\$755,741.68	\$574,609.04	\$754,551.71	\$822,316.65
Net Margin	(\$181,132.64)	\$179,942.67	\$67,764.94	(\$211,098.76)
Ending Equity	\$574,609.04	\$754,551.71	\$822,316.65	\$611,217.89

APPENDIX B: AVIATION RESEARCH STRATEGY

The purpose of this appendix is to provide additional context for the viability of aviation research and how department status increases Ohio State's capabilities and profile.

Referring again to Table 1 of the proposal, aviation is highly applied and inter-disciplinary, incorporating the disciplines of aviation, business, education, engineering, health sciences, law, liberal arts, social and physical sciences, and technology.

Table 1: Human-Vehicle-System Model

Human	Vehicle	System
• Administrative • Flight Operations • Human Factors • Service	• Technical Operation • Aircraft Systems • Flight Mechanics • Aircraft Performance	• Airspace / Air Traffic Control • Environment / Weather • Regulatory / Legal / Policy • Security • Socioeconomic • Communication • Airports
Experiential opportunities		

Faculty Requirements.

The terminal degree for all tenure-track faculty and research faculty positions in the Department of Aviation is a doctoral degree. These include the doctor of philosophy (Ph.D.), doctor of aviation (Av.D.), doctor of engineering (D.Eng), doctor of education (Ed.D.), and juris doctor (J.D.) degrees.

For professional practice and associated faculty, the terminal degree is generally the master's degree. Additionally, there are professional certifications that, when combined with experience, may substitute for a traditional academic degree. These may include accredited airport executive (AAE), flight and/or ground instructor certification, airline transport/cargo pilot (ATP/CTP), lesser pilot certifications, air traffic controller certification, or aircraft dispatch certification.

Increasing Ohio State's Competitive Research Advantage.

As the state's flagship institution, The Ohio State University enjoys a large number of robust colleges, departments, and research centers, conducting impactful research in many areas, to include aviation. A Department of Aviation provides a home for aviation-centric researchers who can establish and strengthen a powerful network across the university and state. None of our peer or aspirational collegiate aviation institutions have such a robust number of established research capabilities.

While many of these centers focus on traditional fundamental research, partnerships with researchers from the Department of Aviation allow us to take advantage of different capabilities to perform applied research that enhances the aviation system domestically and abroad.

An example framework is presented in Figure 3 for a research network around Advanced Air Mobility (AAM), an emerging disruptive technology in aviation characterized by low-level, autonomous, electrified aircraft transporting cargo, sensors, and passengers over small distances. The required interdisciplinary competencies are presented as well as the Ohio State centers, departments, and colleges that comprise the AAM research network.

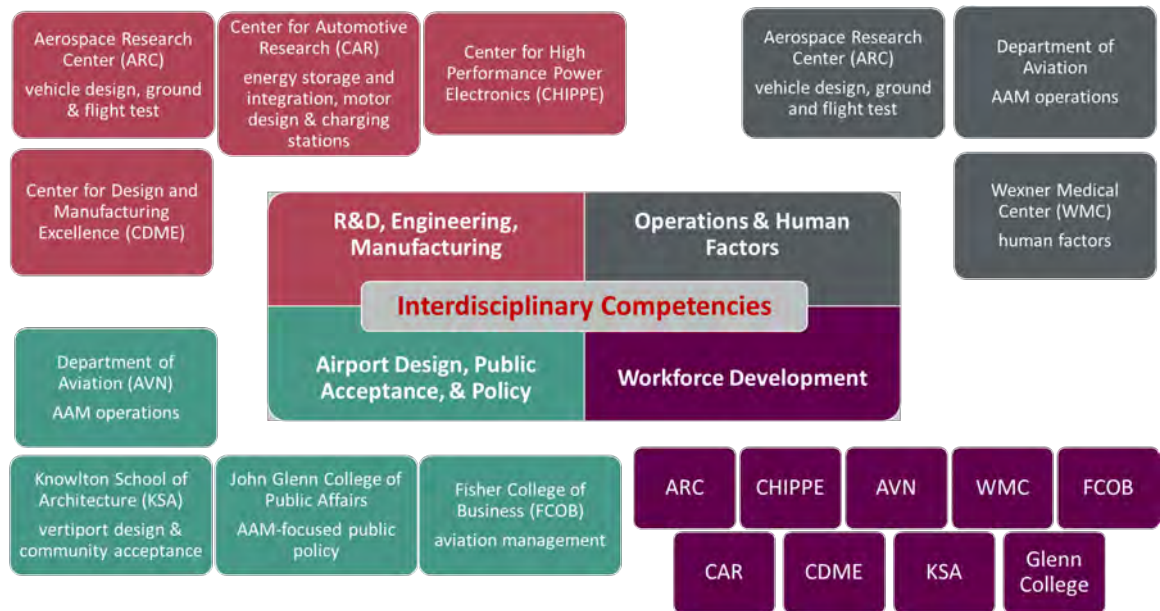


Figure 3: Ohio State Advanced Air Mobility Research Network

In the AAM space, the fundamental and applied research activities include, but are not limited to, the following:

Table 16: Ohio State AAM Research Activities

Competency	Research Activities / Areas
R&D, Engineering, Manufacturing	• Composite structures • Ice protection • Autonomy • Battery improvement • Airport infrastructure • Electric motor development
Operations & Human Factors	• Type certification • Commercial demonstration • Operational development • Safety analysis • Data analysis
Airport Design, Public Acceptance, & Policy	• Airport planning and infrastructure • Value proposition
Workforce Development	• Operator and maintainer training and evaluation

21st Century Aviation Research

Figure 4 describes research opportunities for 21st Century aviation. Such a technology dependent discipline in the modern era can be characterized as data driven, technology enabled, and human supported. The Department of Aviation can effectively contribute to all of the areas outlined in Figure 4.

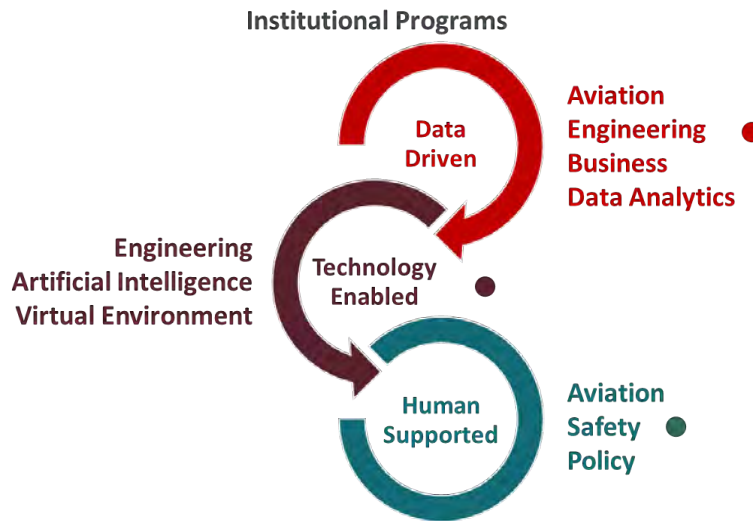


Figure 4: 21st Century Aviation Research Model

Desired Aviation Research Competencies.

The following is a list of desired faculty competencies in the Department of Aviation. Faculty with some of these competencies are already in or affiliated with the Center for Aviation Studies. These competencies fall into three categories.

Category 1: Areas with strong funded research potential

- Technology: Data analytics, artificial intelligence, and prescriptive maintenance.
- Aviation education, policy, and safety
- Advanced air mobility
- Airport operations

Category 2: Areas with strong publishing, partnership, and consortium potential

- Aviation business operations
- Airline industry analysis
- International aviation
- Accessibility to aviation

Category 3: Areas traditionally leading to certification with potential for some applied research (data analysis) and industry partnerships

- Professional pilot
- Aircraft dispatch
- Airspace design, air traffic management and control (ATC)
- Drone operations and application

Research Workforce

In the absence of an aviation graduate program, we project the primary workforce to be graduate students in other departments that intersect the areas outlined above. New tenure-track faculty will have start-up packages that can fund graduate students from these disciplines. We will seek courtesy or joint appointments for our faculty in partnership with other units where applicable, such that they have adequate workforce to build their research programs. We already have strong relationships with these prospective units.

We anticipate launching an aviation-centric graduate degree within two years of gaining department status. Our current strategy is to build a relevant program that leverages intersecting coursework from nationally ranked programs at the university and tying them to current challenges and future innovations in the aviation industry. We have already conducted market research to determine the validity of this course of action.

Summary

We believe this strategy will allow us to use the combined strength of numerous centers and partnerships to “lift all boats” at Ohio State, in addition to appealing to potential partners at other institutions. We also believe that these faculty competencies will greatly enhance our contributions to the aviation body of knowledge and enhance our reputation as a leading collegiate aviation institution. Finally, we believe that our desired faculty competencies will position the Department of Aviation well to address the projected and unforeseen challenges to 21st Century Aviation for the next 25 years (2025-2050).

APPENDIX C: PREPARATION OF GOVERNANCE DOCUMENTS

A draft APT document has been drafted with initial review by the Associate Dean for Faculty Affairs. We anticipate drafting the initial POA during AY 25-26, while awaiting and implementing guidance from the Office of Academic Affairs and the College of Engineering for maintaining compliance with the Advancing Ohio Higher Education Act (Senate Bill 1).

APPROVAL TO ESTABLISH THE INSTITUTE ON AGING

IN THE ENTERPRISE FOR RESEARCH INNOVATION AND KNOWLEDGE

Synopsis: Approval to establish the Institute on Aging in the Enterprise for Research Innovation and Knowledge is proposed.

WHEREAS Ohio is experiencing rapidly aging demographics, with an estimated 2.9 million older adults by 2050 with effects on healthcare, education, services, social infrastructure and quality of life; and

WHEREAS the institute will focus on interdisciplinary research, education, clinical care and community engagement related to aging and will serve as hub for organizing and supporting ongoing and new age-related work; and currently will bring together more than 50 faculty from 13 colleges; and

WHEREAS the institute aligns with the strategic plan of the Enterprise for Research Innovation and Knowledge (ERIK), and in Phase I will focus on areas of established strength — cancer, cardiovascular, and neuroscience related aging research; and

WHEREAS there is a plan for membership and reporting structure that includes three co-directors who report to the vice president of ERIK, and with additional leadership, and with oversight through deputy directors, both an internal and external advisory committee, and a dean's advisory committee; and

WHEREAS there is an initial internal investment from the College of Medicine, the Comprehensive Cancer Center and ERIK; a breakdown of initial costs, and identification of potential future funding; and

WHEREAS there is a set of more than 20 letters of support; and

WHEREAS the proposal was reviewed by a subcommittee that included input from the University Research Committee and the Senate Fiscal Committee and then approved by the full Council on Academic Affairs at its meeting on April 8, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the approve the proposal to establish an Institute on Aging, Enterprise for Research Innovation and Knowledge.

Proposal to Establish **The Ohio State University** **Institute on Aging**

Revised: March 30, 2026



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Introductory Letter from the Directors

As a land-grant institution, The Ohio State University (OSU) is entrusted with the responsibility to conduct research, education, and services that benefit the public. Today, that responsibility includes addressing the urgent and growing needs of our aging population.

In 2024, we launched an environmental scan to better understand the current landscape of aging research, education, and service activities across the OSU campus. Our goal was to define areas of strength, barriers to growth, and opportunities for synergistic advancement. We engaged with representatives from over a dozen colleges to map key stakeholders, resources, and initiatives focused on aging populations. We also met with representatives from the Ohio Department of Health, Ohio Department of Aging, American Association of Retired Persons (AARP), and patient support groups to gain insight into the needs and gaps experienced by older adults within our community. These efforts led to the formation of a multidisciplinary internal OSU Executive Committee (**Appendix A**), composed of dedicated individuals from across the university, who generously contributed their time and expertise to help shape the foundation for this proposal to create an Ohio Institute on Aging.

We were struck by the breadth and depth of aging-related expertise and initiatives already underway at Ohio State. We identified more than 25 collaborative groups, core resources, and centers engaged in aging-focused research, education, clinical practice, and outreach. This diversity is rare in the field of aging, where institutions often concentrate on a single dimension, such as basic science, clinical care, or community engagement. However, this breadth also presents a challenge: connecting these diverse areas of engagement does not occur organically. We discovered a significant disconnect among key stakeholders, many of whom had never previously met. A recurring theme was the need for a centralized resource — a hub where aging researchers and practitioners can find collaborators, grow their ideas, and access the support necessary to amplify their impact.

This proposal outlines the steps required to build on these connections and establish a world-class, multidisciplinary Ohio Institute on Aging. Our focus is on strengthening the human infrastructure and institutional resources needed to better leverage existing expertise, address current gaps, and organize interdisciplinary teams for large external funding opportunities. Because aging touches nearly every aspect of life, we envision an institute with potential membership from all 18 colleges and schools at OSU.

We are at a societal inflection point, where older adults now outnumber younger populations. Establishing the Ohio Institute on Aging is not only timely — it is essential to ensure that the Ohio State University continues to lead in serving the evolving needs of our communities.

Christin Burd, Ph.D.

Carolyn J. Presley, M.D. M.H.S.

Ashley Rosko, M.D.

Executive Summary

Purpose: To establish the first Ohio State University Institute on Aging to address the growing needs of our aging population through interdisciplinary research, education, clinical care, and community engagement.

Rationale: Aging research has become a forerunner for scientific innovation. The field of aging is fertile ground for discovery, poised to revolutionize our understanding of human biology, attenuate the effects of chronic health conditions, and achieve healthy aging.

Why Now? Ohio is among the top 10 states with rapidly aging demographics. OSU is well-positioned to integrate scientific efforts to promote healthy aging and attenuate age-related disease. OSU faculty expertise spans colleges and diverse areas of research required to tackle a complex challenge like aging.

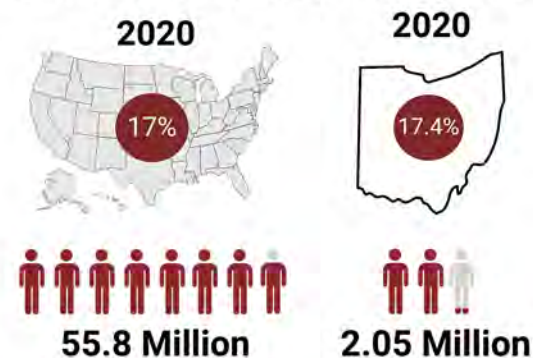
Mission: To create a university-wide, integrative Institute on Aging that fosters cross-disciplinary aging research, enhances clinical care, and expands educational and community engagement opportunities.

Key Objectives

Phase I: Build collaborative infrastructure and aging-related research.

- Provide pilot funding for new, interdisciplinary aging science
- Create shared resources to increase accessibility and awareness of ongoing projects, existing infrastructure, available expertise, and support for collaborative research.
- Develop **coordinated** plans to engage outside institutions, government policy makers, private organizations to advance aging science.
- Lay the groundwork, including resources and team science, to enable a competitive P30 application.

U.S. & Ohio Population 65+ years



OSU Aging Expertise & Resources

- 50+ faculty from 13 colleges (Arts and Sciences, Dentistry, Education and Human Ecology, Engineering, Food, Agricultural and Environmental Sciences, Medicine, Nursing, Optometry, Pharmacy, Public Affairs, Public Health, Social Work, and Veterinary Medicine)
- Broad knowledge base spanning basic science, translational, clinical, and community-based research
- Established leadership in aging science, including 25+ centers/collaborative programs
- Integration of aging-relevant core facilities, resources, or biobanks
- Growing portfolio of age-related grants, contracts, and clinical trials
- Aging-related research collaborations with industry, academic, private, and state sponsors
- Unique, multidisciplinary clinical teams providing transformative care for the OSU community

Sustainability: Build and sustain a culture of excellence that attracts, engages, and supports top faculty, staff, and learner talent under the direction of the Institute on Aging Enterprise for Research, Innovation, and Knowledge.

Introduction

The Ohio State University, a premier 21st-century land-grant institution, has a multifaceted mission encompassing education, research, and service. The university fosters a culture of innovation built on expertise, ideas, and resources to enhance communities locally and globally. Through comprehensive research, outreach programs, and medical center operations, Ohio State consistently serves the community while honoring its rich heritage and shared values as a land-grant institution.

The community served by the university is experiencing a transformative demographic shift, opening doors to new opportunities and growth. Populations worldwide, including in the United States and Ohio, are aging at an unprecedented pace (**Figure 1**). Currently, 10.4% of the world's population is 65 years and older and in the next decade, this proportion is expected to rise to 13.12%, representing more than 1.1 billion people 65+.¹ Older adults are the fastest-growing age demographic and the number of Americans aged 65 and older is anticipated to exceed 78 million by 2035.¹

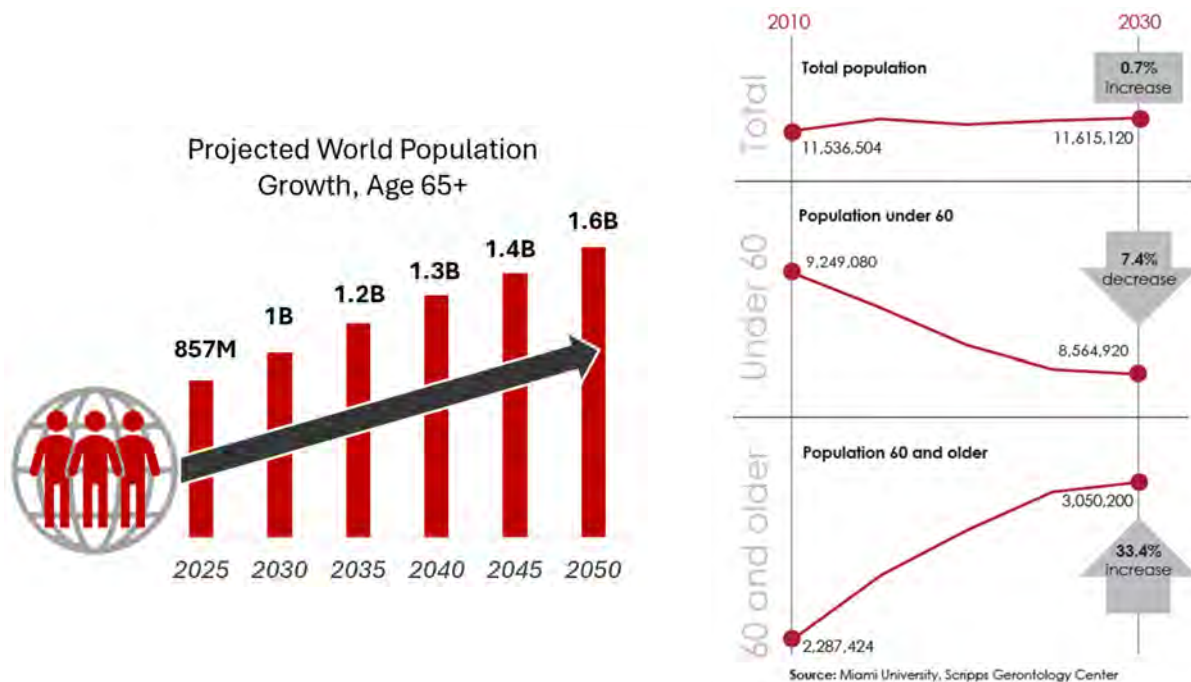


Figure 1. Anticipated expansion of the older adult population (2025-2035). *Left*, Projected growth of the World population 65 years and older based on estimates from the United Nations.¹ *Right*, Projected changes in the demographics of Ohioans between 2010 and 2030.² Image Source: Miami University, Scripps Gerontology Center

¹ World Population Prospects 2024. United Nations. Accessed May 6, 2025. <https://population.un.org/wpp/>.

² 2023-2026 State Plan on Aging. Ohio Department of Aging. Published August 1, 2022. Accessed March 18, 2025. [State-Plan-2023-2026-Full-Documnet.pdf](#).

Ohio is among the top 10 states with rapidly aging demographics. By 2050, more than 2.9 million older adults will reside in Ohio, constituting 25% of the state's total population (**Figure 1**).² The projected increase in Ohioans aged 85 and older is particularly significant, as they will be the primary drivers of this demographic shift. This trend is not merely a statistical phenomenon but represents a fundamental restructuring of society with far-reaching implications for healthcare systems, economic stability, and social infrastructure.

Such a substantial demographic shift underscores the imperative need for research, education, clinical infrastructure, and community programs that address the complex needs of our aging population. The Ohio State University is well-equipped to spearhead these initiatives through its extensive research expertise, commitment to collaboration, and active community involvement. This approach aims to foster innovative technological and scientific advancements, educational programs, healthcare models, and business practices that will benefit both older residents of Ohio and the global community.

Meeting the Unique Needs of Older Adults

Aging research has become a forerunner of scientific innovation. Both private and public sectors view the field as fertile ground for discovery, poised to revolutionize our understanding of human biology, enhance health span, and attenuate the effects of chronic health conditions. Aging is characterized by numerous biological changes that alter physiology. Examples include changes in circulating hormones (e.g., menopause), physique (e.g., bone density, muscle mass), the immune system, and even the gut microbiome. These shifts affect nearly every aspect of life, including cognition, nutritional needs, physical function, drug metabolism, and risk of chronic disease. Importantly, the aging process varies widely among individuals and is shaped by a complex interplay of genetic, lifestyle, and environmental factors. Older adults can also face unique psychosocial and financial challenges due to retirement, disability, healthcare inequity, and ageism.

These challenges emphasize the need for cross-disciplinary efforts to address the needs of a growing older adult population. Whether through devices to track and improve physical function, tailored nutritional interventions (e.g., functional foods), artificial intelligence to integrate complex data, genomics integration of age-related diseases, in multi-disciplinary clinical models, or community-focused research; Ohio State has the expertise to enhance the health and well-being of older adults.

² 2023-2026 State Plan on Aging. Ohio Department of Aging. Published August 1, 2022. Accessed March 18, 2025. [State-Plan-2023-2026-Full-Document.pdf](#).

Geroscience and Age-related Diseases

Beyond addressing the features of natural aging, the growing field of Geroscience aims to prevent or attenuate age-associated chronic conditions such as cancer, diabetes, fibrosis, cardiovascular disease, osteoporosis, dementia, and frailty through health interventions.

*The **Geroscience hypothesis** states that since aging is an underlying risk factor for most chronic diseases, interventions (environmental, physical, nutritional, or pharmaceutical) that limit aging will prevent or ameliorate many chronic conditions that can result in loss of function and frailty.*³

Geroscience principles are founded on decades of basic science research that have identified genetic, environmental, physical, and pharmaceutical interventions extending the healthy lifespan of model organisms. However, testing these interventions in humans has been challenging. Many therapeutic interventions identified are derived from natural products with poor pharmacologic properties. Additionally, the field has yet to identify biomarkers predictive of long-term outcomes across multiple cohorts. Without clear measures of efficacy, studies must rely on a battery of molecular biomarkers and multidisciplinary teams capable of holistically assessing an individual's health. Successful clinical trials also require collaboration between experts in the basic science underlying the Geroscience hypothesis and clinical practitioners who understand the unique needs of older adults.

Ohio State is well-positioned to become a next-generation leader in Geroscience clinical trials. The university's expertise in aging biology, drug development, cell and gene therapy, chemistry, pharmacology, functional foods, aging biomarkers, and multidisciplinary clinical models support this ambition.

Existing Institutional Positioning

The Ohio State University is uniquely poised to become a global leader in aging research. Unlike other institutions that focus on either basic science, cognitive, clinical, or community-based aging research, OSU is home to researchers who excel across all these areas. A growing portfolio of aging-related grants, contracts, and resources spans multiple colleges and departmental units. However, these efforts have been siloed, lacking the infrastructure needed to capitalize on the breadth of expertise that would distinguish OSU as the leading authority for cutting-edge aging research.

³ Austad SN. The Geroscience Hypothesis: Is It Possible to Change the Rate of Aging? In: Sierra F, Kohanski R, editors. *Advances in Geroscience*. Cham: Springer International Publishing; 2016. p. 1-36.

Critical opportunity. The Ohio State University Institute on Aging will unite and support aging-related research across campus by creating comprehensive resources, knowledge banks, and infrastructure to strengthen existing programs and amplify interdisciplinary science. The Institute on Aging will develop centralized databases and cloud platforms for paired molecular and phenotypic geroscience data. Importantly, the Institute on Aging will foster interdisciplinary collaboration and drive innovations among OSU teams that do not traditionally or organically interface. A coordinated strategy to further existing strengths, address unmet needs, and integrate current resources will help attract and retain faculty, secure diverse funding sources, and increase clinical trials. Ultimately the interdisciplinary teams will allow for collaborative funding models to sustain the Institute infrastructure.

Box 1. OSU Aging Expertise & Resources

- 50+ faculty from 13 colleges (Arts and Sciences, Dentistry, Education and Human Ecology, Engineering, Food, Agricultural and Environmental Sciences, Medicine, Nursing, Optometry, Pharmacy, Public Affairs, Public Health, Social Work, and Veterinary Medicine)
- Broad knowledge base spanning basic science, translational, clinical, and community-based research
- Established leadership in aging science, including 25+ centers/collaborative programs
- Integration of aging-relevant core facilities, resources, or biobanks
- Growing portfolio of age-related grants, contracts, and clinical trials
- Aging-related research collaborations with industry, academic, private, and state sponsors
- Unique, multidisciplinary clinical teams providing transformative care for the OSU

The Ohio State University Aging Portfolio

Faculty Expertise

Faculty involvement in aging-related research spans 13 OSU colleges, including Arts & Sciences, Dentistry, Education and Human Ecology, Engineering, Food, Agricultural and Environmental Sciences, Medicine, Nursing, Optometry, Pharmacy, Public Affairs, Public Health, Social Work, and Veterinary Medicine, with emerging collaborations within the Moritz College of Law and the Fisher College of Business. However, the wide-ranging and interdisciplinary nature of unanswered questions in aging research creates opportunities for all 18 colleges and schools to actively contribute to the Institute on Aging. Current faculty research strengths include the areas of aging biology, brain and neuromuscular aging, cancer (Oncogeriatrics), caregiver support, social science, health and rehabilitation sciences, nutrition and food science, and education and learner integration (**Figure 2**). The subsequent section provides detailed descriptions of these established and emerging programs.



Figure 2. Examples of Existing Ohio State Aging Resources. CAFFRE: Center for Advanced Functional Foods Research and Entrepreneurship; CBI: Chronic Brain Injury Program; CCBI: Center for Cognitive and Behavioral Brain Imaging; CCBS: Center for Cognitive and Brain Sciences; CHASCC: Center for Healthy Aging, Self-Management and Complex Care; CHILL: Cognitive Health in Late Life Lab; CNAR: Center for Neurobiology of Aging and Resiliency; FCS: Family and Consumer Sciences; GIS: Graduate Interdisciplinary Specialization; HRS: Health and Rehabilitation Sciences; IBBI: Institute of Brain, and Immunology; LIFT Lab: Leading Improvement-Focused Teams Lab; MDRC: Memory Disorders Research Center; MS: Multiple Sclerosis; NRL: Neuropsychology Research Lab.

Existing Collaborative Groups, Centers, and Institutes

A major goal of the Ohio State University Institute on Aging is to connect, amplify, and integrate the existing aging expertise and resources on campus. Bringing these teams together under a common mission will enhance collaboration across disciplines, optimize resource use, increase efficiency, expand funding opportunities, and ultimately make a greater impact. These diverse groups, collaborative programs, centers, institutes, and core facilities are categorized into seven themes and summarized below (**Figure 2**).

Aging Biology

The Aging Biomarkers Core (ABC, Led by C.E. Burd PhD)

The ABC was founded in 2024 to support Geroscience research across the university. The core offers state-of-the-art aging biomarker analysis and consultation. Technologies available through the Aging Biomarkers Core include Nanostring profiling of senescent cell markers, epigenetic clocks, serum cytokine profiling, T cell subset analyses, and quantification of T cell receptor excision circles. When paired with comprehensive clinical data, these molecular measures provide powerful tools for generating mechanistic hypotheses and assessing the efficacy of age-related interventional trials.

The Lung Aging Program (College of Medicine, Division of Pulmonary, Critical Care, and Sleep Medicine, Led by A. Mora MD, M. Rojas MD)

The Lung Aging Program was established to promote advances in the biology of aging lung research and facilitate innovative and efficient translational research focused on lung diseases associated with aging. The program is a part of multi-institutional efforts funded through pharmaceutical collaborations, awards from the NIA (U01, U54), and the Hevolution Foundation. Members of the Lung Aging Program leverage multi-modality omics approaches to comprehensively map and understand the mechanisms driving senescent cell accumulation in aging human lungs, and to explore rational serotherapeutic strategies for treating Idiopathic Pulmonary Fibrosis and other age-associated diseases. Active partnerships include the Davis Heart and Lung Research Institute (DHLRI) and the Departments of Microbial Immunity & Infection, Physiology & Cell Biology, Surgery, Chemistry and Biochemistry, and Biomedical Informatics.

The Ocular Aging and Trauma Laboratory (College of Engineering, Department of Biomedical Engineering, Led by M. Reilly PhD)

The Ocular Aging and Trauma Laboratory focuses on understanding the biomechanical mechanisms that contribute to age- and trauma-related issues affecting the eye and visual system. The lab employs both experimental and computational methods to investigate phenomena across a range of scales, from the molecular to organ level. The goal is to leverage these approaches, along with biochemical and optical techniques, to gain mechanistic insights and develop diagnostics and treatments for visual impairments resulting from aging and trauma. Ultimately, the lab aims to simulate various aspects of the aging process in laboratory settings to enhance our understanding of natural aging.

Cancer

The OSUCCC Oncogeriatrics Program (James Comprehensive Cancer Center, Led by: A. Rosko MD, C.J. Presley MD MHS, C.E. Burd PhD)

The OSUCCC-James Oncogeriatrics Program is the leading center in the region for integrated, personalized care for older adults with cancer. This program is built around four main pillars: multi-disciplinary clinical care, translational aging science, training and education, and community outreach. The multi-disciplinary Cancer and Aging Resiliency (CARE) Clinics include a specialized BreastCARE clinic, led by N. Williams MD, as well as a longitudinal supportive CARE-Pall program, directed by E. Stevens DO. A dedicated 7-member team focuses on age-specific care that encompasses various aspects such as pharmacy (addressing polypharmacy and drug-drug interactions), audiology (managing hearing loss and pain), social work/case management (providing social support, safety, addressing financial toxicity, and maintaining independence), cognition (conducting formal memory screenings), physical therapy (evaluating functional capacity, falls, and physical reserve), dietetics (assessing dietary needs, weight loss, and food insecurity), and oncology (enhancing quality of life, symptom management, and addressing geriatric syndromes). The CARE team utilizes

validated clinical instruments to assess deficits in each of these domains for both research and clinical purposes. Since its establishment in 2016, the OSUCCC-James CARE clinics have served over 4,322 patients, resulting in 10,804 unique visits and more than 2,000 downstream referrals. The opening of expanded clinical space, designed specifically for the CARE team in 2023, has increased both clinical capacity and patient access. The CARE clinics also provide the only training for physicians and allied health professionals in comprehensive geriatric assessment for cancer care. The Oncogeriatrics Program hosts educational symposiums such as the Aging Science Grand Rounds and the Annual Symposium, collaborates with the State of Ohio on the Cancer Control Plan and the State Plan on Aging, and engages with the community through seminars and networking panels. It also serves as a home for over 50 cancer and aging researchers across the OSU campus.

Geriatric Oncology Dental Clinic (College of Dentistry, Led by X. Chen, DDS, PhD)

The Geriatric Oncology Dental Clinic, located in Postle Hall, provides comprehensive dental care for older adults with complex medical histories, such as comorbidities, chronic conditions, or cancer treatments, such as radiation. Cancer treatments may cause or exacerbate problems in the mouth. Understanding this, the clinic uses an interdisciplinary approach, which includes public education, palliative care, and oncology, in addition to dental care.

Caregiver Support and Social Science

Age-Friendly Innovation Center (AFIC, College of Social Work, Led by H. Dabelko-Schoeny MSW PhD FGSA, M. Sheldon MSW LISW-S)

The AFIC is a pioneering initiative housed within the OSU College of Social Work that unites members of the university and stakeholders in the aging community to conduct research, education, and community engagement activities. As the nation's first university-based center to address the diverse needs, opportunities, and challenges associated with age-friendly communities, the AFIC leverages the resources, partnerships, and intellectual capital of OSU, combined with the expertise of older residents, to transform our communities into more livable spaces for everyone. Since 2016, AFIC has engaged 200 students from 19 disciplines in research, training, and service endeavors.

Golden Buckeye Center for Dementia Caregiving (College of Nursing, Led by M.B. Happ PhD RN FGSA FAAN, K. Rose PhD RN FGSA FNAP FAAN)

The Golden Buckeye Center for Dementia Caregiving in The Ohio State University College of Nursing provides caregivers with a variety of training opportunities, resources, and services to support individuals living with dementia. The center is staffed by world-renowned experts and researchers who offer educational materials and conduct research aimed at enhancing connection, competence, and confidence among family members and formal care partners throughout Ohio. The objectives of the Golden Buckeye Center include establishing a unique, care partner-focused center, providing information and access to dementia caregiving

resources, offering both virtual and in-person training for caregivers, clinicians, and employers in collaboration with national and community-based organizations, and conducting research on effective interventions and cost-effective outcomes that are vital for supporting family caregivers, clinicians, and employers.

The John Glenn College of Public Affairs (*College of Public Affairs, Led by T. Brown PhD*)

The John Glenn College of Public Affairs at The Ohio State University works to improve public governance and policymaking through education, research, and professional development. It houses the Ohio Education Research Center and the Battelle Center for Science, Engineering and Public Policy. The college is staffed by world-renowned experts and researchers who explore investigations aimed at enhancing connections and embracing diverse perspectives while generating solutions to critical public problems. Faculty collaborative research specialties include public finance and budgeting, policy analysis and evaluation, public management and leadership, and regional and urban economics, policy and governance. Aging-related research areas include housing, consumer finance, and home equity borrowing for older adults (Dr. S. Moulton), middle-aged and late-life workforce and education policy for state and national governments (Dr. J. Hawley), healthcare and financial burdens for vulnerable populations, such as older rural adults (Dr. W. Xu), and evidence-based communication for elderly consumers in financial distress (Dr. C. Loibl).

Economic Security of Older Adults (*John Glen College of Public Affairs, S. Moulton, PhD*)

An interdisciplinary team of OSU faculty in public policy (S. Moulton), economics (M. Brown and D. Haurin), and consumer science (C. Loibl) conducts research at the intersection of economic security and health and well-being in older age. Recent collaborators include faculty from the College of Medicine (J. Joseph) and Department of Sociology (R. Dwyer). The research team includes post-doctoral scholars as well as graduate student research assistants and full-time research staff. Research projects frequently leverage large administrative panel datasets that link indicators of financial well-being from credit report data to other administrative datasets to measure outcomes, including medical records data from the OSU Medical Center. Research projects also utilize large social surveys such as the Health and Retirement Study.

Completed and ongoing studies examine a range of topics that connect the financial lives of older adults with indicators of psychological and physical well-being, including: (1) the role of housing wealth and home equity borrowing on psychological stress, cost-related adherence to medications, and disease progression in older age; (2) the financial consequences of the onset of chronic disease (separately, diabetes and cancer) in older age; and (3) the effects of the death of a partner in older age on the financial health of the surviving older adult. Over the past decade, the team has secured more than \$3 million in funding to study these topics from federal agencies (US Department of Housing and Urban Development, Social Security

Administration), private foundations (MacArthur Foundation), and corporate sponsors (Huntington Bank).

The Center for Aging Families and Institute for Population Research (CAF and IPR, College of Arts and Sciences, Led by Sarah Hayford, PhD)

The Center for Aging Families (CAF) supports research on the demography and economics of aging families in Ohio, with a focus on aging family health and well-being. The group assembles 20+ OSU faculty affiliates across 11 departments and colleges (primarily social and behavioral sciences and health colleges), as well as connecting groups at Bowling Green State University and Purdue University. In 2025, the working group received an NIA P30 infrastructure grant in which OSU serves as the lead institution. CAF builds on the infrastructure of the Institute for Population Research, a university center dedicated to supporting research on population dynamics and population health, including aging and health across the life course.

The Center for Healthy Aging, Self-Management, and Complex Care (CHASCC, College of Nursing, Led by K. Wright PhD, RN, APRN-CNS, PMHCNS-BC, FNAP, FAAN)

The CHASCC brings together a community of internationally renowned nurse scientists, scholars, clinicians, and educators dedicated to advancing knowledge and responding to the issues of complex care, self-management, and health promotion among vulnerable and aging populations. Center scientists study the interplay between cognitive impairment and critical or chronic illnesses, seeking to determine the best approaches for self-management and health promotion. The Center comprises 16 tenure-track faculty members who have active research programs focused on care delivery for adults of all ages in various settings. Their work aims to improve cognitive and physical recovery and outcomes in critical illness and to address the healthcare needs and wellness of refugee and immigrant populations. The Center hosts weekly work-in-progress meetings led by faculty or PhD students, along with monthly research forums presented by faculty, both from within and outside the College.

Education and Learner Integration

Geriatric Workforce Enhancement Program (GWEP; College of Nursing, Led by: Mary Beth Happ PhD, RN, FGSA)

The Ohio State College of Nursing is the Central Ohio Educational Hub for the Geriatrics Workforce Enhancement Program funded by a grant from the U.S. Health Resources and Services Administration (HRSA). The goal of GWEP is to educate and train healthcare workers to provide age- and dementia-friendly care for older adults through integrated geriatric and primary care models. The program establishes reciprocal partnerships between academic, primary care, nursing home, and community organizations to transform clinical training in a way that fosters age- and dementia-friendly care. Participants in the program receive education and interprofessional geriatrics training and include students, residents, fellows, faculty, and preceptors from underserved, rural, and tribal communities. During the

current funding period, the Ohio GWEP will reach over 2,800 trainees through educational and simulation experiences as well as didactic and clinical training.

Office of Geriatrics and Gerontology (OGG, College of Medicine, Department of Psychiatry and Behavioral Health, Led by C. Nguyen PhD, ABPP)

The mission of the Office of Geriatrics and Gerontology (OGG) is to foster the cost-effective delivery of high-quality health and social services to society's older citizens through innovative teaching, interdisciplinary research, and community consultation. As a central hub for aging education, OGG leads a wide array of educational initiatives.

OGG is at the forefront of integrating cutting-edge simulation experiences—both hands-on and through immersive VR/AR technologies—into its curriculum. These dynamic tools are designed to complement traditional learning and cultivate foundational empathy-based training experiences. By simulating the physical, cognitive, and emotional challenges of aging, these experiences enhance workforce readiness and provide transformative learning opportunities for students, faculty, and community learners alike.

Signature programs include the Series in Applied Gerontology Education (OSU S.A.G.E.), a three-course online certificate program tailored for professionals across sectors who interface with aging populations, and Topics in Gerontology, a modular, web-based program that sees over 800 module completions annually by caregivers and service providers.

OGG also plays a vital role as a "dot connector" across disciplines, facilitating interdisciplinary collaboration and community outreach initiatives related to aging. The office actively engages with university departments, state and local agencies, and national organizations to promote holistic, inclusive approaches to aging education and services. Events like the 2023 Aging Summit exemplify this commitment, bringing together over 100 stakeholders to strategize on better serving and understanding aging communities.

Ongoing partnerships, such as with the American Association of Service Coordinators and the Central Ohio Area Agency on Aging, further OGG's mission to elevate aging education and support systems. The OGG website offers access to standardized screening tools, career resources, and educational content for those interested in aging-related careers.

Aging Minor and Graduate Interdisciplinary Specialization in Aging (College of Medicine, School of Health and Rehabilitation Sciences, Led by J. Krok-Schoen PhD)

The Aging Minor and the Graduate Interdisciplinary Specialization in Aging prepare undergraduate students to pursue graduate and workforce opportunities in fields with an aging focus, such as medicine, health and rehabilitation sciences, nursing, psychology, social work, policy, speech and hearing, and geriatrics. The objectives of the minor are to educate students to recognize and value the interprofessional nature of aging and to apply knowledge to future occupations with older adults. The Graduate Interdisciplinary Specialization in Aging

provides an opportunity for graduate and professional students to develop focused expertise in the care of older adults through foundational experience in gerontology. The program offers exposure to a diverse array of disciplines, emphasizing their interconnectedness within the field of aging studies.

T32 Training in the Biology of Aging and Lung Diseases (College of Medicine, Division of Pulmonary, Critical Care and Sleep Medicine, Led by A. Mora MD, R. Mallampalli MD)

With the global rise in aging populations, there is an urgent need to train physician-scientists and biomedical researchers specializing in the intersection of pulmonary disease and aging biology. This NIH-funded T32 postdoctoral program provides three years of structured training focused on understanding the role of aging and cellular senescence in both acute and chronic lung diseases. This multidisciplinary program combines mechanistic studies of pulmonary disease and aging with clinical and translational research. Its goal is to prepare postdoctoral MD and PhD fellows to become future leaders in the field, advancing innovative research at the interface of aging and lung health.

Center for Cognitive and Brain Sciences (CCBS, College of Arts and Sciences, Led by A. Leber PhD)

Established in 1989, The Center for Cognitive and Brain Sciences (CCBS) foster interdisciplinary collaboration and innovation in cognitive science and cognitive neuroscience across the university and beyond. Through a variety of programs and events, CCBS supports research, education, and community engagement. Signature initiatives include the Undergraduate Summer Institute, which offers professional development workshops led by Ohio State faculty for students engaged in cognitive and brain science research, and the annual CogFest, featuring an undergraduate poster session and competition. The Center also hosts a distinguished colloquium series with external experts, provides funding for invited speakers and workshops, and organizes an annual fall research retreat. Additionally, CCBS engages younger learners through a week-long summer camp for high school students, promoting early interest in the cognitive and brain sciences.

Health, Behavior, and Rehabilitation Sciences

Health Systems, Outcomes, and Lifestyle Interventions (College of Medicine)

Faculty experts throughout the College of Medicine are dedicated to advancing implementation science, promoting safe, physically active lifestyles, and optimizing treatment outcomes for older adults. Their work spans a range of interdisciplinary focus areas, including fall prevention and mobility (C. Quatman-Yates), cancer survivorship and exercise/relaxation interventions (K. Buck, R. Benzo, J. Krok-Schoen, C. Presley), evidence-based clinical care practices (L. Juckett), and emergency care and delirium (L. Southerland). Collectively, these scholars contribute to the development and implementation of innovative strategies aimed at improving health outcomes for older adults.

Biomechanics and Musculoskeletal Injury (HRS, College of Medicine, School of Health and Rehabilitation Sciences)

The Biomechanics and Musculoskeletal Injury research group, housed within the School of Health and Rehabilitation Sciences, conducts pioneering research focused on skeletal health, biomechanics, and injury prevention in aging populations. Faculty expertise spans key areas such as skeletal health and aging (M. Agnew), injury biomechanics and aging (J. Bolte), and injury prevention strategies (A. Chaudhari). The group also leads the Injury Biomechanics Research Center (IBRC), an interdisciplinary hub comprising engineers, anatomists, anthropologists, computer modelers, and technicians dedicated to advancing the understanding of injury mechanisms and thresholds.

The LIFT Lab (College of Medicine, Department of Orthopedics, Led by C. Quatman MD PhD, C. Quatman-Yates PT DPT PhD)

The Leading Improvement-Focused Teams (LIFT) Lab's mission is to be a trailblazer in advancing aging science and practice that leads to measurable, scalable improvements in health system outcomes, specifically for older adults. By conducting innovative and actionable research, the LIFT Lab delivers top-quality education, engages in pioneering collaborations, and provides transformative consultation services. The LIFT Lab leads a range of innovative projects, including community-based fall prevention initiatives, health promotion and rehabilitation efforts across diverse healthcare settings, and the development of quality improvement infrastructure. It also collaborates in a statewide initiative with the Ohio Department of Medicaid and the Ohio College of Medicine Government Resource Center to maximize the impact of existing resources and drive population-level improvements, with a particular focus on advancing health equity tailored to the unique needs of each region.

Institute of Brain, Behavior, and Immunology (IBBI, Led by L. Pyter PhD)

Established in 1996, the Institute of Brain, Behavior, and Immunology (IBBI) conducts pioneering mind-body research aimed at improving individual and community health. IBBI's interdisciplinary team includes experts in immunology, virology, psychiatry, psychology, endocrinology, molecular biology, behavioral science, oncology, and neuroscience. Together, they form one of the world's largest groups of psychoneuroimmunology researchers. IBBI's aging-related research spans several key areas, including: neuroinflammation (R. Barrientos, J. Godbout, O. Kokiko-Cochran), insulin resistance and cachexia (M. Belury), stress, inflammation, and accelerating aging (L. Christian, J. Kiecolt-Glaser, W. Malarkey), age-related chronic illness (C. Emery), and surgical prehabilitation (M. Humeidan). In addition, IBBI investigators led the NIH-funded *Multidisciplinary Academic Research Training in Dental, Oral, and Craniofacial Sciences* (MARTDOCS) program, which supports both pre- and post-doctoral training.

The Division of Pharmaceutics & Pharmacology (College of Pharmacy, Led by R. Govindarajan, DVM, PhD)

The Division of Pharmaceutics and Pharmacology is one of four divisions in the College of Pharmacy, and their researchers are leaders in the use of state-of-the-art technologies to conduct research centered around four major themes: Cancer Therapeutics, Cell Protective Therapies, Drug Delivery Systems, and Drug Toxicity. These four major themes support the mission of the division, which is the discovery and development of drug therapies for the treatment of human disease. An expert team of interdisciplinary faculty supports the division. Aging-related research interests include the development of safe and effective prescription medications for older adults, the reduction of drug-drug interactions (M. Donneyong), and geriatric pharmacoepidemiology focused on older adults experiencing pain and neurodegenerative diseases (Y. Wei).

Neuroscience and Cognition

The Cognitive Health in Late Life Lab (CHILL, College of Arts of Sciences, Department of Psychology, Led by J. Grant, PhD)

The mission of the CHILL Lab is to promote brain health in communities at greatest risk for cognitive aging and dementia. Current research areas include 1) the early detection of cognitive decline, 2) the primary prevention of cognitive decline by reducing the risk of dementia via a community-based, multidomain, non-pharmacological interventions, and 3) the secondary prevention of cognitive decline by helping individuals with mild cognitive impairment delay dementia and compensate for memory loss via cognitive rehabilitation. Members of the CHILL Lab administer memory screenings to community members to help detect early signs of memory loss and connect individuals to healthcare services for dementia.

Center for Neurobiology of Aging and Resiliency (CNAR, College of Medicine, Department of Neurology, Led by O. Harari, PhD)

The Center for Neurobiology of Aging and Resiliency (CNAR) is a translational research center within the Neurological Research Institute, which focuses on understanding and optimizing the aging of the nervous system. CNAR aims to translate research discoveries into improvements in health span and function in older adults using multidisciplinary and integrative approaches. Three areas of focus include: healthy aging and resiliency, age-related neurodegeneration, and aging with a neurological disorder.

Chronic Brain Injury Program (CBI, Enterprise for Research, Innovation, and Knowledge, Led by J. Godbout, PhD)

The Chronic Brain Injury Program (CBI) is a university-wide interdisciplinary research center addressing the invisible epidemic of brain injury through innovative assessments, novel recovery strategies, and systems change. One of the CBI's missions is to promote

collaboration and engagement among convergent research teams. Aging after injury is a critical theme that spans the center's four research areas and ten dimensions of wellness.

Center for Cognitive and Behavioral Brain Imaging (CCBI, College of Arts and Sciences, Led by R. Prakash, PhD)

The Center for Cognitive and Behavioral Brain Imaging (CBBI) is an interdisciplinary research group dedicated to exploring the connections between brain function and behavior through the development and dissemination of knowledge gained via research and advanced Magnetic Resonance Imaging (MRI) imaging (structural T1-weighted imaging, diffusion tensor imaging, functional MRI). CCBI researchers hold diverse expertise in areas such as anxiety, autism, childhood traumatic brain injury, chronic stroke, decision making, depression, developmental disability, emotion, health and wellbeing, memory, multiple sclerosis, neural responses to media, neuroscience of choice, occupational health, perceptual learning, pediatric stroke, reading and language, comprehension, social interaction and visual attention. Examples of member laboratories with an aging focus include:

The MINDSET Lab (MRI Investigation of Neurodegenerative Disease, Stress Effects, and Traumatic Brain Injury), led by J. Hayes, investigates how trauma may contribute to the development of Alzheimer's disease and other dementias.

The Buckeye Brain Aging Lab, led by S. Hayes, explores how lifestyle factors influence cognition and brain function across the lifespan, including in individuals with mild cognitive impairment (MCI) and neurodegenerative conditions such as Alzheimer's disease.

The Aphasia Lab, led by S. Harnish, studies predictors of treatment outcomes in individuals with aphasia and strategies to enhance therapeutic effectiveness.

The Clinical Neurosciences Lab, led by R. Prakash, examines the impact of psychosocial lifestyle interventions such as physical activity and mindfulness meditation on cognitive and emotional functioning in both clinical and healthy populations.

Health and Rehabilitation Sciences: Neuroscience Research (College of Medicine, School of Health and Rehabilitation Sciences)

The neuroscience research group in the OSU School of Health and Rehabilitation Sciences (HRS) includes faculty members specializing in diverse aspects of aging biology. Areas of active investigation include assistive technology (C. DiGiovine), health services delivery for autistic adults (B. Hand), and mobility and balance in aging and neurodegenerative disease (D. Kegelmeyer, A. Kloos).

The Multiple Sclerosis (MS) and Neuroimmunology Center (College of Medicine, Department of Neurology, Led by T. Gyang MD)

The Multiple Sclerosis (MS) and Neuroimmunology Center is home to world-renowned clinicians, researchers, and educators specializing in MS. The center leverages the latest diagnostic tools, disease-modifying therapies, symptomatic treatments, and rehabilitative interventions to prevent MS relapse and slow or halt neurological decline. The center's research portfolio includes experts in neuroimmunology (B. Segal), age-related alterations in oligodendroglia (C. Harrington), biological aging (Y. Zhang), and neural correlates of cognitive dysfunction (R. Prakash). The affiliated Aging with MS Clinic, led by Y. Zhang, MD, features a dedicated team of neuropsychologists, social workers, pharmacists, and physical therapists who collaborate to address aging-related concerns, including functional capacity, bladder function, nutrition, cognition, mood, social support, and medication management. With integrated research, the clinic seeks to improve quality of life and prevent disability in aging adults with MS.

Neuropsychology Research Laboratory (NRL, College of Medicine, Department of Psychiatry and Behavioral Health, Led by C. Nguyen, PhD, ABPP)

The OSU Neuropsychology Research Laboratory (NRL) conducts longitudinal research studies to better understand the relationship between neurocognition, aging, and health. Faculty interests include the neuropsychology of aging, dementia, neurodegenerative diseases, and lifespan approaches to understanding mood disorders. NRL faculty members contribute to science education, training, practice, and policy development through professional roles in regional, national, and international societies.

Ohio State Memory Disorder Research Center (MDRC, College of Medicine, Department of Neurology, Led by D. Scharre, MD)

The Ohio State Memory Disorder Research Center is dedicated to conducting high-quality research and providing exceptional patient care to improve the diagnosis and treatment of dementia, Alzheimer's disease, and other age-related memory disorders. The Research Center collaborates with the Memory Disorders Clinic, which conducts over 2,500 patient visits each year. Since its founding, the Center has led groundbreaking research in dementia and cognitive disorders using medications and devices, including those targeting amyloid, tau, inflammation, synaptic damage, and abnormal behaviors. Current investigations address issues related to health disparities and interventions focused on diet, exercise, and cognitive activities. The Memory Disorder Research Center has conducted over 200 dementia-related clinical trials in the past 30 years.

Nutrition and Food Science

OSU Extension's Family and Consumer Sciences (FCS, College of Food, Agricultural, and Environmental Sciences, and the College of Education and Human Ecology, Led by P. Bebo MS, RDN)

The Ohio State University Extension's FCS Program serves thousands of people throughout Ohio each year by delivering the highest quality, research-based educational programs focused on building healthy people, healthy finances, and healthy relationships. As part of the larger OSU Extension organization that includes 4-H Youth Development, Agriculture and Natural Resources Community Development, FCS reaches across populations in all 88 counties of Ohio.

Diabetes and Metabolism Research Center (DMRC, College of Medicine, Department of Internal Medicine, Led by W. Hsueh, MD and K. Stanford, PhD)

Ohio State University Medical Center's Diabetes and Metabolism Research Center conducts clinical trials and basic research to prevent, manage, and cure diabetes. The Center collaborates across clinical divisions to foster a team approach to develop innovative procedures such as islet cell, pancreas, and kidney transplantation. DMRC researchers tackle a diverse range of metabolically influenced age-related comorbidities, including cardiovascular disease (K. Baskin, R. Bruno, E.D. Lewandowski, K. Townsend), cardiac arrhythmias (V. Fedorov, T. Hund), cancer (L. Cao, Z. Cruz-Monserrate, D. Guo, A. Hummon, M. Mihaylova, R. Wang, D. Spakowicz, M. Belury), regenerative medicine (D. Gallego Perez), and diabetes (J. Hu, O. Ziouzenkova, J. Volek, K. Townsend, K. Stanford, M. Belury). Clinical trials headed by DMRC investigators address diabetes, osteoporosis, and other metabolic syndromes. The DMRC is also home to an NIH-funded postdoctoral training program in cardiometabolic science led by W. Hsueh and S.A. Smith.

Center for Advanced Function Foods Research and Entrepreneurship (CAFFRE, College of Food, Agricultural, and Environmental Sciences, Led by Y. Vodovotz, PhD)

The Center for Advanced Function Foods Research and Entrepreneurship (CAFFRE) is an interdisciplinary group of scientists, medical professionals, and policy experts representing eight colleges across the OSU campus. CAFFRE's mission is to catalyze the research and development of novel functional foods and components to enhance health. CAFFRE researchers are engaged in every aspect of functional food development, from crop and ingredient characterization to mechanistic preclinical studies, sensory evaluation, digestion and absorption analysis, packaging innovation, and clinical trials. Their work includes investigations into functional foods enriched with phytochemicals known for their potential anti-aging effects, such as resveratrol, isoflavones, and anthocyanins. Further studies investigate dietary supplements and functional foods aimed at alleviating age-related disease symptoms, enhancing health outcomes, and improving quality of life.

Foods for Health Research Initiative (FFH, Enterprise for Research, Innovation, and Knowledge, Led by D. Peterson, PhD)

The Foods for Health Research Initiative (FFH) at The Ohio State University advances interdisciplinary research linking agriculture, food, and human health. FFH builds and supports a campus-wide community of more than 100 investigators across 11 colleges and 40+ departments through strategic communications, networking events, ideation sessions, and seed grant investments. FFH research is organized around three pillars - Food & Crop Improvement, Food Perception & Behavior, and Precision Nutrition - and spans plant and food metabolomics, sensory nutrition, microbiome science, and diet–health intervention studies. FFH projects focused on the role of nutrition in an aging population include studies examining how dietary bioactives and metabolic signatures influence neurocognitive outcomes and how food-based interventions can mitigate inflammation and oxidative stress associated with cognitive decline. These interdisciplinary collaborations exemplify FFH's role in connecting basic and clinical scientists to translate discoveries in food and nutritional biochemistry into strategies that promote healthy aging and cognitive resilience.

Health and Rehabilitation Sciences: Nutrition Research (College of Medicine, School of Health and Rehabilitation Sciences)

The School of Health and Rehabilitation's Nutrition Research group includes faculty experts dedicated to addressing nutritional challenges across diverse populations. Their research focuses on combating nutritional deficits linked to health disparities (I. Adams), advancing cancer chemoprevention and promoting healthy survivorship (K. Roberts, C. Spees), and examining dietary patterns associated with chronic disease (C. Taylor). A key initiative of the group is the HOPE Lab, led by C. Spees, in collaboration with the OSU Waterman Agricultural and Natural Resources Laboratory, the Comprehensive Cancer Center, multiple OSU colleges, and community partners. The HOPE Lab delivers biobehavioral interventions that empower vulnerable populations to adopt evidence-based dietary and lifestyle practices, with the goal of improving health outcomes and reducing the risk of chronic diseases such as cancer.

Funding growth and opportunities

The National Institute on Aging (NIA) is the primary source of support for aging-related research funded by the National Institutes of Health (NIH). Growing awareness of the expanding needs of the aging U.S. population has driven an increase in NIA funding. At Ohio State, total NIA funding grew from \$1.5M across 6 projects in 2014 to \$15.9M across 36 projects in 2024 (across all grant type applications, **Figure 3**).⁴ This ten-fold increase reflects growing faculty interest and expertise in aging over the past decade.

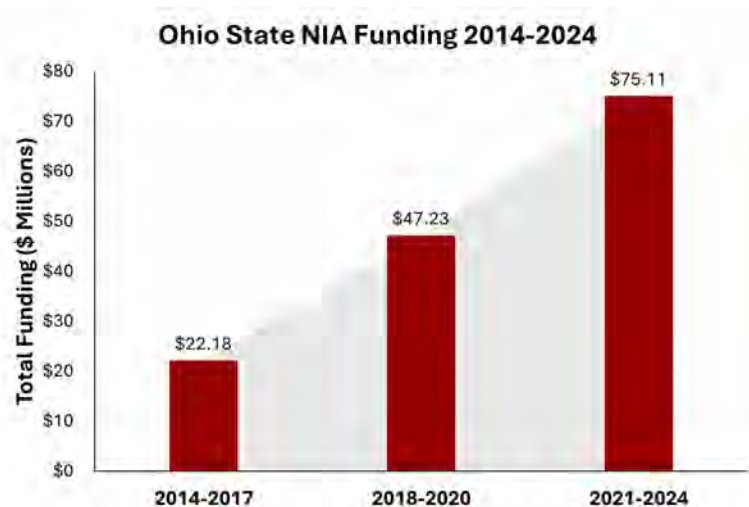


Figure 3. Total funding and number of active NIA projects at Ohio State University (2014–2024).

Funding amounts are shown in millions of U.S. dollars. Inclusive of all colleges. Data are current as of May 2025.

The funding landscape for Geroscience research is broad and maintains an exponential trajectory in many different areas, such as cognition and neurodegenerative diseases, Oncogeriatrics, mobility, sociology, health span extension, financial wellness, and adaptation research. Thus, it is expected that the proposed work of the Institute on Aging will attract significant extramural federal funding for the foreseeable future. Further, according to LongevityTechnology, a website dedicated to advancements in longevity and health technology, a 2024 investment report on the aging and longevity market revealed that total financing surged to \$8.49 billion, up from \$3.82 billion in 2023.⁵ As the aging population continues to grow, funding in this area is expected to increase. This trend positions the Ohio State University Institute on Aging to attract substantial financial support from both foundation and industry partners, reinforcing Geroscience as one of the most fundable fields in life sciences.

⁴ NIH RePORTER. National Institutes of Health, U.S. Department of Health and Human Services. Accessed March 12, 2025 <https://reporter.nih.gov/search>.

⁵ Annual longevity investment report 2024. Longevity.Technology. Accessed May 27, 2025. [Annual longevity investment report 2024 Archives - Longevity.Technology](#)

Leveraging Ohio State's deep expertise and robust infrastructure, the university offers a distinctive foundation with the potential to become a global leader in aging research. To advance this opportunity and exploit emerging prospects across the aging continuum, Ohio State will need to include expertise across multiple colleges in a more comprehensive and complete way. To do so, it will be critical to develop a formalized structure and effective support through an Institute on Aging. The Institute will foster a cohesive environment that empowers cross-college university faculty to address the complex clinical challenges of aging research—spanning basic, translational, and clinical domains. It will also support faculty and trainee recruitment, enhance operational efficiency, advance physician training, and promote innovative business models to maximize impact. Achieving these goals requires a bold, enterprise-wide approach.

Additional Opportunities for Growth

Aging science is a central focus of the NIH and numerous external bodies. Examples of current programmatic and individual funding opportunities include:

National Institutes of Health (NIH) Funding

NIH P30 Claude D. Pepper Older Americans Independence Centers

Claude D. Pepper Older Americans Independence Centers (OAICs) are NIA-funded hubs of excellence in geriatrics research and career development focused on building scientific knowledge to maintain and restore independence in older adults. There are currently 15 OAICs in the United States; however, none are in Ohio (**Figure 4**). New applications are submitted in staggered cycles, with three rounds occurring every five years.

<https://grants.nih.gov/grants/guide/rfa-files/RFA-AG-25-020.html>

NIH P30 Nathan Shock Centers of Excellence

Nathan Shock Centers (NSCs) serve as national resources for advancing research in the biology of aging, offering expertise in the design, execution, and interpretation of studies using cutting-edge aging metrics. Each center includes an administrative core, a research development core that supports pilot and feasibility projects, and at least two specialized research cores focused on distinguishing areas such as biomarker development, gerotherapeutics, or comparative biology. Outreach and education are central to the mission of Nathan Shock Centers, which organize conferences, public engagement events, webinars, and other educational programs. There are currently eight Nathan Shock Centers in the U.S., with new application opportunities offered every five years—the most recent issued in 2024.

<https://www.nia.nih.gov/research/dab/nathan-shock-centers-excellence>

NIH Institutional Training Grants

The National Institute on Aging (NIA) supports institutional training grants that provide research stipends and educational programs for predoctoral, postdoctoral, and medical

students involved in aging-related research. The goal of these programs is to foster the growth and development of the next generation of aging researchers. Currently, the NIA portfolio includes 45 training grants: 8 support summer research for medical students (T35), and 37 fund full-time predoctoral and postdoctoral fellows (T32). The NIA posts notices of funding opportunities for the T35 and T32 programs annually.

Foundation, Non-Profit, and Society Funding

Select examples include:

American Federation for Aging Research (AFAR)

AFAR supports biomedical research spanning basic science to early-stage translational studies focused on human aging and health span. Since its founding, AFAR has granted \$212,500,000 to researchers and students in aging research. AFAR provided approximately \$12,500,000 to more than 60 investigators in 2023.

Hevolution Foundation

The Hevolution Foundation funds research to extend healthy human lifespan and advance the understanding of aging processes using diverse scientific approaches and tools. They have partnered with AFAR to create the Hevolution-AFAR New Investigator Awards in Aging Biology and Geroscience Research. This funding provided three-year awards of \$375,000 each to up to 36 investigators in 2023 and 2024.

Alzheimer's Association

As the largest nonprofit funder of Alzheimer's research, the Association is dedicated to advancing critical research on treatment, prevention, and ultimately, a cure. The Association committed a record \$109 million in total annual research spending, the largest allocation since the organization's founding, including more than \$76 million in grants for new scientific investigations. These grants represent proposals ranked highest by a three-tier peer-review process in a highly competitive field. As the world's leading nonprofit funder of Alzheimer's and dementia research, the Association is currently investing more than \$430 million in over 1,110 active projects in 56 countries, spanning six continents.

Clinician-Scientists Transdisciplinary Aging Research (Clin-STAR)

The Clin-STAR program provides a national platform for clinicians pursuing careers in aging research, with the goal of improving patient-centered care for older adults across specialties and disciplines. Clin-STAR provides various funding opportunities, including an Aging Research Development and Training Award, which provides up to 4 awards, each up to \$50,000 in direct costs for early-career clinician-scientists conducting aging-related research. Beyond direct awards, Clin-STAR also sponsors other funding opportunities such as travel

funds for clinician-scientists, mini-sabbatical support, and outreach funds, although specific dollar amounts for these initiatives may vary.

Agency for Healthcare Research and Quality (AHRQ)

AHRQ works to improve the quality, appropriateness, and effectiveness of health services, including care for older adults, through a broad base of scientific research and the promotion of best practices in clinical and health systems. AHRQ's total funding has fluctuated over the years, with an FY 2025 request of approximately \$513 million, reflecting both discretionary and mandatory sources. The FY 2025 budget emphasizes various research areas, including patient safety, digital healthcare research, health services research, and dissemination of findings to enhance healthcare quality and efficiency.

Patient-Centered Outcomes Research Institute (PCORI)

PCORI funds comparative clinical effectiveness research to help individuals make informed healthcare decisions and improve healthcare delivery and outcomes. Research is guided by input from patients, caregivers, and the broader healthcare community. From FY 2020 to FY 2029, funding from the Patient-Centered Outcomes Research Trust Fund is expected to grow from \$275.5 to approximately \$399 million. In FY 2024, PCORI's Board of Governors approved three new Topic Themes: cancer, metabolic and endocrine health, and sensory impairment and disability. These complement the existing themes, which include cardiovascular health, maternal morbidity and mortality, intellectual and developmental disabilities and rare diseases, among others.

American Aging Association (AGE)

AGE is a nonprofit organization promoting biomedical aging research and geroscience. AGE supports efforts to slow the aging process, extend health span, inform the public about research progress, and foster the career development of trainees and scientific members. AGE provides various funding opportunities but does not publicly disclose a total funding amount. However, the association provides an AGE VOYAGER Grant up to \$5,000 for trainee members to support travel, workshops, and hands-on experiences in aging research.

Longevity Science Foundation (LSF)

The LSF is a global 501(c)(3) nonprofit organization committed to preventing chronic and age-related diseases by funding critical scientific research aimed at extending healthy human lifespan. The LSF has committed to distributing over \$1 billion over the next ten years for longevity research. This allocation is intended for research projects, institutions, and various initiatives that focus on extending the human lifespan, prioritizing therapeutics, personalized medicine, AI, and predictive diagnostics.

Benchmarking Data

In partnership with the strategic development team, we identified and mapped the current Pepper and Nathan Shock Centers across the United States (**Figure 4**). Other aging programs in Ohio include Bowling Green State University's Optimal Aging Institute, the Cleveland Clinic Center for Geriatric Medicine, and the Miami University Scripps Gerontology Center. There is currently no NIH-funded Pepper Center or Nathan Shock Center in Ohio (**Figure 4**).



Figure 4. Landscape of NIA-funded Aging Centers Across the United States. OAIC Pepper Centers (red dots): Brigham and Women's (Boston, MA), University of California (San Francisco, CA), University of Connecticut (Farmington, CT), Duke University (Durham, NC), University of Florida (Gainesville, FL), Johns Hopkins (Baltimore, MD), University of Maryland (Baltimore, MD), University of Michigan (Ann Arbor, MI), Yale (New Haven, CT), Wake Forest (Winston-Salem, NC), University of Texas (San Antonio and Galveston, TX), Northwestern (Chicago, IL), Mount Sinai (New York, NY), University of Pittsburgh (Pittsburgh, PA). **Nathan Shock Centers (blue circles):** Albert Einstein (New York, NY), Jackson Laboratories (Bar Harbor, ME), University of Alabama (Birmingham, AL), University of Oklahoma (Oklahoma City, OK), University of Washington (Seattle, WA), and University of Texas (San Antonio, TX). The other two centers are collaborative consisting of the Salk, University of California, and Sanford Burnham (San Diego, CA) and University of Southern California and the Buck Institute (Los Angeles/Novato, CA). Note that some dots overlap.

Rationale for an Institute on Aging

The university excels in research, clinical, educational, and community programs that address specific challenges faced by older adults. However, these efforts are currently fragmented and siloed, failing to meet the scale of the challenge. Creating an Institute on Aging would centralize these efforts by providing the necessary organizational structure and leadership to tackle complex issues collaboratively and comprehensively. Such a multi-disciplinary approach is what is needed to bring Ohio State to the top of the national and global stage. With substantial investment in aging-related research, an Ohio State Institute on Aging could achieve the mission and programmatic objectives described below.

Mission

A university-wide plan was developed in consultation with stakeholders from various colleges interested in advancing community-based, educational, technological, scientific, and medical opportunities in aging research (**Appendix A**). There was shared agreement that an Institute structure is required to become a national and global leader in this area. The Ohio State University Institute on Aging has the following mission:

Establish an integrative university-wide Institute to grow and facilitate interdisciplinary aging research that will transform aging science and promote healthy aging.

The mission of The Ohio State University Institute on Aging aligns directly with the following Strategic Plan of the OSU Enterprise for Research, Innovation and Knowledge (ERIK):

- ❖ Inspire a culture of research, innovation and knowledge excellence
- ❖ Be globally renowned for discoveries, knowledge generation and creative expression
- ❖ Lead development of impactful solutions to critical societal and community challenges through partnerships, innovation and entrepreneurship
- ❖ Create and sustain dynamic infrastructure and capabilities that drive discoveries
- ❖ Continuously increase operational excellence to enable shared and individual success

Below, we summarize the objectives of Institute on Aging and define areas of impact that will advance the strategic plan of the Institute and University.

Programmatic Objectives

The objectives for Phase I (years 1–3) of the Institute on Aging focus on addressing a key strategic gap in Ohio State’s aging portfolio: the persistence of disciplinary silos that limit collaboration and impede translation across discovery, clinical, and population-based research. To overcome these barriers, the Institute will promote strategic partnerships in university areas of established strength, particularly cancer, cardiovascular, and neuroscience research, to foster integrative approaches that distinguish OSU nationally and competitively position the university for future NIA P30 applications.

A general timeline for achieving these goals is as follows:

Year 1: Infrastructure and team development (website, investigator database, resource documents, benchmarking tools), governance documents including Patterns of Administration, pilot awards

Year 2: Research database build, NIH P30 grant benchmarking, healthy aging cohort development

Year 3: Formal NIH P30 strategy, Rollout of research database targeting cancer, neuroscience, and cardiovascular disease, Design of aims for Institute Phase II

The main objectives of Phase I of the OSU Institute on Aging are:

1. Build a cohesive, university-wide framework and shared resources to advance interdisciplinary aging research and support strategic progress toward P30 development

Researchers will be aware of and know how to engage with the diverse aging resources across campus. The main goal of this objective is to conduct activities that foster collaboration, awareness, and access to aging-related resources. Examples include access to research tools, core services, target and control populations, relevant knowledge banks, and infrastructure to obtain preliminary data for publications and grants.

2. Increase aging-related basic, translational, clinical, and community-based research, investigator-initiated trials, and inventions.

Expansion of aging scholarly development through education, scientific discovery and translation, development of aging-specific repositories, and access to human, animal, and population cohorts.

Institute on Aging Defined Activities and Outcomes

PHASE I (Years 1-3)	
Objective 1: Build a cohesive, university-wide framework and shared resources to advance interdisciplinary aging research and support strategic progress toward P30 development.	
Activities	Outcomes
Administrative Infrastructure	
• Creation of Institute governance documents • Regular Institute administrative and operational meetings • Centralized administrative office • Map existing infrastructure, identify gaps to meet core requirements (administrative, clinical, data management, and statistics) • Establish engagement with NIH for pre-application requirements, consultation and timeline	• Framework for institute-wide communication among aging researchers (SOPs, centers, collaboration ops.) • OSU investigator involvement in aging-related meetings, policy, and grant review will increase and grow across campus • Completed framework for P30 application
Institute Web Resource	
• Create a member database • Collate an Institute resource list (biorepositories, infrastructure, grants, inventions, centers, training, human subjects research) • Develop institutional resource documents and pre-award support to facilitate grant submission	• Aging researchers will report regular use of the Institute webpage to find collaborators, resources, and funding materials. • Collated facilities and resource documents to support grants incorporating aging research
Institute Data Integration and Dissemination	

Database of aging-related research projects, grants, inventions, and clinical trials.	Tracking infrastructure for aging-related OSU research projects, grants, inventions, training opportunities, and clinical trials
Research Team Development	
- Establish investigator team integration and cross-core leadership for joint protocol development (P30) - Annual retreat & research-in-progress seminars - Pilot awards for interdisciplinary research 50% with connections to cardiovascular, neuroscience, or cancer - Develop and provide support to mine complementary datasets & databases (consolidated IRBs) 50% with connections to cardiovascular, neuroscience, or cancer - Expand aging biomarkers core services	- Asset inventory and theme development for P30 application - New interdisciplinary research teams with a focus on expanding aging investigator collaborations with neuroscience, cardiovascular, and cancer 10% increase in submitted aging-related OSU publications & abstracts by year 3 10% increase in submitted aging-related OSU grants & subcontracts by year 3 - Integration of aging biomarkers into clinical studies will increase 5% per year over the established baseline
Objective 2: Increase aging-related basic, translational, clinical, and community-based research, investigator-initiated trials, and inventions.	
Activities	Outcomes
Facilitate Research Participant Recruitment	
- Partner with the Clinical and Translational Science Institute to identify and connect externally with community cohorts - Partner with state agencies including the Ohio Department of Aging and other allies/advocates for aging research - Collate a list of Ohio organizations with age-friendly initiatives/objectives.	- Establish the written framework for research expansion into the community - Increase access to older adult control and case populations
Access to Aging Mice	
- Internal aging mouse pilot funding 50% with connections to cardiovascular, neuroscience, or cancer	Increased access to aged mouse colonies for use in the generation of preliminary data for grants, and completion of high-impact papers.
Research Database Development	
- Clinical informatics project to track & report older adult human-centric research enrollment & barriers across colleges - Generate and collate a list of OSU research equipment relevant to aging research - Generate and collate a list of OSU utilized Geriatric Assessment tools, including those specific to cancer, neuroscience, and cardiovascular aging science	- Aging-related research equipment clinical repositories (lending library, centralized resources, facilities & resource list) - Institutional clinical trial dashboard specific to older adults with an initial focus on cancer, neuroscience, and cardiovascular aging science - Centralized database/dashboard of Geriatric Assessment tools

Criteria for Institute Membership

The OSU Institute on Aging will bring together experts from diverse fields to create a unique, multidisciplinary Institute. The categories of membership are faculty, trainee, staff, and external members. Membership is extended to, or requested by, a candidate. Candidates must meet requirements that are designed to be inclusive and mutually beneficial to the Institute (i.e., bolstering the missions of the Institute and associated faculty). Members must participate in the research, clinical care, outreach, or educational missions of the Institute on Aging. Participation should include basic, translational, clinical, or human-centric research, education development or oversight, philanthropic or business activities related to aging science, or efforts to improve aging healthcare delivery. Further, members are expected to participate in a minimum number of Institute activities, such as seminars, workshops, committees, advocacy, and outreach events. Critically, members must collaborate for scholarly activity. Membership is reviewed biannually for ongoing participation and activity. Membership of the OSU Institute on Aging is approved by a majority vote of the Institute on Aging Internal Advisory Committee and must meet one of the following criteria:

- ❖ Contributes to Institute grant proposals as a principal investigator, co-investigator, or advising faculty.
- ❖ Contributes to Institute resource development efforts in business, intellectual property, operational efficiencies, philanthropy, policy, or proposal review.
- ❖ Contributes to the development, oversight, or execution of Institute curriculum, courses, or workshops. Hosts seminars.
- ❖ Serves as mentor or committee member to a trainee engaged in aging research.
- ❖ Serves on the Institute Advisory Committee (IAC).
- ❖ Serves as a community liaison for the Institute.
- ❖ Serves as an Institute consultant for study design and/or analysis.

Faculty member. Faculty members from any college associated with The Ohio State University are eligible for Institute on Aging membership. Institute faculty must have an expressed interest or area of expertise in aging-related areas, including programs that advance the development and application of aging research. Faculty members must be Ohio State faculty (e.g., principal investigator, research scholar, research associate) responsible for research, clinical care, or education. Research faculty members must be actively involved in basic, translational, or human-centric research related to aging science. Other faculty members can be involved in advancing aging programs through legal, clinical, educational, policy, or business-related interests (e.g., operational excellence, intellectual property development, public-private partnership development, regulatory excellence, innovative business development, community advocacy, philanthropy).

Trainee member. Undergraduate, graduate, or professional students at The Ohio State University with an interest in aging research, clinical care, education, or programmatic development are eligible for trainee membership. Post-graduate trainees, including those in research, clinical, or internship programs, who have an interest in aging research are also candidates for trainee membership. Trainee members will collaborate with a faculty member in their area of research, clinical care, or educational interest related to aging.

Staff member. Staff involved in the support of at least one faculty member and their aging program(s) are candidates for membership. Staff members can assist with multiple aging-related programs, if appropriate.

External member. Individuals actively involved in aging research, clinical care, or education who are not primarily affiliated with The Ohio State University may be appointed as external members of the Institute on Aging. This category of appointment requires IAC approval. While external members may participate in seminars and other center activities, they are not eligible to receive financial benefits (e.g., pilot awards).

Membership Review Procedures

The Directors of The Ohio State University Institute on Aging, with support from the Internal Advisory Committee (IAC), will conduct biannual reviews of member participation to assess the following criteria:

- ❖ Serve as a mentor/advisor to at least one aging scientist, physician, or research trainee, ideally demonstrating cross-college involvement
- ❖ Serve as an Institute on Aging liaison or acting IAC member
- ❖ Contribute to an Institute grant proposal as a principal investigator, co-investigator, collaborator, or advisor
- ❖ Collaborate with other Institute on Aging members from different departments or programs as evidenced by co-publications and grants
- ❖ Receive external federal, industry, foundation, or philanthropic funding to support aging-related research
- ❖ Contribute to the Institute on Aging resource development efforts in business, industry, intellectual property law, operational efficiency, education, policy, or community engagement
- ❖ Contribute to Institute on Aging curriculum, seminars, and workshops
- ❖ Serve as an Institute on Aging consultant for study design, analysis, and regulatory processes

If a member fails to meet the eligibility criteria for two consecutive years and does not provide documentation of valid extenuating circumstances, the IAC may revoke their membership in the Institute on Aging. Once membership is rescinded, the individual will lose access to certain benefits and privileges, including eligibility to apply for seed grants and awards, operational and regulatory support for proposal development, and consulting services. Membership may be reinstated after a minimum of one year of demonstrated compliance with the eligibility criteria and submission of a formal petition to the IAC.

Institute Inaugural Faculty

A complete listing of potential Institute on Aging faculty is provided in **Appendix B**. These faculty have interest and expertise in aging research, programmatic development, education, and community engagement. Accompanying letters from Deans, Chairs, and Program Directors are provided in **Appendix C**.

Administration

Institute Administrative Structure

The Institute on Aging will report directly to the Executive Vice President of the Enterprise for Research, Innovation, and Knowledge (ERIK). Its organizational structure (**Figure 6**) is designed to support infrastructure that bridges the university's strengths in basic, translational, and community-based aging research and education.

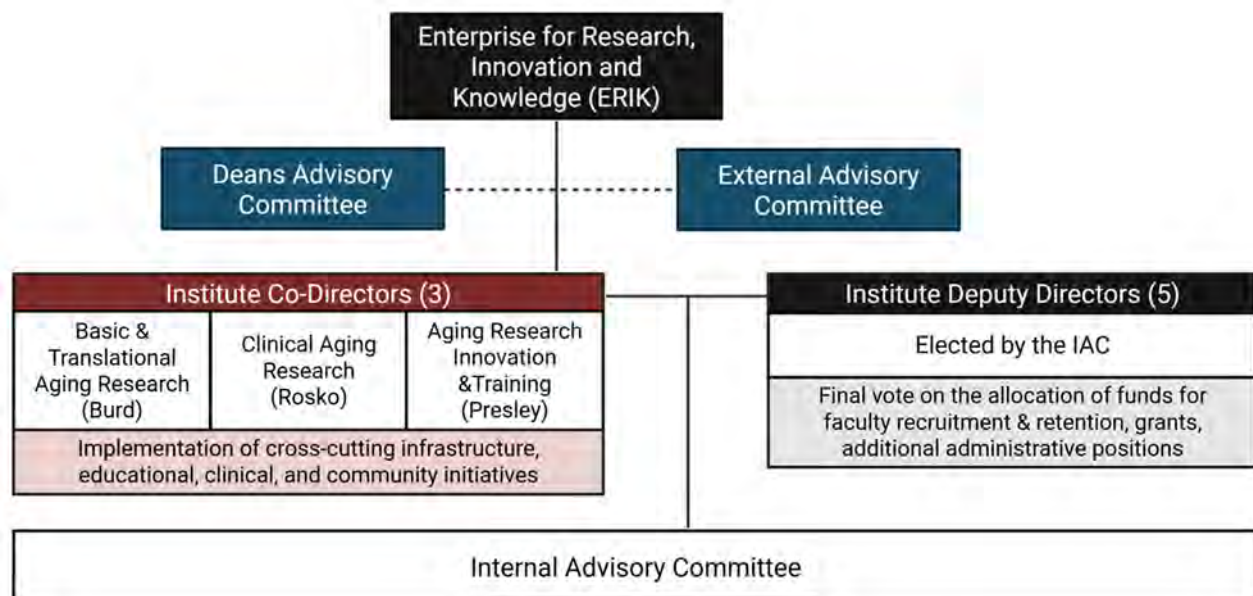


Figure 6. Institute on Aging Organizational Chart.

Existing Aging Programs

The goal of the OSU Institute on Aging is to amplify and facilitate diverse, cross-college aging research. Therefore, specialized University and College programs with an aging focus will not be governed by the Institute. The Institute will support these programs by serving as a central hub to increase visibility of the wide range of aging research at OSU. The Institute will also facilitate collaborations across campus units through access to administrative support, seed and training grants, and educational programs that promote university-wide aging initiatives.

Institute Co-Directors

The Institute on Aging embraces a dynamic leadership model, rotating every five years to reflect the diverse expertise across colleges. This structure is intentionally designed to remain agile, foster innovation, and promote adaptability in a rapidly evolving field. New Institute Co-Directors will be elected one year in advance to allow time for training and ensure a smooth transition. For the first 5 years, the Institute will be led by three inaugural Co-Directors with complementary expertise: Christin Burd, Ph.D., (Professor, Departments of Molecular Genetics, Cancer Biology and Genetics, College of Arts and Sciences), Ashley Rosko, M.D., (Professor, Department of Internal Medicine, Division of Hematology, College of Medicine, and Carolyn Presley M.D., MHS (Associate Professor, Department of Internal Medicine, Division of Medical Oncology, College of Medicine). The Co-Directors will be supported by a dedicated research administrator. Shared responsibilities of the Co-Directors include:

- ❖ Oversight of website and database development
- ❖ Management of programmatic infrastructure
- ❖ Hiring and supervision of programmatic support staff
- ❖ Programmatic data collection and reporting
- ❖ Organization of grant review committees
- ❖ Coordination of Internal and External Advisory Committee meetings
- ❖ Fiscal stewardship and reporting
- ❖ Planning the Annual Scientific Meeting
- ❖ Facilitation of cross-cutting research, clinical care, and programmatic development
- ❖ Execution of strategic initiatives that advance the Institute's mission and objectives
- ❖ Implementation of non-administrative funding, faculty support, and membership decisions made by the Internal Advisory Committee and Deputy Directors

Acknowledging the complexity of the co-director leadership model, the leaders have agreed to grant Dr. Burd sole decision-making authority in situations requiring urgent action or when consensus among the Co-Directors cannot be reached. Upon conclusion of their 5-year term, the Co-Directors will be offered a standing appointment to the IAC or EAC. Specific duties of each Co-Director are detailed below.

Director of Basic and Translational Aging Research. Christin Burd, Ph.D., will serve as the inaugural Director of Translational Aging Research. In addition to the shared activities listed above, the Director for Basic and Translational Aging Research will work with stakeholders across the university to:

- ❖ Promote initiatives that bridge basic science discoveries, intellectual property development, and the clinical/community implementation of aging research.
- ❖ Provide strategic and scientific leadership for the Aging Biomarker Core, including oversight of staffing, budgeting, billing processes, infrastructure development, website content, and the design and validation of new assays.
- ❖ Advise and support investigators wishing to use aging-related biomarkers in their research.
- ❖ Coordinate with institutional cores and shared resources to ensure efficient access to technologies and services that support aging research.
- ❖ Lead initiatives to expand aging-related basic and translational research funding, including the development of programmatic grants and cross-college proposals.
- ❖ Facilitate the formation of multidisciplinary research teams to pursue large-scale, collaborative projects.
- ❖ Provide study design and grant writing support for basic and translational scientists pursuing age-related research grants.
- ❖ Represent the Institute on Aging in internal and external scientific forums, contributing to the visibility and impact of translational aging research at Ohio State.

Director for Clinical Aging Research. Ashley Rosko, M.D., will lead clinical trial research and database development to advance the inclusion of aging adults in human subject research, focusing on Institute integration with the Colleges of Nursing, Engineering, Public Affairs, Pharmacy, Arts and Sciences, Food, Agriculture and Environmental Sciences, and Medicine (Cancer). Responsibilities of the Director for Clinical Aging Research include:

- ❖ Develop and implement strategies to position the Institute on Aging as the global leader in clinical trial research.
- ❖ Build research platforms, aging databases, and informatics to facilitate human subjects/population research and collaborations.
- ❖ Manage Institute staff appointed to support clinical, and human subject research.
- ❖ Work in collaboration with the clinical trial offices/IRB to lead and support the development of a clinical trial dashboard to facilitate the university-wide enrollment of older adults in therapeutic and non-therapeutic clinical trials.

- ❖ Facilitate integration of the Institute on Aging with statewide initiatives to develop and collaborate on projects and policy with the Ohio Department of Health and Ohio Department of Aging.
- ❖ Manage day-to-day Institute on Aging clinical research integrative operations.
- ❖ Develop recruitment strategies to increase the number of physicians, allied health professionals, and learners engaged in aging-specific clinical research.
- ❖ Increase the number of aging publications and research applications produced by members of the Institute on Aging.
- ❖ Expand cross-collaboration among departments and colleges to achieve the Institute on Aging's mission through workshops, seminars, and colloquia.

Director for Aging Research Innovation and Training. Carolyn Presley, M.D.MHS, will lead resiliency research, supportive care integration, interprofessional education, and clinical training for the Institute on Aging. She will be the primary contact for human subjects, population, and implementation research for the Colleges of Optometry, Dentistry, Social Work, Public Health, Veterinary Medicine, Medicine (non-cancer), and the School of Health and Rehabilitation Sciences. Responsibilities of the Co-Director include:

- ❖ Collate and connect groups to accelerate and amplify aging resiliency and supportive care research infrastructure across the university. Support NIA grant collaborations (cross-cutting) focused on resiliency and supportive care research.
- ❖ Develop a strategic plan for national geriatric aging research collaborations.
- ❖ Increase the number of aging research applications (young investigator awards, external funded grant applications, NIA funding).
- ❖ Expand collaborations across colleges to advance aging-related research innovation, and intellectual property as liaison to the RAPTIC program.

Internal Advisory Committee (IAC)

Deans and Directors of University Centers/Institutes/Schools whose priorities and expertise align with the Institute on Aging's strategic goals may appoint one representative to serve on the Internal Advisory Committee (IAC). In the first year, these units will consist of the Colleges of Arts and Science, Dentistry, Education and Human Ecology, Engineering, Food, Agricultural and Environmental Sciences, Nursing, Social Work, Medicine, Optometry, Pharmacy, Public Affairs, Public Health, and Veterinary Medicine. In addition, a single representative may be appointed by leaders of the following key partners: School of Health and Rehabilitation Sciences, the Center for Advanced Functional Food Research and Entrepreneurship, Ohio State Extension, the Age-Friendly Innovation Center, the Comprehensive Cancer Center, the Center for Cognitive and Brain Sciences, the Center on

Healthy Aging, Self-Management and Complex Care, the Clinical and Translational Science Institute, the Neurological Institute, and the Institute of Brain, Behavior, and Immunology. Requests for additional unit representation on the IAC will be reviewed and voted on annually by current IAC members.

Members of the IAC will commit to attending bi-annual meetings, participating in the review of grant and award applications, relaying Institute announcements to their units, and contributing to subcommittees involved in carrying out the missions of the Institute. Units not meeting these commitments will be surveyed about their desire for continued participation and asked to appoint a new representative.

The IAC will convene bi-annually to review Institute progress, strategic priorities, and policy. The first charges of the IAC will be to:

- ❖ Elect a five-member panel of Deputy Directors from the IAC
- ❖ Nominate and vote on initial Institute members and membership terms
- ❖ Decide on a model for electing future Institute on Aging Co-Directors, including term limits that allow for a rotating leadership structure and built in succession plans for the long-term sustainability of the Institute
- ❖ Nominate and rank candidates for the External Advisory Committee (EAC)

The IAC will guide strategic initiatives aligned with the Institute's academic mission and long-term research goals. Any IAC member may propose amendments to the Institute's bylaws and strategic objectives. Changes require discussion and a 75% affirmative vote from a quorum of the IAC.

Deputy Directors

Five members of the IAC will be elected by their peers to serve as Deputy Directors. These individuals should collectively represent all areas of strategic development. Deputy Directors will serve renewable 3-year, renewable terms.

Together, the five Deputy Directors and the three Co-Directors will make final decisions regarding the allocation of reviewed funding applications, faculty recruitment and retention support, and Institute-sponsored faculty attachments. Approval of any decision requires a 75% affirmative vote (i.e., at least 6 out of 8 members in favor).

Requests from the Co-Directors for additional infrastructure or staffing funds will be reviewed and voted on exclusively by the Deputy Directors.

External Advisory Committee (EAC)

The composition of the External Advisory Committee will reflect the interests of the Institute on Aging faculty, affiliated Colleges, and the University. Following the approval of the Institute on Aging, the IAC will nominate and rank independent aging specialists as potential members of an External Advisory Committee (EAC). Examples of appropriate independent aging specialists external to Ohio State include members of relevant government organizations (e.g., FDA, Ohio Department of Aging), non-profit organizations (e.g., AARP, AFAR, John A. Hartford Foundation), academic leaders (e.g., leaders of NIA P30 programs, Scripps Gerontology Center), and industry experts (e.g., TruDiagnostic, Altos, Calico). Invited members of the EAC will provide specialized knowledge and insights to the organization without exercising direct governance authority. The EAC will also guide institutional direction, market positioning, and long-term strategy, while facilitating connections to key regional, national, and international partnerships.

Members will serve 3-year, renewable terms. The appointment of new or replacement members requires approval by a majority vote of the current IAC.

The EAC will work with the Co-Directors and ERIK leadership to:

- ❖ Support the development and implementation of the Institute's strategic plans.
- ❖ Engage in outreach efforts within the University and broader community.
- ❖ Conduct and assist in responding to annual performance reviews of the Institute.

Deans Advisory Committee (DAC)

Deans of OSU Colleges participating in the Institute on Aging will be invited to serve on the Institute's Deans Advisory Committee (DAC). The DAC will convene annually to provide guidance on leveraging university resources and community connections to advance the Institute's mission. Membership consists of College Deans and the Comprehensive Cancer Center Director. Deans may serve for the duration of their appointment, if they choose.

DAC members will collaborate with the Institute Co-Directors and ERIK leadership to:

- ❖ Support the development and implementation of the Institute's strategic initiatives.
- ❖ Promote outreach and engagement across the University and broader community.
- ❖ Participate in and contribute to the Institute's annual performance review process.

Summary of Leadership Positions, Powers, and Appointments

Position (n)	Major Roles & Responsibilities	Powers	Initial Appt.	Subsequent Appts.
Co-Directors (3)	• Administrative management • Institute reporting & communications • Cross-college programmatic development • Enactment of IAC/Deputy Director initiatives	Management of Administrative Fund allocations Shared voting rights with Deputy Directors	5 years	Rotating schedule with election criteria TBD by the IAC
Deputy Directors (5)	• Participation in bi-annual IAC and quarterly Director's meetings • Participation in faculty recruitment, grant review • Participation in relevant Institute initiatives	Voting on faculty recruitment, institute-sponsored attachments, final funding decisions Oversight of administrative budget	3 years	IAC-elected position
IAC (23)	• Participation in bi-annual IAC meetings • Participation in Institute initiatives and grant review • Communication of Institute initiatives with represented college/unit	Formulation and voting on Institute policies, directives and governance	3 years	Appointed by the unit Dean or Director
EAC (TBD)	• Provide ongoing guidance regarding institute strategy and directives • Participate in annual EAC meetings and provide a summary report	No direct governance	3 years	Nominated by the IAC
DAC	• Provide ongoing guidance regarding institute strategy and directives • Participate in IAC/DAC meetings and provide a summary report	No direct governance	N/A	N/A – Appt. consistent with University role

Budget

Overarching Programmatic Support

Strategic alignment

To position The Ohio State University as a national leader in aging research, it is essential to build upon the strengths of existing university initiatives. Achieving this vision requires targeted fiscal investment to support the development of a robust, interdisciplinary research team. This team will serve as the foundation for a comprehensive aging research program that integrates expertise across colleges and disciplines.

The proposed funding will support the following goals:

- ❖ Foster interdisciplinary collaboration among faculty with expertise in aging.
- ❖ Advance innovative research that addresses the biological, clinical, and societal impacts of aging.
- ❖ Attract and retain top-tier researchers and scholars dedicated to aging science.

- ❖ Enhance the University's national visibility and competitiveness for external funding in aging research.
- ❖ Translate research findings into practice to improve the health and well-being of older adults in Ohio and beyond.

Funding Sources

In 2024, the College of Medicine, CCC, and ERIK made an initial investment of \$2,250,000 (\$750,000 over 3 years, FY24-27) to support the development of an Institute on Aging. Funds not appropriated during this period will be carried forward for future investments. An additional university investment, aligned with the [Education for Citizenship 2035](#) strategic plan, allocates \$750,000 for operations and core services, each year for 3 years, totaling \$2,250,000. Beyond this \$4,500,000 initial internal investment, the Institute's future funding strategy includes a diverse portfolio of sources, including extramural grant funding, philanthropic support, and fee-for-service (e.g., Aging Biomarker Core). These efforts will involve collaborative partnerships with affiliated colleges, the CCC, OAA, and ERIK.

Anticipated Institute Budget

1. Pilot awards, travel awards (~\$245,000 per year)

Competitive IAC-reviewed pilot awards for multi-disciplinary research, aging mice, training, and conference travel.

2. Operations and administrative personnel (~\$590,000 per year)

- ❖ Co-Director Faculty Administrative Attachments (3)
- ❖ Business Administrator or Strategic Planning Analyst
Responsible for daily operations operational and financial oversight, budget forecasting, fiscal monitoring, meeting and workshop planning, agenda development, correspondence, reporting, and administrative support for the institute leadership.
- ❖ Informatics Specialist (0.5 FTE)
Performs database development and maintenance, data quality and integrity checks, and tracks the composition of Institute resources.
- ❖ Research Manager
Specific focus on aging-related grants preparation. Works collaboratively to organize and supplement applications for aging-related research across campus in the central Institute on Aging programmatic office. Oversees CRC team integration.
- ❖ Clinical Research Coordinator (CRC)

Provides dedicated staff for project start-up and REDCap development.

- ❖ Aging Biomarkers Core (ABC) Manager
Oversees and executes studies for the ABC, assists faculty with IRB protocols, study design and logistics. Develops new assays. Composes letters of support for grants.

3. Institute Programmatic Support (~\$85,000 per year + \$70,000 for space renovations in year 1)

- ❖ Staff Space Renovations
For renovation and furnishing of a ~800 ft² centralized staff space in Pomerene Hall or similar location.
- ❖ Staff Space Fees
Covers University fees for maintaining ~800 ft² of centralized staff space in Pomerene Hall or similar location.
- ❖ University Website Setup and Hosting Fees
Covers University costs for Institute website development and hosting.
- ❖ Symposia, Meetings, and Retreats
Includes space rental, A/V support, food, and materials for Institute meetings and retreats.
- ❖ Aging Biomarker & Neuroimaging Core Support
Provides support for activities that build the offerings, integration, or capabilities of OSU Aging Biomarker and Neuroimaging Shared Resources.

Example Yearly Line-Item Institute Budget

All line items, except space renovations, are based on average annual investments during the Institute's first three years.

Line Item	Yearly Budget
Pilot and Travel Awards	\$245,000
Pilot research awards	\$215,000
Travel and training awards	\$10,000
Aging animal supplements	\$20,000
Operations and Administrative Personnel	\$590,000
Co-Director FAA	\$125,000
Business Admin./Strategic Planning Analyst	\$130,000
Informatics Specialist (0.5 FTE)	\$90,000
Research Manager	\$65,000
Clinical Research Coordinator	\$71,000
Aging Biomarkers Core Manager	\$83,000
Aging Biomarkers Core Director	\$25,000
Programmatic Support	\$155,000
Pomerene Hall or similar Space Renovation (Year 1)	\$70,000
Pomerene Hall or similar Staff Space (~800 ft ²)	\$19,000
University Website Setup & Hosting Fees	\$3,600
Symposia, Meetings, and Retreats	\$42,000
Aging Biomarker & Neuroimaging Core Support	\$20,000

Sustainability and Fiscal Stewardship

Federal Funding

NIH investment in aging research doubled from 2011 to 2020, growing from \$6.2B across 15,238 funded projects to \$13.2B across 25,788 funded projects. With Institute status, Ohio State will be better positioned to pursue center, program project, team, and training grants from federal agencies including NIH, NIA, and DOD. This elevated status will enhance competitiveness for specialized institute-specific funding mechanisms and strengthen collaborations with federal research entities. The NIA research portfolio spans core domains of cognitive function, aging adults, lifespan, animal models and infrastructure (**Figure 7**). OSU houses many distinguished aging research laboratories and specialized centers dedicated to addressing the complex challenges of aging science, outlined by the NIA. These entities have historically functioned as siloed operations. The newly established Institute on Aging will strategically integrate these dispersed research assets, fostering unprecedented collaboration to transform OSU into a leading authority in aging research and innovation.

Foundation Funding

Many agencies focus on the basic biology of aging, mechanisms underlying age-related disease, translational science of aging, the intersection of aging and chronic diseases, health-care delivery, health care policy for aging adults. As such, the Institute on Aging will be uniquely poised to support grant development for the basic studies to clinical research in aging adults.

Industry Strategy

Industry Partnerships. The Ohio State University Institute on Aging will be positioned to partner with industry (pharmaceutical, biomedical research, private firms) to conduct scholarly activity. Examples include age-specific clinical trials, biomedical research development, drug development, and database integration.

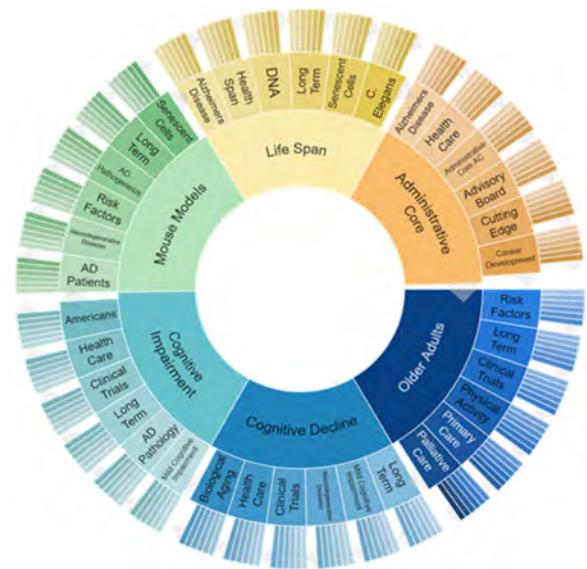


Figure 7. 34,000 NIA funded research projects spanning 6 core domains (life span, mouse models, cognitive impairment, cognitive decline, older adults, administrative 2020-2025). NIA funding for aging related research 250 clinical trials.⁶

⁶ NIH RePORTER. National Institutes of Health, U.S. Department of Health and Human Services. Accessed April 18, 2025 <https://reporter.nih.gov/search>.

We will continue to collaborate on developing age-centric human subject research aimed at improving care and outcomes for older adults, while also advancing our understanding of age-related acceleration in response to various therapeutic and non-therapeutic interventions.

Evaluative Criteria and Benchmarks

Evaluative Criteria

The criteria for evaluating the success of The Ohio State University Institute on Aging:

- ❖ Participation in Institute on Aging grant proposals as a principal investigator, co-investigator, or contributing faculty member.
- ❖ Member involvement in Institute on Aging resource development, including business strategies, intellectual property, and operational efficiencies.
- ❖ Member contributions to Institute on Aging curriculum development, including courses, workshops, and seminar series.
- ❖ Member service as mentor or committee member for scientists or trainees engaged in aging research.
- ❖ Member participation in Institute on Aging advisory committee(s) or liaison activities.
- ❖ Member service as a consultant for study design or data analysis for Institute-related research.
- ❖ Member receipt of funding to support aging research. Institute on Aging funding or direct external proposal development support.

Phase I Benchmarks

The following objective performance metrics will be reviewed regularly with ERIK leadership:

- ❖ Extramural funding increase of more than 10% per annum.
- ❖ Increase the number of Institute-supported collaborative grant applications.
- ❖ Achieve a 10% annual increase in the number of aging-related collaborative publications.
- ❖ Grow Institute membership by 20%, with demonstrated collaborations arising from Institute activities.
- ❖ Increase the number of aging-related clinical trials by 20%.

- ❖ Gain national recognition in geroscience as evidenced by the number and prestige of awards received.
- ❖ Demonstrate academic excellence through high-impact publications, successful career outcomes for students and postdoctoral fellows, and the growth of trainee-led communities.
- ❖ Establish and maintain new partnerships each year through formal agreements, contracts, or other collaborative engagements.
- ❖ Develop and sustain aging-related resources, measured by increased usage and positive community feedback.

Evaluation Process

Per The Ohio State University Academic Center Guidelines, Faculty Rule 3335-3-36 Centers and Institutes, the Institute on Aging leadership shall initiate a comprehensive self-study with guidance from at least two external reviews (identified by the Co-Directors, Deputy Directors, and IAC) aligned to the criteria for evaluation described above. The Institute Co-Directors will be responsible for obtaining performance metrics for awards proposed and awarded per annum, and demonstrations of internal and external collaborations. Upon yearly review, the Co-Directors, Deputy Directors and IAC will establish strategies to bolster areas of performance that do not meet or exceed benchmark criteria. Furthermore, as defined in 3335-3-6, the center will be reviewed two years after initial establishment and at 4-year intervals thereafter, as articulated in 3335-3-36. As a reporting unit of ERIK, the Institute on Aging will also follow associated guidelines and processes set by ERIK.

APPROVAL TO ESTABLISH A MASTER OF SCIENCE IN MEDICAL PHYSICS

IN THE COLLEGE OF MEDICINE

Synopsis: Approval to establish a Master of Science in Medical Physics degree program in the College of Medicine is proposed.

WHEREAS the practice of medical physics combines the knowledge, concepts and principles of physics to the diagnosis and treatment of human disease, applying that knowledge to radiation oncology, diagnostic imaging, nuclear medicine and health physics; and

WHEREAS medical physicists are currently in high demand, and market analysis supports the need for a master's degree; and programs aligned with clinical experience, research and leadership are well-positioned to succeed; and

WHEREAS the curriculum has been designed to integrate scientific knowledge, technical skills and clinical experience with 44 credit hours over two years with 11 new courses to be created; and

WHEREAS the center currently has five PhD level faculty or staff who teach and conduct research and six full-time lecturers, with a college-supported plan to grow the faculty to at least 10 regular faculty; and

WHEREAS infrastructure and budget to support the program, and assessment plans were included in the proposal; and

WHEREAS the program will seek accreditation with the Commission on Medical Physics Education Programs (CAMPEP), with core courses qualifying students for eligibility for American Board of Radiology certification in medical physics; and

WHEREAS the proposal was reviewed by the combined Graduate School/Council on Academic Affairs subcommittee and then approved by the full Council on Academic Affairs at its meeting on April 22, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Master of Science in Medical Physics degree program, College of Medicine.

PROPOSAL FOR NEW GRADUATE DEGREE PROGRAM

Proposal for the Graduate Program for Medical Physics

Masters of Science – Medical Physics

Submitted by:

Ashley Cetnar, PhD, MS, MPAL, DABR

Department of Radiation Oncology

College of Medicine

The Ohio State University

On behalf of the Medical Physics Graduate Program

Graduate Studies Committee

Cover material

February 21, 2025

Dr. Daniel Clinchot

Vice Dean for Education – College of Medicine

Dear Dr. Clinchot,

The Medical Physics Graduate Education Committee in the Department of Radiation Oncology within the College of Medicine has developed a proposal for new graduate programs in medical physics.

Medical physicists are pivotal in the discovery, research and development, and translation of new technologies to clinical practice. The development of the next generation of professionals requires a commitment to the highest standards in quality, safety, and innovation for patient care in these domains. The need for properly trained medical physicists has never been greater as patient treatment and diagnosis become more technically advanced. The era of personalized healthcare brings new challenges to the medical system as we attempt to diagnose and treat patients as individuals. More medical physicists need to be trained to fill this need.

We request the review of the following two newly proposed medical physics graduate programs of the combined Graduate School and Council on Academic Affairs (ACC) subcommittee:

- Masters of Science – Medical Physics (Entry Level)
- Doctor of Philosophy – Medical Physics (Entry Level and Transitional)

The program is a collaborative effort including the Department of Radiology and Department of Nuclear Engineering. Courses will also be included in the required curriculum from the departments of Anatomy, Biomedical Sciences Graduate Program, Public Affairs, and Statistics.

The new program has been approved by the Department of Radiation Oncology's Curriculum Review Committee on 2/24/25 and reviewed and supported by the Department of Radiology, the Physics Department, and the Nuclear Engineering program within the University with letters of support attached for review.

Below is the new degree program proposal for review and letters of support for the program.

Thank You,

Ashley Cetnar, PhD, MS, MPAL, DABR

Associate Professor

Department of Radiation Oncology

Introductory material

Introduction to Medical Physics

The practice of medical physics combines the knowledge, concepts, and principles of physics to the diagnosis and treatment of human disease. Medical physicists primarily apply this understanding in radiation oncology, diagnostic imaging, nuclear medicine, and health physics. Medical physicists are pivotal in the discovery, research and development, and translation of new technologies to clinical practice. Excellence in the profession requires a commitment to the highest standards in quality, safety, and innovation for patient care in these domains. The need for properly trained medical physicists has never been greater as patient treatment and diagnosis become more technically advanced. The era of personalized healthcare brings new challenges to the medical system as we attempt to diagnose and treat patients as individuals. More medical physicists need to be trained to fill this need.

Program Need

Medical Physicists are currently in high demand in the United States. This is of great interest to our community to be able to support the needs of hospitals and universities across the country. Workforce surveys are periodically conducted for medical physics and as of 2022, it was estimated there are over 8,000 medical physicists working in the United States. While there have been increasing efforts to expand graduate program and clinical training for medical physics, there are still limited opportunities for students to enter the field. An example includes “in 2019, there were a total of 1914 applications, with only 677 offers of admission and 284 matriculations.” (Newhauser et. al. 2022)

The need for medical physicists is projected to continue to grow. As many professionals reach retirement age and the aging population increases, there is a great need for professionals with expertise in radiation physics. (Kramer 2023)

“Currently, approximately one medical physicist is needed for every 300 radiotherapy patients treated annually... The absolute cancer incidence in the United States is increasing by ~2% annually due to growth and aging of the population. Calculations using the domestic demographic workforce data from 2012 from Chen et al. suggest that retirement from the medical physics workforce comprises a 2.2% drain on supply per year.” (Newhauser et. al. 2022)

While the projected need grows, there are currently not enough qualified medical physicists to meet the demand in healthcare today. In addition to many institutions and practices having job openings, there is an even more desperate need for medical physicists in rural and underserved communities. (Praeder et. al. 2024)

Consistent with its mission of providing for the health needs of the citizens of Ohio and, personalized medicine, The Ohio State University College of Medicine seeks approval to offer a Master’s Degree Graduate Program in Medical Physics at its main campus in Columbus.

There are currently no medical physics graduate programs available for students in central Ohio, Western Pennsylvania, or West Virginia. While we expect applicants from around the nation and an international audience for the program, we will be positioned to serve the educational needs of our

local community. The Ohio State University currently has one of the largest physics undergraduate programs in the country with many interested applicants for continuing education in medical physics who must leave central Ohio to pursue this professional pathway.

The model for our proposed program would enroll 6 new students each autumn. With the two-year Master's program, after the first year there would be approximately 12 students in the program. These projected numbers have been used to develop a budget for a sustainable program over time.

There are currently many undergraduate students in central Ohio who are interested in pursuing graduate studies in medical physics. Qualified applicants could be from the physics, biomedical engineering, or nuclear engineering students from The Ohio State University and surrounding institutions in Ohio, Pennsylvania, and West Virginia to serve the local community. We anticipate applications nationwide and internationally for this new program. The Ohio State University currently offers residency training programs in both Radiation Oncology and Diagnostic Imaging for Medical Physics which offers a pathway to clinical practice upon graduation.

Current Programs in Ohio

Three accredited medical physics programs currently exist in the state of Ohio:

- The University of Toledo currently offers a Master's Degree in Medical Physics and PhD in Physics with a concentration in Medical Physics.
- The Case Western Reserve University Physics Department has recently partnered with Cleveland Clinic to obtain CAMPEP accreditation in 2025 for a medical physics track within a Master's Degree program.
- The University of Cincinnati offers a Masters and Doctor of Medical Physics option for students. However, this program is no longer accepting new students.

The proposed new graduate programs will provide the opportunity for students to learn at a large academic facility with advanced technology and passionate faculty educators.

Job Market

We analyzed the job market for roles applicable to graduates of the Medical Physics Master's program and identified current demand for these roles and the skills required to succeed in them. Lightcast's Job Posting Analytics aggregates publicly available job postings from more than 51,000 sources, including sites like LinkedIn and Monster.com for reviewing the projected job outlook.

There were 16,578 total job postings nationwide in the search ranging from January 2024 to January 2025, of which 4,209 were unique. This represented an 8.3% increase in demand for medical physics occupation.

Target Occupations

**Filtered by the proportion of the national workforce in these occupations with a Master's degree or Doctoral or professional degree*

16,578	+8.3%	\$74.94/hr \$155.9K/yr	1,181
Jobs (2024)*	% Change (2024-2034)*	Median Earnings	Annual Openings*

Occupation	2024 Jobs*	Annual Openings*	Median Earnings	Growth (2024 - 2034)
Physicists	16,578	1,181	\$74.94/hr	+8.26%

Job Postings Summary

4,209 Unique Postings 11,513 Total Postings	3 : 1 Posting Intensity Regional Average: 3 : 1	852 Employers Competing 1.00M Total Employers	27 days Median Posting Duration Regional Average: 27 days

When the search was specific to the state of Ohio, we observed 564 jobs in the same range with 4.4% increase in demand within the state. Ohio was 4th in the total number of job posting by state, with the highest demand for medical physicists in central Ohio.

Target Occupations

**Filtered by the proportion of the national workforce in these occupations with a Master's degree or Doctoral or professional degree*

564 Jobs (2024)* 1% below National average*	+4.4% % Change (2024-2034)* Nation: +8.3%*	\$65.85/hr \$137.0K/yr Median Earnings Nation: \$74.94/hr; \$155.9K/yr	38 Annual Openings*

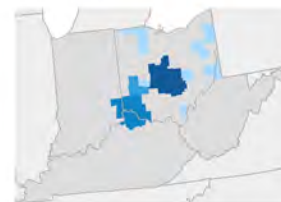
Occupation	2024 Jobs*	Annual Openings*	Median Earnings	Growth (2024 - 2034)*	Employment Concentration (2024)
Physicists	564	38	\$65.85/hr	+4.43%	0.9%

Job Postings Regional Breakdown



State	Unique Postings (May 2024 - Apr 2025)
Georgia	149
California	133
Illinois	111
Ohio	99
Florida	96

Job Postings Regional Breakdown



MSA	Unique Postings (May 2024 - Apr 2025)
Columbus, OH	43
Cincinnati, OH-KY-IN	27
Dayton-Kettering-Beavercreek, OH	14
Findlay, OH	3
Gallipolis, OH	3

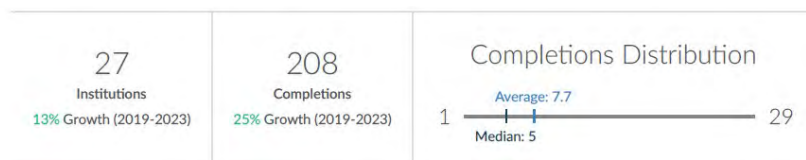
Graduate Program Market Demand

We assessed the demand for a graduate degree in medical physics. This research utilized IPEDS data (through CIP codes) to analyze trends in institutions and completions to understand the market demand and growth potential. Lightcast provides data on college enrollments and graduates, as reported in the National Center for Education Statistics (NCES) IPEDS dataset through CIP Codes to review degree completion trends.

We determined there are multiple potential CIP codes that are used by Medical Physics graduate programs. The challenge some of the more generalized codes that are currently used by programs include other degree programs outside of Medical Physics, for example, “Physics, General”, “Physics, Other”, or “Biophysics”. We identified CIP code, 51.2205 for Health/Medical Physics as the most closely aligned subset that we believe best represents the market. This was used to evaluate the demand in the market and growth patterns. A total of 27 programs were represented in this report as a representative sample of the educational landscape.

National Market Trends

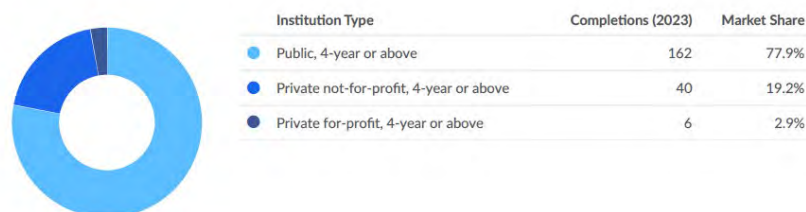
Overall, this market is growing with an increase in completions of 58.8% over the last decade and 25% growth since 2019. When looking specifically at the defined market, it is a small market with 208 completions in 2023.



Program Overview



Market Share by Institution Type



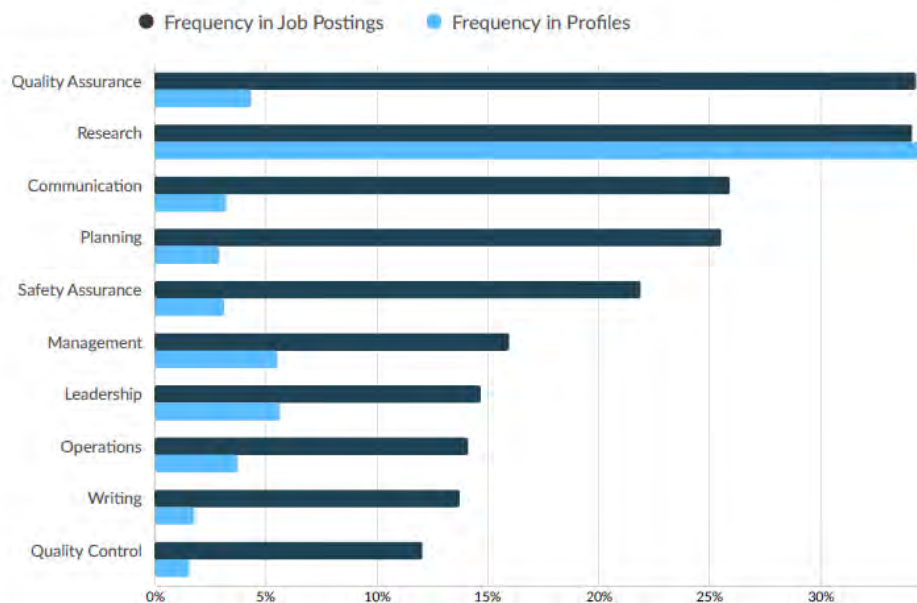
There are currently no medical physics graduate programs offered in central Ohio. Three programs currently exist in Ohio. The most recent program was accredited in 2025 in Cleveland, OH in response to the need and growing demand.

Top Market Needs

The top skills identified by current employers for medical physicists which are not indicated in profiles for those applying for related positions include competency in Quality/Safety Assurance, Communication/Writing, and Management/Leadership. Other specific software skills desired include Treatment Planning in Eclipse, programming (python, C++, MATLAB), and database application.

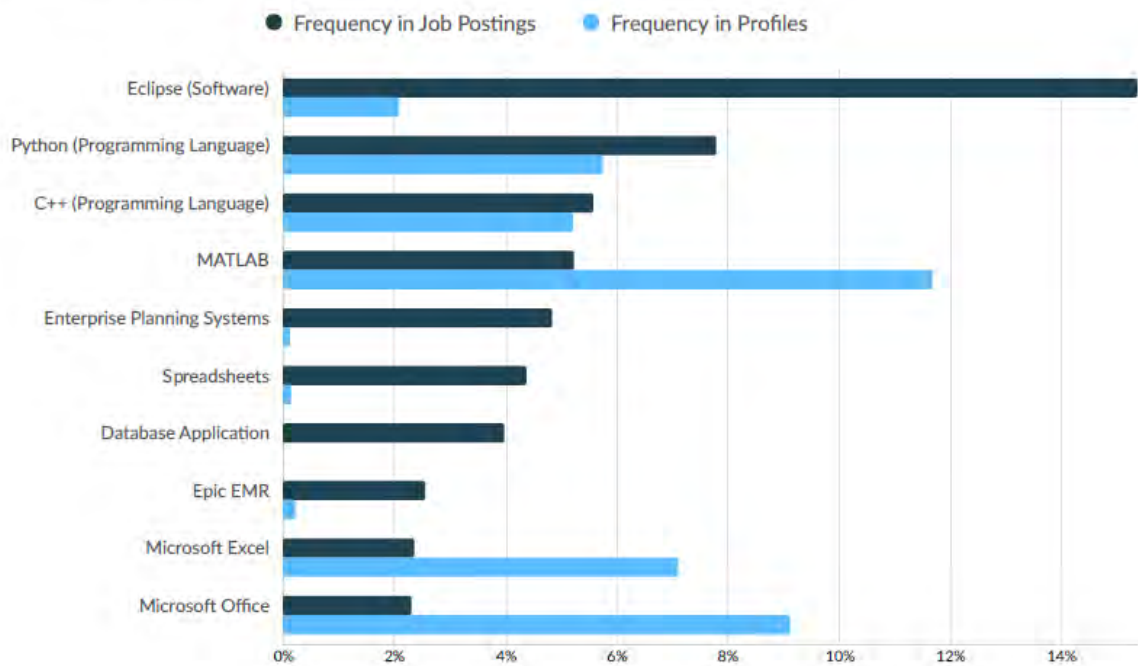
These skills were considered when developing the curriculum to include hands-on experiences through the student practicum to observe and participate in quality assurance and treatment planning using the latest software for clinical application. With the independent student project during their research experience, students will be encouraged to apply skills in computer programming. Assessments throughout the program will focus on skill development in communication, both written and orally to hone students' skills in preparation for the workforce. Additional topics such as leadership and management will be integrated into the program-long seminar series. These unique aspects will set the Ohio State University Medical Physics graduate program apart from the competitors in student preparation.

Top Common Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Quality Assurance	1,446	34%	574	4%	+15.4%	Growing
Research	1,437	34%	4,618	35%	+17.2%	Growing
Communication	1,092	26%	425	3%	+3.6%	Lagging
Planning	1,075	26%	383	3%	+10.9%	Growing
Safety Assurance	922	22%	413	3%	+9.7%	Growing
Management	672	16%	735	6%	+5.3%	Stable
Leadership	620	15%	748	6%	+8.5%	Stable
Operations	595	14%	492	4%	+8.1%	Stable
Writing	580	14%	237	2%	+11.8%	Growing
Quality Control	508	12%	204	2%	+11.9%	Growing

Top Software Skills



Skills	Postings	% of Total Postings	Profiles	% of Total Profiles	Projected Skill Growth	Skill Growth Relative to Market
Eclipse (Software)	647	15%	276	2%	+10.2%	Growing
Python (Programming Language)	328	8%	761	6%	+24.5%	Rapidly Growing
C++ (Programming Language)	235	6%	690	5%	+10.0%	Growing
MATLAB	220	5%	1,543	12%	+16.0%	Growing
Enterprise Planning Systems	204	5%	17	0%	+5.7%	Stable
Spreadsheets	184	4%	19	0%	+22.2%	Rapidly Growing
Database Application	168	4%	0	0%	+15.0%	Growing
Epic EMR	108	3%	29	0%	+16.4%	Growing
Microsoft Excel	99	2%	939	7%	+17.7%	Growing
Microsoft Office	97	2%	1,205	9%	+18.5%	Growing

Top Qualifications

Qualification	Postings with Qualification
Board Certified In Radiology	1,474
Board Certified/Board Eligible	1,207

Limitations

Limitations include that not all programs currently use this CIP code and include programs that are not necessarily CAMPEP accredited or focus on Health Physics instead of Medical Physics.

Master's Degree Market Analysis

The current market analysis relies on Classification of Instructional Programs (CIP) codes, which do not differentiate between Master's and PhD-level graduate degrees. To supplement this limitation, surrogate data sources were examined, including the educational backgrounds of current residents and the minimum degree requirements listed in job postings.

An annual report compiled from self-reported data by residency program directors—hosted by CAMPEP and SDAMPP—indicates that, during the 2024–2025 reporting period, 49% of residents in CAMPEP-accredited programs hold a Master's degree in Medical Physics.

Additionally, a 2024 survey conducted by the SDAMPP Education Practices Committee explored residency preparation and program director preferences. Preliminary findings (not yet published) show that 80% of respondents accept applications from both Master's and PhD candidates.

As of November 14, 2025, a review of the AAPM Job Posting database identified 73 career position listings (excluding residency and training roles). Of these, 70% accept applicants with either a Master's or PhD qualification.

Summary

Based on market analysis and projected job growth, the development of a master's degree in medical physics at Ohio State University is strongly supported. National and state-level data indicate rising demand for clinically prepared professionals in this field. Programs aligned with clinical experience, research, and leadership are particularly well-positioned to succeed. The market, as defined by CIP code 51.2205 (Health/Medical Physics), shows consistent growth in both institutional offerings and degree completions, reflecting sustained interest and opportunity. To remain competitive, Ohio State's program should emphasize distinctive strengths in clinical readiness and innovation. This program represents a strategic and timely addition to Ohio State's graduate offerings.

History of Graduate Programs in Medical Physics

The first accredited graduate-level medical physics program began in 1988 at the University of Wisconsin and Wayne State University and there are now 64 CAMPEP-accredited graduate programs with 46 in the United States, 15 in Canada, 2 in Ireland, and 1 in Australia. These programs graduate approximately 300 students each year and applicant numbers are growing. In 2019, it was reported that there were a total of 1914 applications, with 677 offers of admission and 284 matriculations, showing great student interest in the field, but limited current graduate program opportunities.

Currently, within the profession, there are two primary educational pathways to becoming a board-certified medical physicist. The Master's degree is a pathway for strong didactic education and application of the knowledge in preparation for a clinical career. Most students then apply for a 2-year clinical residency program as the last component of their training to pursue board certification eligibility. Because of the great demand for medical physicists, employment is typically secured before the completion of residency and currently, there are more jobs available than there are graduates.

Proposal Development

The Radiation Oncology Medical Physics Graduate Program Committee was formed in the summer of 2023 with the goal of drafting the proposal for a new graduate program within the College of Medicine. These programs include a Master's of Science in Medical Physics and a PhD in Medical Physics.

There were 12 members of the committee consisting of board-certified medical physicists within the Department of Radiation Oncology. There was representation from physicists with backgrounds of different levels of education (MS, PhD, and certificate), types of graduate programs (CAMPEP accredited vs. non-accredited), and graduate education institutions (including Harvard, Vanderbilt University, University of Pennsylvania, University of Texas MD Anderson Cancer Center, Duke University, and more).

The committee developed recommendations for the programs including the mission, vision, and values of the new program, graduation objectives, and program curriculum. After development, the proposal was presented to the department chair of Radiation Oncology and leadership from other departments within the university with similar interest, Commission on Accreditation of Medical Physics Education Programs (CAMPEP) leadership, and American Association of Physicists in Medicine (AAPM) Education Council leadership for further discussion and feedback to revise the original proposal.

The Medical Physics Graduate Studies Committee (GSC) was approved on July 1, 2025. The charge of the committee is consistent with the graduate school requirements (Section 13.0) with the charge of program leadership and strategic planning, program assessment, curriculum review, review of graduate faculty appointments, and faculty development.

Proposed Graduate Programs

The departments of Radiation Oncology and Radiology at The Ohio State University are seeking to develop a robust graduate program of medical physics offering options for graduate student pathways into the field. While both departments currently have residency programs for medical physics graduates for clinical training, we believe developing complementary educational pathways is the next step for the University to be a leader in this field. The curriculum will not only prepare students for a clinical pathway, but also a strong background for medical physics careers in industry, government, education, and research pathways.

We are seeking approval for a Master's Degree (MS) in Medical Physics.

Curricular information

Mission, Vision, and Values

Master's of Science – Medical Physics

- **Mission** - To inspire the next generation of medical physics leaders to advance healthcare by providing a strong didactic foundation and comprehensive clinical experience.
- **Vision** - Provide an excellent educational program that trains professionals who are highly valued based on their preparation and adaptability for leading in the evolving healthcare environment.
- **Values** - Integrity, Professionalism, and Curiosity

Program Description

The objective of the program is to train medical physicists by providing comprehensive course work, technical skills, and a variety of supervised clinical experiences. Our program is distinctive for its interdisciplinary and experiential educational approach to graduate training. Students will benefit from our outstanding faculty who conduct high quality patient care and cutting-edge research to provide a stimulating training environment.

The program instructors will seek to educate individuals capable of conducting independent research and gain hands-on experience in one or more areas in medical physics. Therefore, the

curriculum is designed to provide a solid educational, technical, and experiential foundation for graduate students entering their choice of academic, industrial, regulatory, or other work forces. Program leadership will seek to provide an environment that nurtures and stimulates the research interests and the intellectual advancement of both students and faculty by providing a forum for scientific and professional discourse. The proposed curriculum for the medical physics graduate program is designed to provide a foundation in physics in medicine through a selection of core courses.

The MS curriculum has been designed to integrate scientific knowledge, technical skills, and clinical experience. The curriculum proposed is a 5-semester Master's of Science in Medical Physics curriculum. The total number of credit hours expected for the completion of the program is 44 credit hours. It is expected that the MS curriculum will be completed in 2-years for full-time students (or 5 semesters).

The program will seek accreditation with the Commission on Accreditation of Medical Physics Education Programs (CAMPEP). The courses include the core medical physics courses required by CAMPEP and would qualify students for eligibility for American Board of Radiology (ABR) board certification in Medical Physics. While there would not be official designations of specializations between specialties in the program, after the first two semesters, students would be able to specialize practicum experiences related to therapy or imaging.

We propose the initial date for implementation of the program is Autumn 2026.

Proposed Master's of Science in Medical Physics Curriculum

The following recommended curriculum is included such that the first year is the same for all students while specialization in practicum for radiation therapy or diagnostic imaging can be completed in the second year.

Year 1 Autumn (10 Credits)

- NUCLREN 5606* – Radiation Protection and Shielding (3)
- RADONC 6006* - Radiological Physics and Dosimetry (3)
- RADIOLG 6010* - Fundamental Physics of Medical Imaging (3)
- RADIOLG 6011 – Lab (1)

Year 1 Spring (10 Credits)

- RADSCI 3672*^ – Radiologic Sectional Anatomy (3)
- NUCLREN 5742 – Nuclear Instrumentation, Radiation Sensor, and Detection (3)
- RADONC 6020* - Fundamental Physics of Radiation Therapy (3)
- RADONC 6021 – Lab (1)

Year 2 Summer (6 Credits)

- RADONC 6007* – Radiation Biology (2)
- RADONC 7070 - Practicum (2) or RADIOLG 7070 - Practicum (2)
- RADONC 7998 – Research (2) or RADIOLG 7998 (2)

Year 2 Autumn (9 Credits) –

- RADONC 7020 - Advanced Physics of Radiation Therapy (3)

- Elective (3)
- RADONC 7070 - Practicum (2) or RADIOLG 7070 Practicum (2)
- RADONC 7090* – Seminar (1)

Year 2 Spring (9 Credits) –

- RADIOLG 7020 - Advanced Physics of Medical Imaging (3)
- Elective (3)
- RADONC 7070 - Practicum (2) or RADIOLG 7070 - Practicum (2)
- RADONC 7090* – Seminar (1)

*Required course for CAMPEP Accreditation

^A graduate level course is currently being developed for cross sectional anatomy through the school of health and rehabilitation science. If admitted students do not have an undergraduate course completed in anatomy, they will enroll in ANATOMY 2300 – Human Anatomy as a prerequisite before enrolling in Cross Sectional Anatomy.

Elective courses are to be reviewed and approved by the program director.

Culminating Learning Experiences

Students will complete a 3-semester series of practicum and research credits which will result in the completion of an independent scholarly product in terms of investigation, analysis, and written report as a culminating learning experience. Students will be assigned an advisor for their culminating learning experience.

Master's students are required to complete an end-of-program oral examination assessing the student's understanding of the theoretical and applied fundamentals of medical physics and the student's readiness to engage in a sustained clinical or professional experience. The Medical Physics Graduate Education Curriculum committee will oversee the development and administration of the examination. Successful completion of this examination is necessary for graduation from the Master's program.

Program Graduation Requirements

To fulfill the Master's Program requirements, students must:

- Demonstrate mastery of foundational knowledge and understanding of medical physics by the completion of all required courses, completing concept inventories to demonstrate learning progression, and passing oral examinations throughout the program.
- Exhibit clinical expertise by the successful completion of clinical application examinations for core topics, clinical practicum, and competency in routine quality assurance and routine clinical workflow testing for selected track.
- Complete an independent scholarly product in terms of investigation, analysis, and written report as a culminating learning experience from the longitudinal practicum and research experience.

Course Descriptions

Courses with * is a proposed new course for the program.

Course	Title	Description	Credits	Modality
NUCLREN 5606	Radiation Protection and Shielding	This course on radiation protection and safety will be structured by providing the answers to these major questions: Why does radiation need to be managed? What can you do to manage radiation exposure? How can you detect radiation? How much exposure can you safely receive? For whom is this important? How can you develop a safety culture? By posing these questions, a broad spectrum of topics can be discussed, including fundamental physics interactions, biological effects of radiation, and basic principles of radiation protection.	3	P
ANATOMY 2300	Human Anatomy	Anatomy and physiology underpin the entirety of medical physics. Familiarity with normal anatomy is fundamental to radiotherapy treatment planning and medical imaging optimization. <i>This undergraduate course material is an appropriate anatomy requirements for graduate studies for medical physicists. This would be required as a prerequisite if students do not already have anatomy from their undergraduate coursework</i>	4	P
RADIOLG 6010*	Fundamental Physics of Medical Imaging	The core competencies presented in this section include concepts of image processing, image display and image quality; image reconstruction from projections; and the key hardware, software, and operational details of each imaging modality. These modalities are projection X-ray imaging (radiography, mammography, and fluoroscopy), volumetric X-ray imaging (computed tomography [CT], cone-beam CT, and tomosynthesis), nuclear imaging (scintigraphy, single-photon emission CT, and positron emission tomography [PET]), ultrasound imaging (echo 2D and 3D imaging, and Doppler imaging), and magnetic resonance imaging (MRI).	3	P

RADIOLG 6011*	Medical Imaging Lab	In this course, students will be able to explore the clinical application of physics in medicine in radiation oncology. Students will be able to recognize clinical workflows, observe the role of physicist in the clinic, and complete non-clinical cases and simulations.	1	P
RADONC 6006*	Radiological Physics and Dosimetry	The primary learning objectives include an understanding of individual interaction mechanisms, including both the physics involved in describing the probability for each interaction and the way in which energy is dissipated in the interaction.	3	P
RADSCI 3672	Radiologic Sectional Anatomy** <i>Curriculum director plans to include a graduate level option in 2026</i>	After student have completed anatomy and physiology, this course will be an opportunity to apply the theoretical knowledge to the practical application of interpreting cross-sectional anatomy from CT and MRI for clinical applications.	3	P
RADONC 6020*	Fundamental Physics of Radiation Therapy	The core elements of radiation therapy are presented here, including clinical and radiobiological principles, equipment and technology used for radiation therapy, specific treatment techniques and principles of radiation protection and quality management.	3	P
RADONC 6021*	Radiation Therapy Lab	The one credit hour lab component will be complementary to the Fundamental Physics of Radiation Therapy curriculum providing hands-on experiences and examples of applications using clinical equipment and protocols.	1	P
RADONC 6007*	Radiation Biology	Radiobiology provides the basic connection between microscopic and molecular interactions of radiation with cellular and tissue responses. This material provides a solid biological and physiological background for understanding the effects of radiation on human tissues and cancers and the	2	P

		resulting safety policies and therapy regimens.		
NUCLREN 5742	Nuclear Instrumentation, Radiation Sensor, and Detection	Being able to detect and measure radiation is a vital skill for medical physicists. Students will learn methods of radiation detection, instrumentation, and applications in medical physics for therapy and imaging.	3	P
RADONC 7020*	Advanced Physics of Radiation Therapy	Students interested in pursuing specialization in radiation oncology will be able to learn advanced topics in radiation therapy.	3	P
RADIOLG 7020*	Advanced Physics of Medical Imaging	Students interested in pursuing specialization in radiology will be able to learn advanced topics in diagnostic imaging.	3	P
RADONC 7070*	Practicum – Therapy	In this course, students will be able to explore the clinical application of physics in medicine in radiation oncology. Students will be able to recognize clinical workflows, observe the role of physicist in the clinic, and complete non-clinical cases and simulations. Students will be responsible for an independent scholarly project during this course.	2-3	P
RADONC 7060*	Practicum – Imaging	In this course, students will be able to explore the clinical application of physics in medicine in radiology. Students will be able to recognize clinical workflows, observe the role of physicist in the clinic, and complete non-clinical cases and simulations. Students will be responsible for an independent scholarly project during this course.	2-3	P
RADONC 7090*	Seminar	In the seminar series, topics on advances in medical physics, clinical case-studies, professionalism, and ethics will be presented and discussed.	1	P

RADONC 7998*	Research	Students will work on a research project related to physics in medicine with a research mentor.	1-3	P
RADIOLG 7998*	Research	Students will work on a research project related to physics in medicine with a research mentor.	1-3	P

Courses with * is a proposed new course for the program.

Applicant Review

Recruitment and admissions will be managed by the Office of Graduate Education and overseen by the Medical Physics Graduate Admissions Committee. The application process requires the following qualifications:

For Master's Degree in Medical Physics:

- Bachelor's Degree (or higher) in the majors of physics or related Bachelor's Degree (biomedical engineering, nuclear engineering, etc.) with at least the equivalent of a physics minor.
- Minimum GPA required is 3.0 on 4.0 scale.
- GRE test scores for verbal, quantitative, and analytical exams.
- Personal Statement
- 3 Letters of Recommendation
- All international applicants whose native language is not English will be required to take the Test of English as a Foreign Language (TOEFL) and have an official score report sent directly to the Associate Dean for Graduate Studies from Educational Testing Service. The recommended minimum TOEFL scores are 560 (written) or 220 (electronic) or 89 (internet based).

Evaluation of applicants for admission to the program will adhere to the principles of individualized holistic review. Therefore, each test score will be considered as but one metric in the admissions process, with no test score to be considered a sole criterion for admission into the program.

Institutional Planning for Program Change

The Departments of Radiation Oncology and Radiology have an excellent infrastructure to support the development of a quality Medical Physics graduate degree program. The institution's faculty are willing to collaborate in instruction in medical physics, research, and clinical education. The Department of Radiation Oncology is primarily located at the James Cancer Hospital but also provide opportunities for educational experiences throughout campus including the breast center, proton center, and veterinary school.

James Cancer Hospital

The Ohio State University is an ideal educational institution for medical physics training based on resources, infrastructure, and educational mission. The Ohio State University Comprehensive Cancer Center (OSUCCC) is one of the nation's premier centers for the prevention, detection, and treatment of cancer. It is the only cancer program in the United States that features an National Cancer Institute (NCI) designated comprehensive cancer center aligned with a nationally ranked

academic medical center and a freestanding cancer hospital on the campus of one of the nation's largest public universities. The Arthur G. James Cancer Hospital and Richard J. Solove Research Institute is the world's most advanced cancer hospital and provides the patient care component of the OSUCCC (OSUCCC-James). The James incorporates patient care, teaching, and research space on all floors. The hospital staff includes nationally and internationally known physicians, physician-researchers, nurses, and staff who provide compassionate, state-of-the-art care. Research, education, and patient care form the three-pronged mission of the OSUCCC-James. The OSUCCC tightly intertwines the three mission components to focus on one goal: Creating a Cancer-Free World.

The focal point of the research activities of the OSUCCC is The James Cancer Hospital, a free-standing 308-bed facility for adult cancer clinical inpatient and outpatient activities, clinical laboratory support services, and dry research space. The James opened in December 2014. In addition to The James Cancer Hospital sites on the main medical center campus, there are several important off-campus clinical facilities associated with the OSUCCC-James. The 38,000 sf Stephanie Spielman Comprehensive Breast Center provides the full range of screening, diagnostic, treatment, quality-of-life and rehabilitation needs for ambulatory breast cancer patients.

Department of Radiation Oncology

The Radiation Oncology Department has had a strong track record of supporting teaching and education at all levels since its inception as a division. This includes both faculty and staff who have always exhibited a passion for teaching along with the department setting such expectations.

We currently have 28 medical physics faculty and staff members in the Department of Radiation Oncology to teach and mentor in the proposed program. There are always innovative ideas and opportunities for research projects and development within the departments for supporting novel projects for students.

Our Radiation Therapy Training program and our Radiation Oncology residency program dates to the start of the Division. The Medical Physics faculty have been very involved with curriculum development and teaching for both the programs as well as graduate courses offered within the Department of Radiology. Educational programs continued to advance as the Medical Physics Residency program was created in 2003.

The James Cancer Hospital and Solove Research Institute leadership not only account for teaching time for all staff, but they have also made significant investments in providing a training infrastructure. These include the investment in a state-of-the-art linear accelerator (linac) for training, education and research – a very unique resource that is not available in any other academic institution. This investment, along with investments in learning environments dedicated to teaching treatment planning and other radiation oncology software has allowed our learners to receive unique educational opportunities. These investments have also allowed the creation of the Radiation Oncology International Training Center, which has led to numerous national and international trainees receiving high-quality professional education.

Radiology Department

The Department of Radiology provides a broad spectrum of imaging services, education and support to a variety of disciplines throughout the Ohio State University. The Medical Physics and

Research Divisions of the Department include enthusiastic faculty who are eager to provide graduate training in the specialized field of Medical Physics. The Medical Physics Division provides clinical support to a wide variety of Departments throughout the health care system and includes 8 PhD faculty members. The Research Division includes physics-oriented PhD faculty who are tenure track faculty with growing research programs.

The faculty members participate in a range of educational activities including didactic training for undergraduates in the Radiological Sciences program, Graduate Medical Education (Diagnostic Radiology and Interventional Radiology) and clinical and didactic training as part of the Imaging Physics Residency Program. All faculty maintain active scholarly activities and are involved with research programs spanning the range from basic, bench research to translational clinical research. Faculty members frequently have collaborate with faculty from other Departments and Colleges, and a broad range of clinical and dedicated research equipment is available to support graduate training and research.

Specific Department and College Resources

Department of Radiation Oncology Faculty and Staff

- 25 Clinical Faculty Physicians, including 1 Outreach Physician
- 28 Faculty & Staff Physicists, 16 Dosimetrists, 5 Radiation Oncology IT staff, 2 Linac Engineers
- 2 Clinical Radiobiologists
- 50+ Radiation Therapists
- Residency Programs –Radiation Oncology & Medical Physics
- Therapist Training Program
- 12 Laboratory Based Principal Investigators

Department of Radiology Faculty

- 8 Clinical Faculty Board Certified Physicists
- 5 Research Faculty Physicists (4 tenure track)
- 90 Clinical Faculty Physicians
- Residency Programs in Diagnostic Radiology, Interventional Radiology and Imaging Physics

Department of Radiation Oncology Equipment and Technology

80,000 sq ft department (~180-200 patients External Beam Treatments per day)

- 6 TrueBeam Linear Accelerators (3 Edge, 3 Short Stand Standard)
- 1 Halcyon with ETHOS Adaptive Package
- 1 Gamma Knife Espirit
- 1 Brachytherapy suite with MR integration
- 3 CT Simulators and 1 MRI Simulator
- IntraOperative Radiation Therapy – Mobetron 2nd Generation

Stephanie Spielman Comprehensive Breast Center Equipment and Technology

- 2 TrueBeam Linear Accelerators
- 1 CT Simulator

Proton Center Equipment and Technology

- Varian Multiroom ProBeam 360 (2x 360° gantries and 1 fixed beam room)
- 1 TrueBeam Edge Linear Accelerator
- 2 CT Simulators

International Training Center and Research Suite Equipment and Technology

- 1 TrueBeam Linear Accelerator
- 1 Clinac iX Linear Accelerator – FLASH-RT
- IntraOperative Radiation Therapy – Mobetron – FLASH-RT
- Training classroom equipped with workstations

Department of Radiology Resources and Technology

- A dedicated imaging research facility, the Center for Imaging Excellence (CIE) which has dedicated research faculty and imaging systems including;
 - o Nuclear Medicine PET/CT Imaging
 - o 4 MRI systems
- 27 clinical imaging locations encompassing 400 imaging systems throughout central Ohio
- 4 in-patient hospitals including a new Hospital Tower that will open in early 2026.
- Hospital Imaging system that will be utilized for graduate education and research include;
 - o Digital Radiography
 - o Fluoroscopy
 - o Interventional Radiology Labs
 - o Cardiac Catheterization and Electrophysiology Laboratories
 - o Computed Tomography (including Dual Energy and Photon Counting)
 - o Mammography
 - o Magnetic Resonance Imaging
 - o Ultrasound Imaging
 - o Nuclear Medicine (including SPECT and PET)
 - o Radiation Oncology Imaging that includes CT Simulators, MR Simulators, and OBI/CBCT.
- 23 Ambulatory imaging locations that typically includes all major imaging modalities including x-ray, CT, Ultrasound, MRI, and Mammography.
- Support to Nationwide Children's Hospital in Columbus, providing a pediatric-focused environment, and Veterinary Medicine.

OSU Health Science Library

The Prior Health Sciences Library, located adjacent to the OSU Wexner Medical Center, contains all major and most minor journals relevant to cancer and other biomedical research. Computerized research sources are available. In addition, access to interlibrary loans is facilitated by trained library staff. Additional library resources are available throughout campus.

Opportunities for inter-institutional collaboration

The American Association of Physicists in Medicine (AAPM) has a regional chapter, the Ohio River Valley Chapter, in which several graduate and residency programs actively participate. We have

strong existing relationships with these local programs, and we look forward to increased collaboration for educational opportunities for students in our region.

Growth of the Program

As the program launches and matures, we expect a transitional time of growth as students begin to matriculate into the program.

- Year 1 - We plan to enroll our first 6 students in the Fall of 2026. During this time, we will offer the first year's curriculum.
- Year 2 – We plan to enroll our second class of 6 students in the Autumn of 2027. During this time, we will repeat the first-year curriculum and start the 2nd year curriculum. It would be estimated that there will be a total of 12 students in the program at this point. Our Master's students would graduate in the Spring semester of Year 2.
- Year 3 – We would plan to continue the steady-state cycle of enrolling 6 students each year for a total of 12 Master's students in the graduate program.

Over time, the number of students in each program will be optimized, but it would not be expected to exceed a total of 10 incoming students per year.

Institutional Staffing, Faculty, and Student Support

Faculty

There are currently 9 full-time medical physics faculty in the Department of Radiation Oncology and 13 in Radiology. We have an active and enthusiastic engagement from both faculty and staff members passionate about education, and currently have faculty within these departments to support the needs of the proposed graduate program. The success of the program will be enhanced by the involvement of individuals from other departments, and we will continue to incorporate additional faculty and staff members.

Program Administration

The Medical Physics graduate program will be hosted by The Ohio State University College of Medicine School of Medicine and supported by the Department of Radiation Oncology, the Department of Radiology, and Nuclear Engineering Graduate Studies program in the Department of Mechanical and Aerospace Engineering.

An ABR-certified medical physicist with clinical experience as well as teaching, research, and administrative capabilities has been selected to function as the Director of the Graduate Program. The Director of the Medical Physics Graduate Program will report to the Dean of the College of Medicine. The Director will also meet on a regularly with the Graduate Studies Committee/Graduate Steering Committee to evaluate program structure, content, function, and strategic direction.

We currently have two educational program managers who support our residency programs in Radiation Oncology. Upon approval of the new program, we propose the inclusion of an additional

member of the program management team to help support the administrative aspects of the proposed medical physics graduate program.

Program Implementation

Describe how students will be informed of the program?

A graduate program website will be developed with information about the new program and contact information. Students will be informed of the new graduate program by the development of a communications plan to potentially eligible students for the program including students with physics majors and minors at OSU and colleges and universities in the state of Ohio.

The program director will reach out to all schools with an undergraduate program in the state of Ohio via email, provide availability to share program information for physics departments within the state, and present new information at the local American Association of Physics Teachers (AAPT) and American Association of Physicists in Medicine (AAPM) chapter meetings.

Information will be shared with the Society of Physics Students (SPS) through social media about the new program and announcement will be posted on the Commission on Accreditation of Medical Physics Education Programs (CAMPEP) website when accredited.

Describe how students will be advised regarding the opportunities and challenges associated with the option?

Detailed information about the program requirements will be included and publicly available on the program website. Questions regarding opportunities and challenges will be individually answered via email or video conference with potential student by the program director or designee.

Describe how the success of the program will be assessed?

Success of the program will be evaluated in terms of value to society in the development of medical physicists.

- Program accreditation will be externally evaluated and assessed by CAMPEP.
- Student preparation will be evaluated in terms of employment placement.
 - o Those pursuing clinical pathways will be evaluated in terms of residency placement percentage and ABR pass rates.
- Value of the continuation of the program will be assessed by the number of qualified applications each enrollment cycle with the goal of having at least four times as many applicants as available enrollment positions each year.

Specific actions and any corollary issues (positive and negative) that will arise from implementation. Frequently addressed issues include but are not limited to the following:

How the proposal will affect specific groups/constituencies (faculty, graduate/undergraduate students, staff, alumni, accrediting organizations, etc)?

The new program will provide the opportunity for medical physics faculty members to teach and train the next generation of medical physicists supporting its academic mission. Medical physics faculty members are currently engaged in the teaching of radiation therapy, radiation technology,

medical dosimetry, medical physics residency, and medical resident programs, so this opportunity is a natural progression to be able to teach medical physics graduate students. Medical physics faculty members will be expected to teach courses, mentor student clinical practicum, and advise research in the new program.

The addition of new learners will provide additional colleagues for the current ecosystem of students and residents within the Departments of Radiation Oncology and Radiology. Many of the educational resources are already available within these learning communities and the advancement of medical physics curriculum will strengthen the available resources for all learners by the development of this program.

CAMPEP is the accrediting organization for medical physicists and welcomes new applications for programs that will develop and train future medical physicists. With the current workforce need for well-trained clinicians, creating high quality educational programs is of great interest to our profession.

What programmatic changes will take place internally?

Internal changes that will take place prior to the enrollment of the first students include:

- A. Course evaluation by graduate studies committee and approval for new courses to be offered.
- B. Designated time for faculty teaching related to offered courses.

After the start of the new graduate program, program quality review will be monitored by the graduate studies committee to maintain high quality for education and value for society.

How the program will affect students, faculty, and staff outside the proposing unit?

This new program will provide new opportunities for students throughout the university completing a physics major or minor. The program will provide additional students for existing courses in other departments for core topics.

Does the content of the proposal overlap in scope or substance with the interests of other units? If so, the concurrence of those units must be sought.

While there is not direct overlap for the new program in scope of the degree, medical physics is multidisciplinary and collaborative. Letters of support or concurrence have been obtained from the following departments:

- Radiation Oncology
- Radiology
- Physics
- Nuclear Engineering

9. A summary of the adequacy and availability of resources including but not limited to fiscal impact statements, commitments of funding from any sources, and memoranda of understanding between collaborating units.

Budget for New Graduate Degree Programs

	Year 1	Year 2	Year 3	Year 4

Projected Enrollment				
Head-count full time	6	12	12	12
Head-count part time				
Full Time Equivalent (FTE) enrollment	7.5	14.1	14.1	14.1
Projected Program Income				
Tuition (paid by student or sponsor)	\$113,276	\$226,552	\$226,552	\$226,552
Externally funded stipends, as applicable				
Expected state subsidy				
Other income (if applicable, describe in narrative section below)				
TOTAL PROJECTED PROGRAM INCOME:				
Program Expenses				
New Personnel - Faculty (e.g. tenure-track, clinical, professional) Full <u>0</u> Part Time <u>0</u> - Non-instruction (indicate role(s) in narrative section below) Full <u>1</u> Part time <u>0</u>	\$68,512	\$70,567	\$72,684	\$74,865
New facilities/building/space renovation (if applicable, describe in narrative section below)				
Tuition Scholarship Support (if applicable, describe in narrative section below)				
Stipend Support (if applicable, describe in narrative section below)				
Additional library resources (if applicable, describe in narrative section below)				
Additional technology or equipment needs (if applicable, describe in narrative section below)				

Other expenses (e.g., Waived Tuition and Fees, travel, office supplies, accreditation costs) (if applicable, describe in narrative section below)	\$29,000	\$24,000	\$24,000	\$29,000
TOTAL PROJECTED EXPENSE:	\$97,512	\$94,567	\$96,684	\$103,865
NET	\$15,764	\$131,985	\$129,868	\$122,687

Budget Narrative: The estimated tuition and fees are based on the cost of attendance for graduate students for the 2024-2025 academic year assuming 1/3 of the students are non-residents for the Master's program and 1/4 of the students are non-residents for the PhD program for an estimate. We propose the addition of 1 FTE for administrative support with 3% annual cost of living adjustment. The projected increase in number of faculty to support the new courses for the program is 1.3 FTE total which has been reallocated for support of the educational program development by the Departments of Radiation Oncology and Radiology. In preparation for academic expansion, the Radiation Oncology Physics Faculty have tripled in the past four years. Formal teaching time for education has been introduced by our chair to support graduate and undergraduate education. With the growth of medical physics faculty, the department has now incorporated 0.2 FTE release time for individual faculty members for the semester they are teaching.

Other expenses include travel for student presentations (\$12,000), student recruitment (\$10,000), educational materials (\$2,000), and CAMPEP Accreditation is \$5,000 for initial accreditation and the 3-year review.

Entry Level Graduate Programs

1. For entry level graduate degree programs (See Appendix C for definitions), academic quality assessment will focus on the adequacy of the answers provided in response to the following questions:
 - a. How is the program distinctly different, both conceptually and qualitatively, from the undergraduate degree programs in the same or related disciplines? If so, is there a detailed listing of the specific differences?

There are currently no known undergraduate programs that would prepare students for the professional pathway to becoming a medical physicist. Based on the requirements for board certification from the American Board of Radiology, students must successfully complete a graduate program from an accredited program. While most undergraduate students have earned a degree or at least a minor in physics, the course work for medical physics in a graduate program builds on the fundamental physics principles to advanced topics of the application of

physics in medicine including radiation therapy, diagnostic imaging, nuclear medicine, and health physics which are beyond the scope of undergraduate curricula. The graduate program proposed will also include clinical aspects which would not be available to undergraduate students.

- b. How does the program emphasize the theoretical basis of the discipline as expressed in the methods of inquiry and ways of knowing in the discipline?

The foundational principles of medical physics will be taught in the core coursework including radiological physics and dosimetry, radiation protection and safety, fundamentals of medical imaging, radiobiology, radiation therapy physics, and anatomy and physiology. To demonstrate mastery of these disciplinary topics a variety of summative and formative assessments will be included in each of the courses to assess student mastery of these topics. Traditional summative assessments will be used for the assessment of content knowledge in these domains including examinations and written papers. However additional project-based learning, case studies, and discussion will be incorporated into the curriculum as ways to demonstrate the methods of inquiry valued by the medical physics profession.

- c. How does the program place emphasis on professional decision making and teach the use of critical analysis in problem solving?

The program leadership values the development of students in professional decision making and problem solving. In each course there will be opportunities for students to engage in case-studies and projects related to each of the core topics to build these skills. A seminar series is also an important aspect for development of professionalism and ethics within the discipline and assessment of the longitudinal growth of the students throughout the program.

- d. How is the program designed to educate students broadly so that they have an understanding of the major issues and concerns in the discipline or professional area?

While each course will incorporate topical-related aspects to new science in medical physics and professional concerns will be included in the seminar series to address the major issues and concerns in medical physics. Sessions will include scientific and technical advances, changes within the profession, and potential opportunities and disruptors to engage students in current events. The students will also be encouraged to be actively involved professionally at the regionally and nationally to gain a broader understanding of medical physics beyond our institution.

- e. Please describe the required culminating experience.

Master's degree students' culminating experience is the successful completion of required courses and year-long practicum which includes clinical experience and research experience for scholarly contribution.

- f. Does the proposed program identify faculty resources appropriate for the research component of the program?

Yes, medical physics faculty are enthusiastic about the development of the new program and are supported by department leadership for a successful and sustainable graduate program. Research opportunities and mentorship will be supported by the department for students enrolled in the graduate program.

- g. Does the program curriculum offer what students need to know for competence at the expected level of professional expertise?

The curriculum is based on the requirements from the medical physics accreditation body, CAMPEP, for the expected level of professional expertise. The recommendations from AAPM for graduate degrees in medical physics (AAPM Task Group 365, 2022) have also been reviewed and incorporated into the curricular development. To pursue board certification, the ABR Content Guide for the Part 1 Medical Physics examinations were also reviewed for concurrence of the program development.

- h. What plans have been made to address standards and guidelines for professional accreditation, if applicable? What are the core courses required for the program?

Upon approval of the graduate program proposal, we will apply for accreditation with CAMPEP for the graduate program. The program is designed to meet all the standards for accreditation. Core curricula include radiological physics and dosimetry, radiation protection and safety, fundamentals of medical imaging, radiobiology, radiation therapy physics, and anatomy and physiology, and professionalism and ethics.

2. For professional graduate degree programs (See Appendix C for definitions), academic quality assessment will also focus on the adequacy of the answers provided in response to the following questions:
- a. What admission criteria, in addition to the traditionally required transcripts, standardized test scores, letter of recommendation, and personal statements of purpose, are relevant to assess the potential for academic and professional success of prospective students? Will there be special consideration of student experience and extant practical skills within the admission process? If so, please elaborate.

No additional admissions criteria will be required for this graduate program.

- b. Is field/clinical experience subsumed within the academic experience? If so, how does that experience relate to the academic goals of the professional graduate degree program? Provide a description of the involvement of supervisory personnel. Describe the nature of the oversight of the field/clinical experience by the academic department. Provide an outline of the anticipated student activities as well as student requirements.

Students will be required to complete practicum experiences that involve understanding of clinical workflows and quality assurance. Students will have opportunities to observe clinical procedures and workflows under the supervision of a faculty member. Students will be expected to complete relevant clinical assignments as part of the practicum which will not directly influence patient care within the graduate program.

- c. Are the faculty qualifications associated with the professional graduate degree program appropriate for such faculty? Provide the specific qualifications for such faculty.

Faculty members instructing courses or mentors for practicum may be board-certified by the American Board of Radiology (ABR). The ABR designation is DABR or diplomate of the American Board of Radiology in Medical Physics.

- d. How does accreditation by the appropriate professional organization relate to the academic curriculum and experience outlined in the program plan? Describe the specific aspects of the program plan, if any, that are necessary to achieve professional accreditation. Is completion of the degree program required for professional accreditation in the field?

CAMPEP mandates “students shall have access to appropriate clinical and research facilities and the program shall demonstrate that clinical facilities and equipment are used in the teaching of practical aspects of core topics in imaging physics and radiation oncology physics.” Necessary facilities will be provided by the Departments of Radiation Oncology and Radiology for graduate program support. Completion of a Master’s degree program is one of the required educational pathways for professional accreditation in the field.

- e. How are theory and practice integrated within the curriculum?

Theory and practice will be incorporated in each of the courses so that the theory can inform the practice. Courses are designed such that theory is presented with practical applications in the clinic. These opportunities for connection will be available in each of the courses and then reinforced through practicum experiences. The second year of advanced courses are designed to allow students an introduction to the theory, experience with practical experience, and advanced theory to reinforce understanding.

- f. What is the national credit hour norm for this degree program in your field? How was this norm derived? Is the number of credit hours required for graduation influenced by mandated professional experiences? If so, how?

Based on curriculum from medical physics program websites that have been accredited by CAMPEP, the average number of credit hours required for Master's programs is 33 hours with a maximum of 53 credit hours.

The Ohio State University requires at least 30 credit hours for a Master's program. The required credit hours for the Medical Physics Master's Program at Ohio State University is 44 credit hours including professional experiences through practicum strengthening student's graduate study experience.

- g. Describe the required culminating academic experience and how it will contribute to the enhancement of the student's professional preparation.

Master's degree students' culminating experience is the successful completion of required course work and practicum which includes clinical experience and scholarly contribution through research. Students will participate in supervised clinical rotations within accredited medical facilities. They will apply theoretical knowledge to real-world scenarios—conducting quality assurance tests, calibrating equipment, and assisting in treatment planning. This hands-on experience builds clinical competence and confidence, essential for board certification and professional practice. Within the year-long practicum experience, students will engage in original research under faculty mentorship, exploring topics such as radiation therapy optimization, imaging system calibration, or dosimetry techniques. This experience will help students hone critical thinking, scientific writing, and problem-solving skills.

3. The Special Case of Professional Science Master's Programs (PSMs)

a) There is a special category of professional graduate degree programs recognized by the Council of Graduate Schools and the National Professional Science Master's Association. Such programs can be granted the designation "Professional Science Master's" or "PSMs."

b) The criteria for obtaining such a designation can be found at:
<https://www.professionalsciencemasters.org/>

c) For informational purposes only, do you contemplate seeking such recognition as a PSM from the National Professional Science Master's Association? Is the program going to be seeking such recognition?

No, we do not contemplate seeking this recognition as a special professional graduate degree.

Medical Physics – Advising Guide
Masters of Science – Therapy Concentration

Name: _____

Start of Program: _____

Advisor: _____

Expected Graduation Semester: _____

Prerequisite:

ANATOMY 2300 – Human Anatomy (4) or Undergraduate Credit

Fall 20__

- ☐ NUCLREN 5606 – Radiation Protection and Shielding (3)
- ☐ RADONC 6006 – Radiological Physics and Dosimetry (3)
- ☐ RADIOLG 6010 – Fundamental Physics of Medical Imaging (3)
- ☐ RADIOLG 6011 – Imaging Lab (1)

Spring 20__

- ☐ RADSCI 3672* - Radiologic Sectional Anatomy (3)
- ☐ NUCLREN 5742 – Nuclear Instrumentation, Radiation Sensor, and Detection (3)
- ☐ RADONC 6020 – Fundamental Physics of Radiation Therapy (3)
- ☐ RADONC 6021 – Therapy Lab (1)
- ☐ Submit Expected Practicum Topic to Advisor

Summer 20__

- ☐ RADONC 6007 – Radiation Biology (2)
- ☐ RADONC 7070 – Practicum (2)
- ☐ RADONC 7998 – Research (2)

Fall 20__

- ☐ RADONC 7020 – Advanced Physics of Radiation Therapy (3)
- ☐ Elective (3)
- ☐ RADONC 7070 – Practicum (2)
- ☐ RADONC 7090 – Seminar (1)

Spring 20__

- ☐ RADIOLG 7020 – Advanced Physics of Medical Imaging (3)
- ☐ Elective (3)
- ☐ RADONC 7070 – Practicum (2)
- ☐ RADONC 7090 – Seminar (1)

- ☐ End of Program Oral Examination

Medical Physics – Advising Guide
Masters of Science – Imaging Concentration

Name: _____

Start of Program: _____

Advisor: _____

Expected Graduation Semester: _____

Prerequisite:

ANATOMY 2300 – Human Anatomy (4) or Undergraduate Credit

Fall 20____

- ☐ NUCLREN 5606 – Radiation Protection and Shielding (3)
- ☐ RADONC 6006 – Radiological Physics and Dosimetry (3)
- ☐ RADIOLG 6010 – Fundamental Physics of Medical Imaging (3)
- ☐ RADIOLG 6011 – Imaging Lab (1)

Spring 20____

- ☐ RADSCI 3672* - Radiologic Sectional Anatomy (3)
- ☐ NUCLREN 5742 – Nuclear Instrumentation, Radiation Sensor, and Detection (3)
- ☐ RADONC 6020 – Fundamental Physics of Radiation Therapy (3)
- ☐ RADONC 6021 – Therapy Lab (1)
- ☐ Submit Expected Practicum Topic to Advisor

Summer 20____

- ☐ RADONC 6007 – Radiation Biology (2)
- ☐ RADIOLG 7070 – Practicum (2)
- ☐ RADIOLG 7998 – Research (2)

Fall 20____

- ☐ RADONC 7020 – Advanced Physics of Radiation Therapy (3)
- ☐ Elective (3)
- ☐ RADIOLG 7070 – Practicum (2)
- ☐ RADONC 7090 – Seminar (1)

Spring 20____

- ☐ RADIOLG 7020 – Advanced Physics of Medical Imaging (3)
- ☐ Elective (3)
- ☐ RADIOLG 7070 – Practicum (3)
- ☐ RADONC 7090 – Seminar (1)

- ☐ End of Program Oral Examination

APPROVAL TO ESTABLISH A BACHELOR OF SCIENCE IN COMPUTER SCIENCE AND BUSINESS

IN THE COLLEGE OF ENGINEERING AND COLLEGE OF BUSINESS

Synopsis: Approval to establish a Bachelor of Science in Computer Science and Business degree program in the College of Engineering and the College of Business is proposed.

WHEREAS there is employer demand for graduates who can connect technical work with business decision-making and outcomes, and this degree program will target students interested in an integrated pathway that combines computer science, business, design and experiential learning within a single degree; and

WHEREAS the proposal identifies learning outcomes across business fundamentals, computing and AI, user-centered design, product development, evaluation and iteration, and responsible decision-making; and

WHEREAS the program requires a minimum of 121 credit hours that includes general education courses, a 51-credit-hour major core, required non-major coursework, an experiential component assigned 1 to 3 credit hours, and 27-29 credit hours in one of two specialization options – Computer Science and Go to Market; and

WHEREAS the proposal projects 100 students admitted in autumn 2027 when it begins, and 700 cumulative students in the program by autumn 2030; and

WHEREAS the program will be administered jointly by the Department of Computer Science and Engineering, College of Engineering, and the Department of Marketing and Logistics, Fisher College of Business, with the degree conferred by the Fisher College of Business, and with an oversight committee including faculty from the two colleges and leadership from the Center for Software Innovation; and

WHEREAS infrastructure is in place and funding is expected from tuition revenue and gift support connected to the Center for Software Innovation; and

WHEREAS the proposal was reviewed by a subcommittee and then approved by the full Council on Academic Affairs at its meeting on April 8, 2026.

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the proposal to establish a Bachelor of Science in Computer Science and Business degree program in the College of Engineering and the College of Business.



March 25, 2026

Dear Colleagues and Committee Members,

We are pleased to submit for your review a proposal for a new undergraduate degree leading to the Bachelor of Science in Computer Science & Business. This interdisciplinary program is a deep partnership between the Fisher College of Business, the College of Engineering (CoE), and the Center for Software Innovation (CSI), and collaboration with the Department of Design. The degree will be conferred by the Fisher College of Business.

The proposed degree responds to evolving workforce expectations affecting all industries and sectors as technology, and in particular AI, is a growing influence in both the products and services offered by companies as well as how the companies are operating. Increasingly, and tied to much of the projected areas of job growth, expertise in computing as well as understanding of the business and revenue generation activities are becoming essential areas of competency in technology centric organizations and roles. Further, tangible demonstration of acquired skills and work experience are increasing factors in hiring.

The proposed degree curriculum preserves rigorous computer science foundations while deeply integrating applied business principles and AI fluency throughout the program. In doing so, it prepares students to operate effectively within cross-functional environments common in startups, scaleups, and established technology enterprises.

Students will engage in a blended core curriculum across computer science, business and design, followed by an option of a computer science (the “Build” track) or business-focused (the “Launch” track) specialization that students can choose from to develop further expertise. These specializations align and prepare students for opportunities in growing job roles such as AI/ML (artificial intelligence/machine learning) operations, software engineering with AI, digital product development, and go-to-market functions including technical sales, revenue operations, and product marketing. A defining feature of the program is its structured, credit-bearing, integrated work experience model, which combines the option of concurrent, part-time professional engagement with classroom instruction to reinforce applied learning.

Through this degree, Ohio State advances a collaborative and forward-looking model of interdisciplinary education that aligns academic rigor with industry needs. The program strengthens institutional partnerships with technology employers, expands opportunities for experiential learning, and enhances Ohio State’s position as a destination for students seeking an integrated computing and business education.

Thank you for your thoughtful consideration of this proposal.

Sincerely,

Dr. Jeff Dotson

Associate Professor of Marketing Max M. Fisher
College of Business; Center for Software Innovation
Faculty Director

Dr. Raghu Machiraju

Professor of Computer Science, Bioinformatics, and
Pathology; Associate Chair for Growth, Computer
Science and Engineering; Assistant Director for
Operations, AI^(X) Hub @ Ohio State

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Proposal for a Bachelor of Science in Computer Science and Business

1. General Information

- a. **Name of proposed degree:** Bachelor of Science in Computer Science and Business (B.S. in Computer Science and Business)
- b. **Type of Program/Plan:** Undergraduate bachelor's degree program
- c. **Proposed implementation date:** First students to begin program Autumn 2027
- d. **Academic unit(s) responsible for administering the program:** Department of Computer Science and Engineering in the College of Engineering, Department of Marketing and Logistics in the Fisher College of Business. The degree will be conferred by the Fisher College of Business

2. Executive Summary:

The Fisher College of Business and the College of Engineering propose a new undergraduate degree, a Bachelor of Science in Computer Science and Business, preparing and educating students with the knowledge, skills and competencies to be future leaders in technology and technology related roles. Building off the strong existing foundations in computer science and business, this program features a deeply integrated blended core with experiential learning, two specialization track options in computer science and go-to-market, and a for-credit, paid, part-time co-op that allows students to apply their learning in context.

3. Rationale

The accelerating pace of technological innovation, driven by artificial intelligence, cloud infrastructure, data engineering, cybersecurity, and product-led growth models, is reshaping the U.S. and global workforce. This transformation is blurring the traditional boundaries between “technical” and “business” roles. Today’s organizations increasingly require talent capable of operating at the intersection of computing, product development, and business strategy. As a result, existing and emerging roles are blending computing competency with business decision-making skills. For example, roles such as software engineering increasingly require understanding the business context of the product being launched, and roles such as product management increasingly require an understanding of how the company’s product is built. These trends and market data point to a clear need for more knowledge, skill, and competency development at the intersection of computer science and business.

Growth of Hybrid, Technology-Centric Roles

Across industries, demand for technology-fluent professionals is climbing sharply. Computer and mathematical occupations, driven by artificial intelligence (AI), automation, cybersecurity, and data-intensive systems, are projected to experience some of the fastest growth in the labor

market. According to the U.S. Bureau of Labor Statistics, software developers, QA analysts, and testers alone are projected to grow 15% from 2024-2034¹.

However, organizations adopting AI and modern technologies increasingly cite the need for professionals who understand not only how systems are built, but why they are built, linking engineering decisions to customer value, market strategy, pricing, adoption, and revenue. This shift is reflected in the rapid growth of product management and other “hybrid” technology roles, referring to roles requiring skills from more than one field. Product management positions, as an example, show 29% year over year growth².

The necessity for the interdisciplinary skillset across computer science and business competencies is further confirmed by these and the below shifts in labor market dynamics and employer priorities. As organizations transition toward product-led growth and AI-integrated operations, demand for hybrid roles that span competencies is increasing.

- **Market Growth & Demand:** According to the Bureau of Labor Statistics (2025), “[d]emand for artificial intelligence (AI)-based systems, data processing, software development, research services, and associated consulting services” are expected to drive workforce needs in the professional, scientific, and technical services sector by 7.5% and 6.5% in the information sector.³
- **The Hybrid Role Premium:** Research from Burning Glass Technologies⁴ indicates that hybrid jobs now represent one in eight job postings. These roles are projected to grow twice as fast as the overall job market. Furthermore, the predicted future high-paying roles are expected to be “more complex, multi-disciplinary” and “hybrid.” Referenced roles include product manager and marketing manager, which are part of the target roles for this proposed degree and are expected to command a salary premium of 20–40% over traditional, single-domain counterparts.
- **Strategic Decision-Making:** Employer demand for decision-making skills, including communication, data analysis, and negotiation skills, is most prevalent in computer and mathematical occupations, appearing in 68% of job postings⁵, followed next by appearance in postings for business and financial operations.

¹ U.S. Bureau of Labor Statistics. 2024. Occupational Outlook Handbook. <https://www.bls.gov/ooh/Computer-and-Information-Technology/Software-developers.htm>

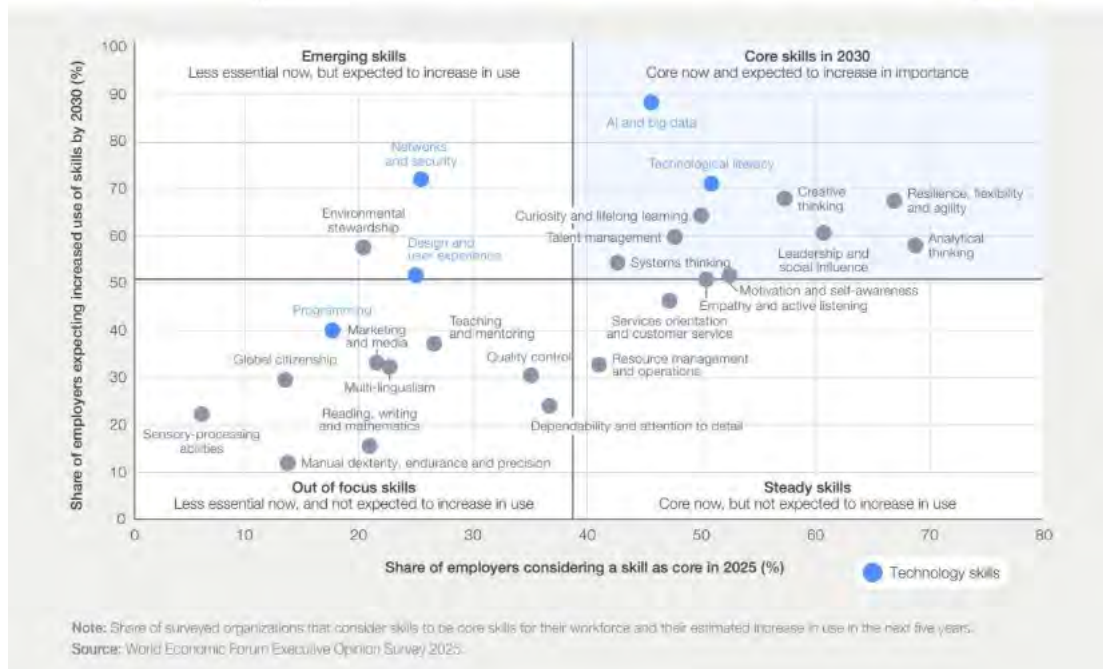
² Product Management Institute. 2024. Growth Trends in Product Management. <https://productmanagementinstitute.org/post/growth-trends-in-product-management>

³ U.S. Bureau of Labor Statistics. 2025. Employment Projections 2024-2034. [https://www.bls.gov/news.release/pdf/ecopro.pdf#:~:text=Demand%20for%20artificial%20intelligence%20\(AI\)%2Dbased%20systems%2C%20data,percent\)%20and%20the%20information%20sector%20\(+6.5%20percent\).](https://www.bls.gov/news.release/pdf/ecopro.pdf#:~:text=Demand%20for%20artificial%20intelligence%20(AI)%2Dbased%20systems%2C%20data,percent)%20and%20the%20information%20sector%20(+6.5%20percent).)

⁴ ² Burning Glass Technologies (now Lightcast). [https://ca-hwi.org/public/uploads/pdfs/hybrid_jobs_2019_final.pdf#:~:text=Our%20new%20analysis%20of%20hybrid%20jobs%2C%20based,\(21%25%20vs%2010%25%20over%20the%20next%20decade.](https://ca-hwi.org/public/uploads/pdfs/hybrid_jobs_2019_final.pdf#:~:text=Our%20new%20analysis%20of%20hybrid%20jobs%2C%20based,(21%25%20vs%2010%25%20over%20the%20next%20decade.)

⁵ The Burning Glass Institute, Decision Skills in the Workforce 2025, <https://www.burningglassinstitute.org/research>.

FIGURE 3 Skill evolution, 2025–2030



A New Standard for Skills

This evolution is explicitly reflected in the shifting skill priorities of global employers. As illustrated in the World Economic Forum (2025)⁶ data above, there is a significant migration toward "Core Skills in 2030," where Technological Literacy, considered a core competency by 51% of organizations and projected to grow to 68% by 2030, sits alongside human-centric skills like Systems Thinking and Analytical Thinking. This same report states that "[b]usiness leaders ramp[ed] up demand for digital skills in the wake of sweeping transformation efforts." The skills on the chart marked in blue, such as AI and big data, technology literacy, design and user experience, networks and cybersecurity, and programming are viewed as essential now and growing in importance over the next five years.

The National Association of Colleges + Employers 2026 Job Outlook Report⁷ further highlights the need for candidates to demonstrate tangible skills and experience in the hiring process. 69.5% of employers responded yes to using skills-based hiring. 74.1% of employers recommend student participation in experiential learning and/or work during college for success in the skills-based hiring process and further cite U.S. based internships (97%) and co-ops (76%) as the two most valuable experiential learning opportunities on a student's resume.

⁶ World Economic Forum, *New Economy Skills: Building AI, Data and Digital Capabilities for Growth*, Figure 3: Skill Evolution 2025–2030 (December 2025), https://reports.weforum.org/docs/WEF_New_Economy_Skills_2025.pdf.

⁷ National Association of Colleges and Employers Job Outlook 2026 Report: <https://www.nacweb.org/research/reports/job-outlook/2026/#download>

Student Behaviors Signaling Need

- **Students interested in working in technology-centric roles and organizations are actively seeking hands-on opportunities to build more products.** The most recent HackOHI/O had nearly 1,200 registrants, there is an increasing number of build-a-thons and hackathons across the Ohio State campus and other campuses, and our students are traveling to participate in hackathon and other innovation-type programs. Skills built in these types of programs tie directly to employer needs. In a conversation with an employer who participates in the Northeastern co-op program, the hiring manager mentioned that in addition to teamwork, ability to learn, and critical thinking, what they also look for in undergraduate candidates are demonstratable skills. The example provided was being able to select and set up an S3 storage bucket on Amazon Web Services.
- **Students majoring in business or computer science are increasingly seeking education in the other field.** Based on Autumn 2025 enrollment data, 122 Computer Science and Engineering students are enrolled in a business minor, which is an over 2x increase from Autumn 2024 at 57. The number of business majors enrolled in a computer science minor grew from 12 in Autumn 2023 to 93 in Autumn 2024, with most recent data at 72. Even though these pathways require 15+ credit hours beyond the student's primary degree, the numbers point to the demand in an education across these disciplines.
- **Students feel pressure to gain work experience even during the school year and in some cases to graduate early to lock in job opportunities.** In conversations with a group of CSE students, several mentioned working 10-15 hours a week with either their prior summer intern employer or in another job related to their field of interest. Some also mentioned that they were trying to graduate early due to feelings of anxiety of securing a job and wanting to move from paying tuition to earning income.

The B.S in Computer Science and Business

The Bachelor of Science in Computer Science & Business responds directly to these workforce and student trends. By purposefully integrating interdisciplinary education with work experience, the program prepares a new generation of leaders who do not just support a business with technology, but also use technical depth to define and drive business outcomes.

The primary target audience for this degree will be undergraduate students who are interested in working in technology companies in roles related to building and/or launching technology products, primarily digital products, or company operations. These students will likely have demonstrated some tangible interest in this area by having previously built a digital product, had an idea for a business venture, took on a project related to technology, participated in a hackathon or build-a-thon, or some other relevant example. These students identify themselves as “builders,” keen on hands-on application. They will have likely future interest in roles such as software engineering, product management, technical sales, or emerging roles such as AI operations or go to market (GTM) engineer.

The B.S. in Computer Science and Business will be structured in four key parts:

- **General Education and Pre-Major Coursework**
- **Blended Core:** The blended core includes a deliberate blend of foundational computer science and business courses that specifically prepare students with the knowledge, skills, and competencies needed to thrive in technology-centric organizations. Further, the blend of courses ensures a solid foundation in both technical and business understanding, deeply incorporates experiential learning, and allows students to pursue enough depth through credit hours in their specialization. Students will take two, new immersive courses in Technology Innovation (I and II) to get hands-on learning in building and launching products. They will further take foundational business courses across finance, operations, logistics, and marketing that have been/are being adapted to further incorporate contextual examples from the technology sector. The computer science courses blend foundational learning in software engineering, discrete structures, computer systems, and artificial intelligence (AI), with an experiential project course to build end-to-end full-stack web applications. A deliberate part of the core is also a design course in information design, to tie together data analysis, business context, and communication.
- **Two specialization options: Computer Science (CS) or Go to Market (GTM):** Students will have the option to specialize in either CS, with a focus on software engineering with AI, or GTM, with a focus on the business side of launching and growing products. A required part of the degree is the completion of a capstone course, which will be cross-listed across business and CSE and incorporate meaningful industry-pertinent projects. The capstone will blend students from each specialization track and is planned to be co-taught with business and CSE faculty, truly serving as an interdisciplinary capstone learning experience.
- **Concurrent, part-time co-op:** This is an innovative feature of this program, allowing students to work approximately 10–15 hours per week in paid technology and business roles related to their areas of interest in the degree while receiving credit towards their degree. The curricular credit emphasizes the integration of the work experience into the learning context to enhance a student’s learning and application within their coursework. We expect that the co-op opportunities will be mainly remote or Columbus-based, which will allow for both domestic as well as international students to access.

External Relevant Program Examples

Below are some of the existing and emerging programs in the broader, nationwide landscape that are at the intersection of engineering and business. The programs range from being dual degree to single degree programs. Each is reporting growing signs of success in both student as well as employer interest.

- [University of Illinois Urbana-Champaign \(UIUC\)](#)- In 2013, UIUC approved the creation of blended computer science programs, labeled “CS + X.” The launch included four pathway options for students and has since grown to over twelve, including areas

such as CS + Economics, CS + Astronomy, and more. As of 2023, the option with the highest enrollment was cited as CS + Economics.⁸

- **University of California Berkeley: Management, Entrepreneurship, & Technology (M.E.T.)** Launched in 2017 as a collaboration between the College of Engineering and the Haas School of Business, Berkeley M.E.T. is an example of a rigorous dual-degree program. Students earn two Bachelor of Science degrees, one in business and one in a selected field of engineering. The cited average starting salary for the class of 2025 from M.E.T is \$153,000.⁹
- **Purdue University: Integrated Business and Engineering (IBE)** Purdue's BS in IBE degree launched Autumn of 2021. The program size has nearly doubled in just four years with 93 admissions in Autumn of 2021 and 161 admissions in Autumn of 2024. Application to admission rate for 2024 was 25%, with 640 applications.¹⁰ The program also has an Innovation Lab, where students pursue experiential learning building and exploring emerging technology and also opportunities to engage with industry.
- **University of Arizona: Integrated Business Engineering (IBE)** Launching Autumn 2026, the University of Arizona's IBE degree combines engineering and business into a single degree.

Below are two well-known and regarded co-op models at universities, which emphasize the strength of pairing skill building with learning:

- **Northeastern University Cooperative Education-** Northeastern's model is well-known for the quality of experience and skills acquired by students. Students take a semester pause from studying to do a full-time co-op for the semester. Example employers are VMware and IBM. According to the program website, 97% of graduates are employed or in graduate school within 9 months, graduates command a 33% higher starting salary than the national average, and 58% of students receive job offers from their previous co-op employer, demonstrating the power of pairing work and study in securing high-leverage roles.
- **University of Cincinnati (UC) Co-op:** The University of Cincinnati has both programs that offer co-ops as optional as well as programs that require students participate in a co-op. According to the UC website, UC students participating in co-ops earned a collective \$94 million in co-op wages, averaging \$11,200 per semester. Critically, participants graduate with 12.2% lower student loan debt as compared to peers at other schools, which demonstrates the strong potential for paid co-ops to provide financial impact.

The demonstrated student and employer demand for interdisciplinary programs that integrate computing and business provides a strong market signal in support of the proposed Bachelor of Science in Computer Science and Business. Peer institutions offering programs that combine technical and business education have experienced significant growth in applications,

⁸ The Daily Illini. "CS + X programs see continued growth, expand into new fields." 2023. <https://dailyillini.com/news-stories/2023/04/29/cs-x-programs-growth/#:~:text=The%20CS%20+%20X%20program%20has%2012,Some%20programs%20also%20have%20special%20blended%20courses>.

⁹ M.E.T Program Overview Brochure. 2025. https://issuu.com/ucberkeleymet/docs/m.e.t._program_overview_brochure_2025_update_nov25

¹⁰ Purdue Daniels School of Business. 2024. <https://business.purdue.edu/careers/resources/ibe-annual-report.pdf>

enrollment, and employer engagement, reflecting broader labor market shifts toward roles that require graduates who can both develop technology as well as translate technical capabilities into business value.

However, these interdisciplinary programs combining engineering and business at other universities mostly emphasize engineering broadly or treat computing as one of several technical options. Few programs center specifically on the development and commercialization of digital technologies. The proposed degree addresses this gap by focusing on software, digital products, and AI-enabled services. Further, the design of the proposed program, due to the deep collaboration of the participating units, truly blends the disciplines into a seamless student experience. Establishing this program will strengthen Ohio State's portfolio of interdisciplinary undergraduate offerings while responding to clear student interest and evolving workforce needs.

Existing Pathways at Ohio State

There are currently some options for students interested in the intersection of computing and business. Demand for these programs represents the student and employer interest at the intersection of these fields. The current options, however, are not optimized for the deep blend of these two disciplines in a singular degree journey. The integration into one degree allows for the deep consideration of the skillset needed for the target student and allowance for time to pursue concurrent work experience.

Current options for students at the university, in addition to pursuing a single major such as computer science (CS), computer information systems (CIS), or business with a specialization are as follows:

- **Self-directed student major/minor completion:** Students pursuing a major in a particular area could additionally choose to pursue a minor in an area such as Computer Science or Business. In addition to their major coursework, students must sequence and complete 15 additional credit hours for the Business minor and 19 credit hours (16 for the minor + 3 for prerequisites) for the Computer Science minor on top of their primary degree/major credit hours.
- **Integrated Business & Engineering (IBE) Honors Program:** As a highly sought after, cohort, honors-level experience, IBE offers interdisciplinary learning through a major/minor combination for students and provides dedicated program support. The IBE program offers two tracks, IBE, where business majors complete an engineering sciences minor and engineering majors complete a business minor, and IBE-SI (Software Innovation), where business majors complete a computer science minor and engineering majors complete a software-adapted business minor. Due to being an honors program, each track limits acceptance to 36 incoming first year students. The IBE program and its student and employer demand shows strong signal and proof of not only the interest and need in this combined competency but also in the demonstrated ability of the colleges of engineering and business to tightly collaborate to deliver on one of the university's signature undergraduate experiences. In recent data, over 200 incoming honors first year

students in business and engineering applied to the program and 100% of students graduating from IBE accepted an employment offer within three months of graduation.

- **Information Systems specialization within the BSBA degree:** Offered through the Fisher College of Business, this specialization is the primary pathway for students who view technology through the lens of organizational management and enterprise systems. It provides an essential bridge for those focused on the strategic deployment of information technology within traditional business frameworks. The computer science courses in this program are focused on data and systems, while the proposed degree is focused on computer science courses related to software engineering and AI.
- **Bachelor of Arts in Computer and Information Science (BA CIS) with a Related Field in Economics, Accounting, and Business:** Upon completing this major, students graduate with a Bachelor of Arts from the College of Arts and Sciences with a major in Computer Information Science. The students can further pair computer science with various domains such as economics, accounting, and business at 18-26 credit hours.

Distinction of the Proposed Degree

The proposed Bachelor of Science in Computer Science and Business is designed to complement these successful models and meet emerging student and employer needs. The distinguishing factors are not only in the interdisciplinary curriculum but also in the deliberate program design.

- **Integrated into one degree pathway that preserves rigor-** The degree has been designed from the ground up thinking about this particular profile of student, their career ambitions, and how the work experience can truly be integrated into the learning. The total number of credit hours for the degree is 121 as compared to other cross-discipline options that can be 140+ credit hours.

Every business course in the blended core is being or has been recently developed to not only teach strong foundations across finance, operations, marketing, and management, but also apply these foundations into technology contexts to promote active exploration of these evolving and dynamic topics in the classroom. Two new immersive, 6 credit hour courses that are being developed and launched this 2026-2027 academic year will become tentpole parts of the experience in this degree. Students will learn how to quickly ideate, build and launch products in teams utilizing the latest technology, breaking student preconceived thoughts on balancing speed and quality, thriving in ambiguity, and being resourceful in how to get to answers. The computer science courses in the blended core were specifically selected knowing the student “builder” profile. The computing and business coursework have been developed in coordination, ensuring that students do not just study two subjects in parallel, but learn to apply them in tandem.

Further, the degree was specifically designed considering feedback and observations of non-computer science students taking computer science courses, ensuring that the courses in the major core can equally apply to both those prior coding experience and no prior

coding experience, while still preserving the rigor of those deeply interested in computer science through the specialization pathway.

- **Overcoming the translation gap-** Sequential business-first or CS-first models create a translation gap. Whether computing is taught first, or business is taught first, sequential models leave students struggling to translate strategic intent into implementable AI and software systems. An integrated and blended education eliminates this gap by design.
- **Integrated concurrent co-op-** In this program, students will be encouraged and supported in concurrent learning and gaining relevant work experience. While there are highly popular co-op programs at other institutions such as the University of Cincinnati and Northeastern University, students in these programs take a semester off to do a full-time co-op, which can lead to delays in graduation and break up the college experience. These programs also often do not offer degree credit for participation in the co-op. Currently at Ohio State we do not offer a formal co-op program. Further, to our knowledge, this proposed program is the first among universities to offer a concurrent, part-time paid co-op opportunity to students that not only allows for credit towards the degree but also will be integrated with relevant context into the course curricula. The concurrent co-op creates a real-time feedback loop between the classroom and workforce, fostering professional competency and tangible experience building unique to this degree path.
- **Opportunity for students to pay down the cost of education-** Through the co-op opportunity and the related support that will be provided by the Center for Software Innovation on securing corporate partnerships and job opportunities for students, students will have the opportunity to make meaningful wages in technology-centric jobs that they can utilize towards their cost of education.
- **Open to honors and non-honors students-** This program will be open for all students, honors and non-honors, to apply and will have capacity to support more students outside of honors program cohort limits.
- **Strong degree name with market signal-** The B.S. in Computer Science and Business name serves multiple, deliberate purposes. The degree demonstrates to students and parents that this is a rigorous degree while, for employers, clearly aligning the degree name to the competencies they seek for these roles. It also provides a clear signal of the importance Ohio State places on these workforce needs.

Over time, the Bachelor of Science in Computer Science & Business positions Ohio State as a leader in a new era of higher education. It does not replace the existing, essential pathways provided by the university's colleges; rather, it expands the university's portfolio with an innovative, strategically aligned model that meets the industry where it is heading.

4. Program Learning Outcomes and Evaluation

Expected Program Learning Outcomes

Students graduating with a Bachelor of Science in Computer Science & Business will have met the following learning outcomes.

Outcomes from the Major Courses (Blended Core)

M.1	Understand foundational business principles across organizational structure, business models, customer acquisition, revenue generation strategies, and unit economics to inform decision-making and operate within technology-driven organizations, products, and functions. (Business)
M.2	Analyze complex problems and opportunities, identify appropriate computing requirements, and apply mathematical foundations, algorithmic principles, and computer science theory, including artificial intelligence (AI), to design, implement, and evaluate system and product architectures. Demonstrate a structured, engineering-based approach to constructing technology-enabled solutions, and evaluate tradeoffs in scalability, performance, security, maintainability, efficiency, and sustainability under realistic constraints. (Computer Science)
M.3	Design user-centered technology solutions by identifying emotional, functional, and contextual user needs, translating insights into actionable requirements, and shaping cohesive end-to-end user experiences. Develop functional minimum viable products (MVPs) through coding and prototyping, evaluate technical quality and feasibility, and iteratively refine solutions through experimentation, data analysis, testing, and feedback using modern engineering tools (including AI) and development practices. (Design and Development)
M.4	Practice ability to scope, plan, and deliver technology-enabled products and projects by collaboratively defining technical and functional requirements, clearly communicating product and technical concepts in written and oral forms, and producing actionable documentation such as roadmaps. Work effectively across multidisciplinary, cross-functional teams to identify, formulate, and solve engineering problems throughout the full product development lifecycle. (Product Development Lifecycle)
M.5	Create and deploy functional prototypes in target user environments by applying adaptive and reflective product development practices, iterating through testing, feedback, and learning from failure. Analyze business, user, and system data; apply statistical and computational methods to evaluate product performance; and assess tradeoffs among technical, business, and user-centered metrics to inform product decisions for digital and technology- and AI-enabled services. (Build, Assess, Iterate)
M.6	Evaluate product and organizational opportunities using data-informed reasoning, considering system-level, business-level, and societal impacts, and to apply user-centered design methods to create responsible technology solutions. Assess ethical, legal, social, and economic implications and make informed decisions within complex, interconnected environments. (Responsible and Critical Thinking, Data-Drive Decision-Making)

Outcomes from Computer Science Specialization

Adapted from BS CIS degree outcomes which were in turn taken from the ABET CAC Outcomes for CS Programs

S.1	Analyze complex computing problems and design, implement, and evaluate computing-based solutions by applying core computer science principles, including algorithms, systems, and artificial intelligence, together with relevant disciplinary knowledge, to meet specified requirements within real-world constraints.
S.2	Apply computer science theory, software development fundamentals, and core principles of software engineering and artificial intelligence to design and implement robust computing-based solutions for problems arising in interdisciplinary settings.
S.3	Communicate effectively across professional and interdisciplinary contexts, function productively as a team member or leader, and make informed, ethical, and legally grounded judgments in computing practice.

Outcomes from the Go to Market (GTM) Specialization

S.4	Design and execute systematic customer discovery processes to validate product-market fit, including identifying early adopter segments, conducting problem and solution interviews, and synthesizing insights to refine value propositions for technology products.
S.5	Develop comprehensive go-to-market strategies for technology innovations by analyzing competitive positioning, selecting appropriate distribution channels, designing pricing models that align with customer willingness-to-pay, and creating launch roadmaps that sequence market entry activities.
S.6	Establish and interpret key performance indicators for technology product growth, including customer acquisition costs, lifetime value, activation rates, and retention metrics, and use data-driven experimentation to optimize go-to-market tactics across the customer journey.

Through course projects and the capstone, the students will be familiar with critical thinking that enables them to appropriately identify questions and design methodologies to address those questions, realize implementations, and systematically evaluate and analyze the results of the design. They will also master both oral and written presentations to audiences with varied backgrounds. Given the extended immersion in industry, the students will have the opportunity to constantly hone and enhance their skill sets. Thus, the enrolled students will be able to quickly adapt to a dynamic landscape.

The students will work closely with their advisor to make sure their learning goals will be clear from the beginning and satisfied at program completion. The program will work with the students early to emphasize what they are expected to know, and the mindset, skills, and technical knowledge they should acquire from this program.

Alignment with AI Fluency

In 2025, the university announced its AI Fluency initiative, with the aim for all undergraduate students graduating from Ohio State, starting with the Class of 2029, to be AI fluent- fluent in the application of AI to their field of study. AI Fluency and its related learning outcomes are deeply

embedded in this degree and the program will work in accordance with reporting or assessment requirements of that initiative.

The university's AI Fluency learning outcomes are as follows:

- Explain foundational concepts such as artificial intelligence, large language models, machine learning
- Explore the potential benefits and limitations of common AI applications in the context of a chosen field
- Evaluate the types of inputs and outputs foundational to AI systems- including data, prompts, commands and emerging modalities- and explain how input form and quality influence output quality, performance and reliability
- Use AI tools to accomplish specific goals in the field of study, and critically assess outputs for accuracy and relevance to the task
- Design innovative applications of AI within a discipline, supported by a rationale for the potential value and feasibility
- Explore the implications (ethical, societal, environmental, legal, practical) of AI use cases and develop reasoned recommendations for responsible implementation within a field of study

Program Assessment Plan

Program objectives will be assessed using indirect and direct measures. Program assessment will focus across three main areas:

- **Expected learning outcomes (ELOs)**- Assessment of the program's achievement of the ELOs across the blended core and specializations
- **Program design and delivery**- Monitoring the effectiveness of the blended core, specialization pathways, experiential learning, and integration of concurrent professional experience with the curriculum
- **Student experience, engagement, and post-graduation outcomes**- Monitoring of retention, academic performance, co-op experiences and career readiness.

Assessment activities will occur annually and be reviewed by the program's Faculty Director(s) and a joint oversight committee representing, at minimum, the College of Engineering, Fisher College of Business, and the Center for Software Innovation.

- **Program level metrics**- Based on availability, the following data will be collected and analyzed to improve the quality of the program:
 - o Number of applications to program annually
 - o Program admissions (% admitted, % matriculated)
 - o Student retention rates
 - o Cumulative student GPAs
 - o Time to degree
 - o Graduation rates
 - o Co-op placement rates and employer distribution

- Career placement and average starting salaries
 - Student surveys (discussed below)
 - Student evaluations of instruction (SEI)
 - Alumni surveys to determine applicable employment and use of degree.
- **Direct measures of student learning:**
 - **Course embedded assessments-** Instructors will use rubrics aligned to the program's expected learning outcomes to assess M.1-M.6 major and S.1-S.6 specialization outcomes. Artifacts may include prototypes, product specification documentation, code repositories, business analyses, and more. Please see **Exhibit A** in the Appendix for the learning outcome mapping.
 - **Project and capstone evaluation-** Both CSE3901 and the capstone course will have rubric-based assessment, evaluating the following. The joint oversight committee will review a sample of student work each year:
 - Application of interdisciplinary methods
 - Team collaboration and project leadership
 - Data-driven decision-making
 - Communication across audiences
 - Integration of relevant AI tools
 - **Co-op work experience assessment-** Because the program includes a required part-time work experience, we will collect and review the following data:
 - Faculty evaluations
 - Student reflective report linking coursework to workplace application
 - Performance-based assessments from students demonstrating industry-aligned skill development
- **Indirect measures of learning and program quality**
 - **Student surveys:** Annual surveys will gather data on:
 - Perceived mastery of interdisciplinary skills
 - Confidence in applying computer science and business concepts
 - Experience with team-based learning and concurrent co-op model
 - Satisfaction with advising, course availability, and workload balance
 - **Student evaluations of instruction (SEI)**
 - **Exit survey-** Graduating students will complete an exit survey addressing:
 - Overall program satisfaction
 - Preparation for industry roles
 - Quality of experiential learning
 - Suggestions for program improvement
 - Post-graduation work placement
 - **Alumni survey (1- and 3-years post-graduation)-** will assess:
 - Employment outcomes
 - Relevance of skills acquired
 - Advancement in desired career path
 - Long-term value of the concurrent co-op model
- **Continuous improvement process-** Assessment findings will be reviewed annually by the joint committee and shared with the participating colleges. The review cycle will include:

- o Data collection (each academic year)
- o Committee review and interpretation
- o Action planning based on results
- o Implementation and monitoring

5. Student Enrollment and Admissions

Students will have the following options for being admitted into the program:

- **Direct admission through the university application-** The degree will be listed as an option in the university application process. The program team will work closely with the admissions team to specify the relevant criteria for admission
- **Pre-major to application pathway -** Students that have been admitted to the university will have the opportunity to apply to the program on a rolling basis leading up to and during their first year at the university. Students interested in the program can seek academic advising to ensure their first-year course selections contribute to degree progression. The application will include a cover letter with specific questions answered, an example of a project or product that was created or built, and a resume. This application process will be similar to that of the Data Analytics major.

Projected student enrollment is below, based on applications for the Integrated Business and Engineering (IBE) program as well as data on students pursuing major/minor combinations across business and computer science:

	Autumn 2027	Autumn 2028	Autumn 2029	Autumn 2030
Incremental students admitted	100	200	200	200
Cumulative students in program	100	300	500	700

6. Curricular Requirements

The B.S. in Computer Science and Business will require successful completion of the following:

General Education (GE)	32-39 credit hours
Required Non-Major Coursework	20 (potential for 11 credit hour GE overlap)
Major Coursework	51
Co-op	1-3
Specialization Coursework	27-29
Minimum Total Credit Hours	121

In the Appendix are the following:

- **Exhibit B-** B.S. in Computer Science and Business Curricular Requirements and Course Descriptions
- **Exhibit C-** Computer Science Specialization Requirements and Sample Schedule

- **Exhibit D-** Go to Market Specialization Requirements and Sample Schedule

Accreditation

This degree will be part of the Fisher College of Business college level accreditation with the Association to Advance Collegiate Schools of Business (AACSB) and under the university's overall accreditation with the Higher Learning Commission. The degree does not plan at this time to seek accreditation from the Accreditation Board for Engineering and Technology (ABET), however the computer science education of the core and specialization were developed with consideration of ABET guidelines.

7. Program Faculty and Program Management

The program will draw upon the deep expertise existing in the university and, due to its innovative and interdisciplinary nature, we expect that it will attract new faculty and lecturers.

Many of the proposed courses are in subject areas for which we have existing faculty as subject matter experts to assist in course development and/or in teaching. The list of faculty below demonstrates that we have the existing expertise to be able to develop and deliver on this program. Not all of the listed faculty will teach in this program. For six of the listed positions below, the colleges were provided startup and ongoing endowment funds through the Center for Software Innovation (CSI) to establish the positions with focus areas related to digital technology.

Given the rapid pace of change in the areas of computer science and business and the emphasis in this program on experiential learning, we also plan to consider lecturer, adjunct, and related positions that allow industry to be part of the teaching experience, while ensuring there is strong faculty oversight and necessary balance within the colleges for tenured positions.

Current Faculty

Name	Unit	Professional Rank
Dr. Jeff Dotson	Business	Associate Professor ; CSI Faculty Director
Dr. Carter Davis	Business	Assistant Professor
Dr. Nima Safaei	Business	Assistant Professor
Dr. Roger Bailey	Business	Clinical Assistant Professor
Mike Isler	Business	Lecturer
Srini Koushik	Business	Senior Lecturer
Dr. Arnab Nandi	CSE	Professor; CSI Faculty Director
Dr. Michael Robbeloth	Engineering Education	Assistant Professor of Practice
Dr. Paolo Bucci	CSE	Senior Lecturer
Dr. Pooya Hatami	CSE	Assistant Professor
Dr. Jamie Kelley	CSE	Professional Practice Assistant Professor
Dr. Jeremy Morris	CSE	Professional Practice Assistant Professor
Dr. Paul Sivilotti	CSE	Associate Professor

Dr. Rajiv Ramnath	CSE	Professional Practice Professor
Dr. Thomas Bihari	CSE	Professional Practice Associate Professor
Dr. Raef Bassily	CSE	Associate Professor
Dr. Athreya Kanan	CSE	Professor
Dr. Andrew Perrault	CSE	Assistant Professor
Dr. Spyros Blanas	CSE	Associate Professor
Dr. John Paparrizos	CSE	Assistant Professor
Dr. DK Panda	CSE	Professor
Dr. Zhiqiang Lin	CSE	Professor
Dr. Zhihui Zhu	CSE	Assistant Professor
Dr. Sachin Kumar	CSE	Assistant Professor
Dr. Donald Williamson	CSE	Associate Professor

Additional Faculty to be Hired

Status	Department	Professional Rank
Active Posting	Computer Science	Tenure track open rank
Active Posting	Computer Science	Professor of practice open rank
Proposed	Business	Lecturer / Senior Lecturer

Program Management

As mentioned in the Program Learning Outcomes section, there will be a joint committee overseeing the delivery and success of this program.

The committee will include, at minimum, one faculty member from the Fisher College of Business, one faculty member from the College of Engineering, and the Executive Director of the Center for Software Innovation. The represented faculty may overlap with the Faculty Directors. The Faculty Director from the Fisher College of Business and the Executive Director of the Center for Software Innovation will co-chair this committee.

The committee will meet twice per year, which may overlap with the meetings for the Center for Software Innovation Oversight Committee.

8. Program Costs and Funding

Below are some of the projected areas of program cost required:

- **Academic advising (estimated \$40K/yr)**- The program will leverage existing academic advisors in the College of Engineering and in the Fisher College of Business, but will also require additional advising capacity in both colleges given the cross-college courses and co-op.
- **Co-op program and student experience management (estimated \$80K/yr)**- In order to support the ongoing co-op experience, the Center for Software Innovation (CSI) will

hire a co-op manager that will also be managing student experience throughout the program. This role will partner closely with the career service offices.

- **Job and corporate partnership development (estimated \$110K/yr)**- To secure co-op opportunities and work projects for courses, CSI will leverage the existing CSI Director of Engagement and Development as well as hire an additional corporate partnerships analyst identify and secure student co-op opportunities.
- **Faculty directors (estimated \$50K/yr)**- To support the success and growth of the program, the program plans to have two faculty directors: one in the Fisher College of Business and one in the College of Engineering.
- **Faculty and teaching capacity**- Additional faculty have been and are being hired to support the program. We will also look to including capacity for involvement of industry experts as lecturers, adjuncts, etc.
- **Other program startup costs**- As the program starts, we may look to fractional instructional design help as well as marketing capacity for the program positioning and student and employer marketing.

The following are the known or expected sources of funding:

- **Tuition revenue**
- **Program Fee**- While both the Fisher College of Business and the College of Engineering assess a program fee for all undergraduate students, the amounts currently differ. Because the teaching and support structure of the program is shared nearly evenly between the two colleges, the colleges are discussing the implementation of a blended program fee that more appropriately reflects the shared costs of instruction and student support services.
- **Philanthropy:**
 - o In 2022, the Timashev Family Foundation made a pledge of \$110 million to support the establishment of CSI and its academic and innovation focused mission. Included in this gift are funds towards space in a new building, endowment funds towards faculty as mentioned in the faculty section, endowment funds towards student scholarship, and funding for CSI operations including compensation towards the Executive Director of CSI and CSI Director of Engagement and Development. Many of these areas will support this program
 - o In 2025, The Timashev Family Foundation made an additional pledge of \$15 million to support this new program.
- **Corporate partnership (potential)**- As the program builds relationships with industry for the program, it may also pursue philanthropic gifts in partnership with the Corporate Partnerships and Relations team.

The cost of the foundational operations of the degree will be covered by the tuition revenue, program fee, and endowment funds for the faculty positions. Any of the additional components, such as the additional academic advising, faculty directors, co-op manager, and corporate partnerships analyst, outlined above will be covered by the gift funds.

9. Facilities and Equipment Requirements

- **Facilities**- Classroom space is largely expected to be provided from the relevant colleges, primarily the College of Engineering and Fisher College of Business. Depending on other

initiatives, we may look at space availability, if needed, in the Student Entrepreneurship Center, Pomerene Hall, and the planned space for the Center for Software Innovation, which includes plans for active learning classrooms. The capacity needs for this program are also being incorporated into the Fisher College of Business capacity planning.

- **Equipment-** Students and faculty will need a laptop computer. They will also need access to certain software, such as Google Gemini or other university-compliant products that will be relevant for the coursework.

10. Appendix

Exhibit A: Learning Outcomes Mapping

Program Outcomes

0-nothing, 1- minor (1-2 hours), 2- (3-6 hours), 3
(7+ hours)

Course	M.1	M.2	M.3	M.4	M.5	M.6	S.1	S.2	S.3	S.4	S.5	S.6
Required Pre-Major and Major												
MATH1151: Calculus I		2										
CSE1223 or 1224: Intro to Computer Programming		3					3	3				
STAT2450: Introduction to Statistical Analysis I		2										
ECON2001.01: Microeconomics	2											2
ACCTMIS2200: Financial Accounting	2											2
ENGLISH1110.01: First-Year English Composition						2						
CSE2501: Social, Ethical, and Professional Issues in Computing						3			3			
BUSADM2XXX: Foundations of Tech Innovation I	3		3		3	2						
BUSADMXXXX: Foundations of Tech Innovation II	3	1		1	3	3						
DESIGN5505: Information Design			3	2	3				3			
BUSOBA3XXX: Digital Product Management and Innovation	2			3		3				2		3
BUSFIN3XXX: Finance in Technology	2					3						3
BUSML3XXX: Strategy and Tactics of Software Marketing	2		3			3				3	3	3
CSE2221: Software I		3					3	3				
CSE2231: Software II		3					3	3	2			
CSE2321: Foundations I: Discrete Structures		3					3	3				
CSE3430: Computer Systems Overview		3					3	3				
CSE252X: AI Foundations		3					3	3				
CSE 3901: Project: Design, Development, and Documentation of Web Applications (full stack)		3	2	2	3		3	3	3			

CSE591X/BUSADM5XXX: Capstone		3	2	3	3	3	3	3	3	3	3	3
Computer Science Specialization												
CSE2XXX/BUSADM2XXX: Co-op	2	3	2	3	2	2	3	3	3	3	3	3
Math 2568: Linear Algebra		2					2					
CSE3231: Software Engineering Techniques		3	3	3	3	2	3	3	2			
CSE3241: Introduction to Database Systems		3	2	2	2		3	3	2			
CSE3232: Requirements Analysis		3	3	3	3	2	3	3	2			
Math 1152: Calculus II		2					2					
CSE2331: Foundations II: Data Structures and Algorithms		3					3	3				
MATH3345 Foundations of Higher Mathematics		2					2					
CSE3461: Computer Networking and Internet Technologies		3					3	2				
CSE3521: Survey of Artificial Intelligence		3					3	3				
CSE5234: Distributed Enterprise Computing		3	2	3			3	3				
CSE5235: Applied Enterprise Architectures and Services		3	2	3			3	3				
CSE5236: Mobile Application Development		3	2				3	2				
CSE5242: Advanced Database Management Systems		3	2	2	2		3	3	2			
CSE5243: Introduction to Data Mining		3	2	1	2		3	3				
CSE5442: High-Performance Deep/Machine Learning		3					3	3				
CSE5474: Software Security		3	3				3	3				
CSE5523: Machine Learning and Statistical Pattern Recognition		3					3					
CSE5524: Computer Vision for Human-Computer Interaction		3					3					
CSE5525: Foundations of Speech and Language Processing		3					3					
CSE5251: Intro to Software Startups	3	2	3	3	3	3	3	3	3	3	3	3
CSEXXXX: Introduction to Neural Networks		3					3					
Go to Market (GTM) Specialization												

CSE2XXX/BUSADM2XXX: Co-op												
BUSML4202: Marketing Research	2		3			3				2	1	3
BUSMHR320X: Organizational Behavior and HR	3					2						1
BUSML4223: Foundations of Strategic Sales	2									2	3	2
BUSML4225: Applied Strategic Sales	2									2	3	2
BUSML4224: Strategic Sales Leadership	2									2	3	2
BUSML4232: Digital Marketing	2										3	3
BUSML4201: Consumer Behavior	1		3		2	3				3		
BUSML4240: New Product Management					3					3	3	3
BUSML4241: Entrepreneurial Marketing	2		2		2					3	2	2
BUSML4210: Advanced Market Research	2		3		2	3				2	1	3
CSE5251: Intro to Software Startups	3	2	3	3	3	3	3	3	3	3	3	3
BUSADMXX: Advanced Topics in Tech Operations	3		3		3	3				3	3	3

Exhibit B: B.S. in Computer Science and Business Curricular Requirements and Course Descriptions

General Education Requirements		
GE Launch Seminar	GENED 1201	1
Foundations: Writing and Information Literacy*	Student Choice	3
Foundations: Mathematical & Quantitative Reasoning/Data Analysis*	Student Choice	3-5
Foundations: Literary, Visual and Performing Arts	Student Choice	3
Foundations: Historical & Cultural Studies	Student Choice	3
Foundation: Natural Science	Student Choice	4-5
Foundations: Social & Behavioral Sciences*	Student Choice	3
Foundations: Race, Ethnic and Gender Diversity	Student Choice	3
Theme: Citizenship for a Diverse & Just World	Student Choice	4-6
Theme: Student Choice	Student Choice	4-6
GE Reflection	GENED 4001	1
General Education Credit Hours		32-39

Required Non-Major Coursework		
Requirement	Course Options	Hours
First-Year English Composition*	English1110	3
Calculus I*	Math1151	5
Intro to Computer Programming	CSE 1223 or 1224	3
Introduction to Statistical Analysis I	STAT2450	3
Microeconomics*	ECON2001.01	3
Financial Accounting	ACCTMIS2200	3
Credit Hours		20
With GE Overlap Total Hours (indicated by *)		11

Major Coursework		
Course	Title	Hours
BUSADM1100	College Survey	1
CSE2501**	Social, Ethical, and Professional Issues in Computing	1

BUSADM2XXX	Foundations of Tech Innovation I	6
BUSADM2XXX	Foundations of Tech Innovation II	6
DESIGN5505	Information Design	3
BUSOBA3XXX	Digital Product Management & Innovation	3
BUSFIN3XXX	Finance in Technology	3
BUSML3XXX	Strategy and Tactics of Software Marketing	3
CSE2221	Software I	4
CSE2231	Software II	4
CSE2321	Foundations I: Discrete Structures	3
CSE3430	Computer Systems Overview	4
CSE252X	AI Foundations (new course)	3
CSE3901	Project: Design, Development, and Documentation of Web Applications (Full Stack)	4
CSE591X/BUS5XXX	Capstone	4
Major Core Credit Hours		51

Specialization	
Specialization Credit in either Computer Science or Go to Market	27-29

** PHIL2338, which overlaps with the GE requirement Theme: Citizenship for a Diverse & Just World, is an allowable substitute for CSE2501

Course Descriptions for Required Major Courses

- **BUSADM1101 College survey course-** For students that direct admit they will take BUSADM1101. If first admitted into a different college, the student will take that college's survey course
- **CSE2501 Social, Ethical, and Professional Issues in Computing-** This course is required is PHIL2338 was not already taken. PHIL2338 can count also as GE overlap
- **BUSADMXXXX Foundations of Tech Innovation I and BUSADMXXXX Foundations of Tech Innovation II-** These are two new courses that were approved by CAA on February 18, 2026, as part of the Technology Innovation Specialization in the BSBA degree in the Fisher College of Business. The course syllabi are going through curricular review in the Fisher College of Business and are planned to be offered starting the 2026-2027 academic year
 - o **BUSADM2XXX Foundations of Tech Innovation I (new course)-** Introduces opportunity discovery, customer validation, and business model design through a compressed, project-based format. Teams develop validated problem statements,

test solution viability, and produce minimum viable product (MVP) specifications ready for development.

- o **BUSADM2XXX Foundations of Tech Innovations II (new course)-** Develops product development and go-to-market execution skills through hands-on MVP construction and growth strategy implementation. Teams launch live products, generate measurable traction, and present investor-ready pitches with commercialization strategies. Pre-req: Foundations of Tech Innovations I.
- **DESIGN5505 Information Design (existing course)-** Design principles related to visualizing quantitative information, processes and systems. No pre-requisites. We have approval and support from the chair of the Department of Design for inclusion of this course in the program.
- **BUSOBA3XXX Digital Product Management and Innovation (new course)-** This course has already been developed as BUSOBA3243H, offered as an honors course as part of the Integrated Business and Engineering- Software Innovation (IBE-SI) program. The first offering of this course is Spring 2026. The course will be modified to be offered as a non-honors course. The course is intended to address foundational operations and product development topics customized to the digital environment. The foundational topics include quality management, capacity planning, inventory management, and constraint/lean management principles. The product development in the digital environment component includes types of digital innovations, collaboration, and supply chain issues in the digital environment, tools for managing the new product development process (e.g., stage gate, agile, and waterfall processes), and prototyping and forecasting best practices.
- **BUSFIN3XXX Finance in Emerging Technology (new course)-** This course was proposed as BUSFIN3220H as a future part of the IBE-SI program. It will be created for the B.S. in Computer Science and Business as a non-honors course. The first part includes classic financial topics like capital budgeting, building proforma projections, and risk. In addition to foundational issues in finance, the course will include emerging issues in digital and entrepreneurial finance. The pre-requisite for this course will be ACCTMIS2200: Financial Accounting.
- **BUSML3XXX The Strategy and Tactics of Software Marketing (new course)-** This course has already been developed as BUSML3245H and will be modified to be a non-honors course. This course provides an overview of the economics and marketing strategies essential for success in the software industry. Students will gain an understanding of the unique economic factors influencing software products, including pricing models, market competition, and the impact of network effects.
- **CSE2221 Software I (existing course)-** Intellectual foundations of software engineering; design-by-contract principles; mathematical modeling of software functionality; component-based software from client perspective; layered data representation. Prerequisites: 1212, 1221, 1222, 1223, 1224, Engr 1221, 1281.01H, 1281.02H, or CSE Placement Level A. Prerequisites or concur: Math 1151, 1161.01, or 1161.02.
- **CSE2231 Software II (existing course)-** Data representation using hashing, search trees, and linked data structures; algorithms for sorting; using trees for language processing; component interface design; best practices in Java. Must have credit for CSE 2221 and Math 1151

- **CSE2321 Foundations I: Discrete Structures (existing course)**- Propositional and first-order logic; basic proof techniques; graphs, trees; analysis of algorithms; asymptotic analysis; recurrence relations. Must have credit for CSE 2221 and Math 1151
- **CSE3430 Overview of Computer Systems for Non-Majors (existing course)**- Introduction to computer architecture and organization at machine and assembly level; pointers and addressing using C programming; introduction to operating system concepts: process, memory management, file system and storage, and multi-threaded programming. Prerequisites: 2122, 2123, or 2231; and 2321
- **CSE252X AI Foundations (new course)**- Foundational AI ideas, including machine learning and neural networks. Planned Pre-req: CSE2221. May require CSE2231.
- **CSE3901 Project: Design, Development, and Documentation of Web Applications (Full Stack) (existing course)**- Intensive group project involving design, development, and documentation of a web application; client-side and server-side scripting; communication skills emphasized; builds programming maturity. Prerequisites: 2231; and 2321; and 2421 or 3430, or 2451 and ECE 2560.
- **CSE591X/BUSADM5XXX Capstone (new course)**- This will be a cross-listed, co-taught design project course. Capstone design project. Prerequisites: CSE3901 and BUSADM2XXX Tech Innovation I

Exhibit C- Computer Science Specialization and Sample Schedule

Computer Science Specialization Required Courses			
Course	Title	Hours	Prerequisites
CSE2XXX/BUSADM2XXX ^r	Co-op or project course	1-3	None
Math25XX	Linear Algebra	3	Pre-requisite C- or above in CSE2321**
CSE3231	Software Engineering Techniques	3	Prereq: 3901 or 3902 or 3903
CSE3241	Introduction to Database Systems	3	Prereq: 2133 or 2231; and 2321 or Math 2366
CSE3232	Requirements Analysis	3	Prereq: 3241, 3901, 3902, 3903, or 5241
Specialization Electives	Student choice from approved list	6-8	N/A
Other Electives	Student choice	6-8	N/A
Specialization Credit Hours		27-29	

Computer Science Electives		
Course	Title	Hours
CSE2XXX ^r	Co-op	1-3
MATH1152	Calculus II	5
CSE2331	Foundations II: Data Structure & Algorithms	3
MATH3345	Foundations of Higher Mathematics	3
CSE3461	Computer Networking and Internet Technologies	3
CSE3521	Survey of Artificial Intelligence	3
CSE5234	Distributed Enterprise Computing	3
CSE5235	Applied Enterprise Architectures and Services	3
CSE5236	Mobile Application Development	3
CSE5242	Advanced Database Management Systems	3
CSE5243	Introduction to Data Mining	3
CSE5442	High-Performance Deep/Machine Learning	3
CSE5523	Software Security	3
CSE5524	Machine Learning and Statistical Pattern Recognition	3

CSE5525	Computer Vision for Human-Computer Interaction	3
CSE5526	Foundations of Speech and Language Processing	3
CSE5251	Intro to Software Startups	3
CSEXXXX	Introduction to Neural Networks	3

^r indicates the course may be taken multiples times for credit

Course Notes

- **Stat2450** as a pre-major requirement is calculus-based statistics and is an allowable statistics substitute by Computer Science and Engineering (CSE)
- ****MATH25XX Linear Algebra-** Pre-requisite C- or above in CSE2321 and MATH1152. We have a request to the math department through the Office of Undergraduate Education to create a version of MATH2568 Linear Algebra, which is a required course in the Computer Science specialization, to not have MATH1152 Calculus II be a required pre-requisite. MATH1152 is listed as an elective option under this degree. Prerequisites: C- or above in CSE2321
- **CSE2XXX and BUSADM2XXX Co-op-** These courses are required in each specialization as intended paid, cooperative education that can be taken alongside curriculum. Calculation of work to credit hours is pending input from the Ohio Department of Education. The course may be repeated over the course of the degree for a maximum of 5 total credit hours allowed towards the degree. Credit hours beyond 3 count towards the “Other Electives” credit

Computer Science Specialization Sample Schedule

Autumn Semester 1 st Yr		Spring Semester 1 st Yr	
College Survey	1		
English 1110 First-year English Composition	3	ACCTMIS2200 Financial Accounting	3
MATH1151 Calculus I	5	Software I	4
ECON2001.01 Microeconomics	3	GE Historical and Cultural Studies	3
CSE1223 or 1224 Into to Programming	3	Stat2450: Introduction to Statistical Analysis	3
GE Launch GENED1201	1	Foundations: Literary, Visual, and Performing Arts	3
Total Credit Hours	16	Total Credit Hours	16

-

Autumn Semester 2 nd Yr		Spring Semester 2 nd Yr	
Theme: Citizenship for a Diverse and Just World	4	CSE2231 Software II	4
BUSADMXXXX: Tech Innovation I	6	GE Natural Science	4
BUSADMXXXX: Tech Innovation II	6	CSE2321: Foundations I	3
		BUSML3XXX: Strategy and Tactics of Software Marketing	3
		Design5505	3
Total Credit Hours	16	Total Credit Hours	17

-

Autumn Semester 3 rd Yr		Spring Semester 3 rd Yr	
MATH25XX Linear Algebra	3	CSE3901 Project	4
CSE252X AI Foundations	3	BUSFIN3XXX Finance in Technology	3
CSE3430 Computer Systems Overview	4	BUSOBA3XXX Digital Product Management and Innovation	3
		CSE3231 Software Engineering Techniques	3
CSE3241 Introduction to Database Systems	3	CSE2XXX Co-op	1
CSE2XXX Co-op	1		
Total Credit Hours	14	Total Credit Hours	14

-

Autumn Semester 4 th Yr		Spring Semester 4 th Yr	
CSE591X Capstone	4	Elective	3

CSE3232 Requirements Analysis	3	Elective	3
GE Race Gender Ethnic Diversity	3	GE Reflection GENED4001	1
Elective	3	Theme Student Choice	4
CSE2XXX Co-op	1	Elective	3
Total Credit Hours	14	Total Credit Hours	14

Exhibit D- Go to Market Specialization Requirements and Sample Schedule

Go to Market Specialization Required Courses			
Course	Title	Hours	Prerequisites
BUSADM2XXX/CSE2XXX ^r	Co-op	1-3	None
BUSML4202	Marketing Research	3	See notes
BUSMHR320X	Organizational Behavior and HR	3	None
BUSML42XX	Software Sales and Go to Market	3	
Specialization Electives	Student choice from approved list	9-11	
Other Electives	Student choice	6-8	
Specialization Credit Hours		27-29	

Go to Market Specialization Electives		
Course	Title	Hours
BUSML4223	Foundations of Strategic Sales	3
BUSML4225	Applied Strategic Sales	3
BUSML4224	Strategic Sales Leadership	3
BUSML4232	Digital Marketing	3
BUSML4201	Consumer Behavior	3
BUSML4240	New Product Management	3
BUSML4241	Entrepreneurial Marketing	3
BUSML4210	Advanced Market Research	3
CSE5251	Intro to Software Startups	3
BUSADM4XXX ^r	Advanced Topics in Tech Operations	3

^r indicates the course may be taken multiples times for credit

Course Notes:

- **BUSML4202** pre-requisites may change due to other Fisher College of Business curriculum changes. Further, we will look at the newly created courses in this program to be potential substitutes of the listed pre-requisites. Current pre-requisites- 3250 (650), and AcctMIS 2200 (211) , 2300 (212), and BusMGT 2320 (330), 2321 (331); and BusMHR 2291 or 2292 (BusADM 499.01)
- **BUSML42XX** is a new course on software sales and go to market to be developed in collaboration with the sales certificate faculty and leadership
- **CSE2XXX and BUSADM2XXX Co-op**- These courses are required in each specialization as intended paid, cooperative education that can be taken alongside curriculum. Calculation of work to credit hours is pending input from the Ohio Department of Education. The course may be repeated over the course of the degree for a

maximum of 5 total credit hours allowed towards the degree. Credit hours beyond 3 count towards the “Other Electives” credit

- **BUSADM4XXX Advanced Topics in Tech Operations-** This offers student the opportunity to understand and build proficiency in timely topics in technology. There is no limit on the number of times a student can take the course, which will apply towards their elective limits

Go To Market Specialization Sample Schedule

Autumn Semester 1 st Yr		Spring Semester 1 st Yr	
College Survey	1		
English 1110 First-year English Composition	3	ACCTMIS2200 Financial Accounting	3
MATH1151 Calculus I	5	Software I	4
ECON2001.01 Microeconomics	3	GE Historical and Cultural Studies	3
CSE1223 or 1224 Intro to Programming	3	Stat2450: Introduction to Statistical Analysis	3
GE Launch GENED1201	1	Foundations: Literary, Visual, and Performing Arts	3
Total Credit Hours	16	Total Credit Hours	16

-

Autumn Semester 2 nd Yr		Spring Semester 2 nd Yr	
Theme: Citizenship for a Diverse and Just World	4	CSE2231 Software II	4
BUSADMXXXX: Tech Innovation I	6	GE Natural Science	4
BUSADMXXXX: Tech Innovation II	6	CSE2321: Foundations I	3
		BUSML3XXX: Strategy and Tactics of Software Marketing	3
		Design5505	3
Total Credit Hours	16	Total Credit Hours	17

-

Autumn Semester 3 rd Yr		Spring Semester 3 rd Yr	
BUSMHR320X Organizational Behavior and HR in Technology	3	CSE3901 Project	4
CSE252X AI Foundations	3	BUSFIN3XXX Finance in Technology	3
CSE3430 Computer Systems Overview	4	BUSOBA3XXX Digital Product Management and Innovation	3
BUSML4242 Marketing Research	3	BUSML42XX Software Sales and Go to Market	3
BUSADM2XXX Co-op	1	BUSADM2XXX Co-op	1
Total Credit Hours	14	Total Credit Hours	14

-

Autumn Semester 4 th Yr	Spring Semester 4 th Yr

BUSADM5XXX Capstone	4	Elective	3
Elective	3	Elective	3
GE Race Gender Ethnic Diversity	3	GE Reflection GENED4001	1
Elective	3	Theme Student Choice	4
BUSADM2XXX Co-op	1	Elective	3
Total Credit Hours	14	Total Credit Hours	14

Exhibit E Letters of Support

- Interim Dean Dr. Aravind Chandrasekaran
- Dr. Anish Arora
- Dr. Walter Zinn
- Dr. Fabienne Munch
- Cory Matyas

March 11, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South Suite 400
15 E 15th Ave
Columbus, OH 43201

Dear Vice Provost Smith and Members of the Council on Academic Affairs:

I am writing to express my strong support for the establishment of the proposed Bachelor of Science in Computer Science and Business. This interdisciplinary degree represents an important advancement for our institution and aligns strongly with Fisher College of Business's strategic priorities and longstanding commitment to innovation, experiential learning, and cross-college collaboration.

The integration of computer science with core business competencies is not only timely; it is essential. Today's organizations increasingly rely on leaders who can effectively combine technical expertise with business acumen, guiding data-driven decision-making, digital transformation, and technology-enabled operational excellence. The proposed degree directly addresses this growing demand by building a holistic foundation that enables graduates to navigate both the technical and strategic dimensions of modern enterprises.

The curriculum design thoughtfully balances rigorous engineering coursework with key business foundations across operations, analytics, finance, marketing, and strategy. The integration of work experience and work projects will aid the students in building a durable, dynamic skillset. The degree mirrors the interdisciplinary vision that has driven previous successful collaborations between the College of Engineering and the Fisher College of Business, which have served as national models for integrated education.

We are fully committed to supporting this new degree through access to relevant coursework, experiential learning opportunities, supportive advising structures, industry relationships, and faculty expertise. We will partner closely with the College of Engineering and the Center for Software Innovation to deliver a deeply integrated and world-class student experience. Our faculty have long collaborated with engineering colleagues through centers, corporate partnerships, and are eager to contribute to the launch and growth of this important academic offering.

We believe the B.S. in Computer Science and Business will attract ambitious students, strengthen The Ohio State's leadership at the intersection of technology and business, and further enhance the university's contributions to the region's rapidly expanding innovation ecosystem. The Fisher College of Business is proud to endorse this proposal and looks forward to serving as the college that will confer the degree.

Thank you for your consideration of this important initiative.

Sincerely,

A handwritten signature in black ink, reading "Aravind Chandrasekaran". The signature is written in a cursive, flowing style.

Aravind Chandrasekaran
Interim Dean
John W. Berry, Sr. Chair in Business



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Department of Computer Science and Engineering
395 Dreese Lab
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March 11, 2026

Attn: Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South Suite 400
15 E. 15th Ave
Columbus, OH 43201

Dear Vice Provost Smith and Members of the Council on Academic Affairs:

I am writing to express my strong support for the proposal to establish a new Bachelor of Science in Computer Science and Business at The Ohio State University. As Chair of the Department of Computer Science and Engineering, I believe this degree represents a timely and strategically important addition to our academic offerings, one that responds directly to the evolving needs of industry. Further it will serve as a leading example of interdisciplinary education and collaboration as well as a model for how the influence of computing spans across industries.

The intersection of computer science with business strategy, operations, and innovation has become a defining characteristic of the needs of the evolving workforce. Increasingly, it is imperative in the workforce for those building and inside companies, particularly technology centric organizations, to know both how the product is built as well as how the business is run. This new degree is specifically designed to address these needs.

Through a thoughtfully built blended core across business and computer science, students will emerge with the ability not only to build digital products and systems, but also to understand their business context, evaluate tradeoffs, and lead interdisciplinary teams. The program will incorporate types of experiential and industry-engaged learning opportunities that our department and college have long supported.

We are especially excited to support the innovative part-time concurrent co-op model. The model allows us to intentionally blend skill building and work experience into an integrated learning journey while still supporting a target of students graduating within four years.

The degree builds upon existing collaborations between the College of Engineering and the Fisher College of Business, including interdisciplinary centers and industry partnerships that have already demonstrated success. Our faculty are eager to help support this program through course offerings, mentorship, experiential learning, and capstone design opportunities. We are confident that the program will attract highly motivated students and position them for impactful careers in Ohio's rapidly expanding innovation ecosystem.

The Department of Computer Science and Engineering fully endorses this proposal and looks forward to working closely with Fisher College of Business to support the successful launch, growth, and long-term sustainability of this undergraduate degree.

Thank you for your consideration.

Sincerely,

Signed by:


6C55350FD3584E3...

Dr. Anish Arora

Chair, Department of Computer Science and Engineering
Distinguished Professor of Computer Science and Engineering
The Ohio State University



FISHER

COLLEGE OF BUSINESS

March 11, 2026

Council on Academic Affairs
Office of Academic Affairs
University Square South Suite 400
15 E. 15th Ave
Columbus, OH 43201

Dear Vice Provost Smith and Members of the Council on Academic Affairs:

I am writing to express my support for the establishment of the proposed Bachelor of Science in Computer Science and Business. As Chair of the Department of Marketing and Logistics, I see clear value in a program that combines technical training with business knowledge, two areas that increasingly intersect in many industries. Organizations today operate in environments shaped by digital systems, automation, and data-enabled decision making. Graduates who understand both technical systems and the organizational contexts in which they operate can contribute effectively to the design, implementation, and management of these systems.

The proposed curriculum integrates foundational computer science with core business competencies, including analytics, consumer insights, and go-to-market considerations. This interdisciplinary structure should help prepare students to work productively across technical and managerial functions.

Our department has participated in the proposal's development and looks forward to continuing to collaborate with the College of Engineering, the Department of Computer Science, and the Center for Software Innovation. We anticipate contributing coursework, mentorship, and experiential learning opportunities that will support the program's implementation.

For these reasons, I support approval of the proposed degree and look forward to its development.

Sincerely,

Walter Zinn

Walter Zinn
Chairperson,
Professor of Logistics

Department of Marketing and Logistics
2100 Neil Avenue, Columbus, OH 43210-1144
Email: zinn.13@osu.edu



College of Arts and Sciences
Department of Design
100 Hayes Hall
108 N. Oval Mall
Columbus, OH 43210
614-292-6746
design.osu.edu

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
15 E. 15th Ave Suite 400
Columbus, OH 43201

March 24, 2026

Dear Vice Provost Smith and Members of the Council on Academic Affairs:

I am writing to express my support for the proposed Bachelor of Science in Computer Science and Business at The Ohio State University. As Chair of the Department of Design, I regularly exchange with industry leaders in search of the creative talents who will shape the innovation agendas of tomorrow. I see first-hand the need for students to succeed in an increasingly interconnected and innovation-driven world and am pleased to support the advancement of this interdisciplinary program.

The intersection of design, technology, and business has become central to the development of meaningful systems, products, and services. At inception of the program, our department looks forward to offering DSN 5505: Information Design as part of a required major coursework in this degree. This course will equip students with the competencies to access, understand, and visualize data to interdisciplinary audiences in support of decision-making. Further, the Department of Design looks forward to deepening the collaboration on this degree: user-centered approaches, co-design, and problem framing are critical skills to equip future leaders in technology and technology related roles. There are numerous opportunities for expanded collaboration, including courses, capstone projects, project-based learning, co-taught experiences, and more.

The Department of Design supports the launch of this program and will welcome continued exploration on how design courses can have an even more integrated role in this important initiative.

Sincerely,

Dr. Fabienne Munch
Chair, Department of Design
The Ohio State University

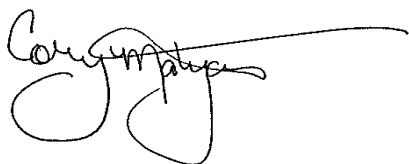


To: Randy Smith, Vice Provost for Academic Programs, Office of Academic Affairs
From: Cory Matyas, Assistant Dean for Curriculum and Assessment
Date: March 25, 2026
Re: Engineering Support for BS in Computer Science and Business

On behalf of the College of Engineering, I write to express our support for the proposal to establish the Bachelor of Science in Computer Science and Business, to be conferred by the Fisher College of Business.

The Engineering College Committee on Academic Affairs reviewed the proposal at its March 25, 2026 meeting. Committee members raised no concerns with the academic structure, interdisciplinary design, or implementation plan. Members were appreciative of the thoughtful collaboration between colleges and viewed the program as a strong addition to Ohio State's undergraduate portfolio.

The College of Engineering fully endorses this endeavor. The proposal reflects a clear and growing need for graduates prepared to work at the intersection of computing, product development, and business strategy. The integrated curriculum, experiential components, and concurrent co-op model align well with our college's commitment to rigorous, practice-oriented engineering education. We look forward to continued partnership with Fisher and the Center for Software Innovation in delivering this interdisciplinary program.



From: [Marzette, Russell](#)
To: [Reed, Katie](#)
Subject: FW: Follow Up Questions -Bachelor of Science in Computer Science and Business
Date: Wednesday, April 8, 2026 7:45:26 AM
Attachments: [image001.png](#)
[Follow up questions from CAA v2.pdf](#)
[Attachment 1 Syllabi for Required Courses.pdf](#)

Katie,

This follow information should be added to the package the full committee is reviewing today. The responses deemed to have addressed the subcommittees questions.

Rkm.

To collaborate or dialogue further, schedule time via https://calendly.com/russell_k_marzette_jr



THE OHIO STATE UNIVERSITY

Mr. Russell K. Marzette Jr., M.S.

Assistant Professor of Practice

College of Engineering

Department of Mechanical and Aerospace Engineering

Scott Laboratory, 201 W. 19th Ave, Columbus, OH 43210

(614) 688-2919 Office / (614) 398-1405 Mobile

marzette.1@osu.edu mae.osu.edu

From: Agrawal, Shereen <agrawal.313@osu.edu>

Sent: Monday, April 6, 2026 3:18 PM

To: Marzette, Russell <marzette.1@osu.edu>; Dotson, Jeff <dotson.83@osu.edu>; Machiraju, Raghu <machiraju.1@osu.edu>; Morris, Jeremy <morris.343@osu.edu>; Croxton, Keely <croxton.4@osu.edu>

Cc: Hooker, Neal <hooker.27@osu.edu>

Subject: Re: Follow Up Questions -Bachelor of Science in Computer Science and Business

Hi Russell and Neal,

Please see attached for 1) responses to your questions and 2) an attachment of the syllabi for the required courses. Please let us know if you need anything else at all!

Russell, I look forward to speaking with you shortly!

Shereen

Shereen Agrawal

The Ohio State University

Executive Director, Center for Software Innovation
Associate Vice President, Student Innovation and Entrepreneurship

Assisted by Angela Adams | adams.2745@osu.edu

From: Agrawal, Shereen <agrawal.313@osu.edu>

Date: Sunday, April 5, 2026 at 11:00 AM

To: Marzette, Russell <marzette.1@osu.edu>, Dotson, Jeff <dotson.83@osu.edu>, Machiraju, Raghu <machiraju.1@osu.edu>, Morris, Jeremy <morris.343@osu.edu>, Croxton, Keely <croxton.4@osu.edu>

Cc: Hooker, Neal <hooker.27@osu.edu>

Subject: Re: Follow Up Questions -Bachelor of Science in Computer Science and Business

+ Jeff, Raghu, Jeremy, and Keely

Hi Russell,

Thank you for your review of our proposal and your questions! We will get written answers to you asap- working on it now. I will also put time on our calendars to discuss.

Shereen

Shereen Agrawal

The Ohio State University

Executive Director, Center for Software Innovation
Associate Vice President, Student Innovation and Entrepreneurship

Assisted by Angela Adams | adams.2745@osu.edu

From: Marzette, Russell <marzette.1@osu.edu>

Date: Saturday, April 4, 2026 at 8:17 PM

To: Agrawal, Shereen <agrawal.313@osu.edu>

Cc: Hooker, Neal <hooker.27@osu.edu>

Subject: Follow Up Questions -Bachelor of Science in Computer Science and Business

Shereen,

Subcommittee C of CAA has received and reviewed your team's proposal for the Bachelor of Science in Computer Science and Business.

We have a few follow up questions we would like to discuss prior to full CAA review.

1. It is always difficult to align credit hours with number of physical internship hours. With that in mind, how will 1-3 hours of part-time work be determined?
2. Can you please provide a more detailed description of the courses, their objectives, and intended outcomes, and tie this into the overall program?
3. What is the overall impact (if any) to other programs within the colleges?
4. What is the expected effort to ensure that all students can obtain a co-op long term?

Is the additional staffing adequate? Are any additional resources needed long term?

5. Can you speak more to accreditation.

What steps were taken to fully align the program with AACSB?

For clarity can talk through the choice to opt for AACSB vs. ABET accreditation for the degree?

Was this just based upon the college home choice?

They can be answered verbally in a short meeting if you like or by written response.

If you desire a quick meeting, please use the link below to schedule some time.

To collaborate or dialogue further, schedule time via https://calendly.com/russell_k_marzette_jr



THE OHIO STATE UNIVERSITY

Mr. Russell K. Marzette Jr., M.S.

Assistant Professor of Practice

College of Engineering

Department of Mechanical and Aerospace Engineering

Scott Laboratory, 201 W. 19th Ave, Columbus, OH 43210

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marzette.1@osu.edu mae.osu.edu

[1. It is always difficult to align credit hours with number of physical internship hours. With that in mind, how will 1-3 hours of part-time work be determined?](#)

[2. Can you please provide a more detailed description of the courses, their objectives, and intended outcomes, and tie this into the overall program?](#)

[3. What is the overall impact \(if any\) to other programs within the colleges?](#)

[4. What is the expected effort to ensure that all students can obtain a co-op long term?](#)

[Is the additional staffing adequate? Are any additional resources needed long term?](#)

[Exhibit 1: Course descriptions, objectives, intended outcomes, and tie it to the overall program](#)

[Attachment 1: Syllabi for major core and specialization required courses](#)

- 1. It is always difficult to align credit hours with the number of physical internship hours. With that in mind, how will 1-3 credit hours of part-time work be determined?**

We plan for 1 credit hour to be equivalent to 10 hours of work per week. When the degree proposal is sent to ODHE, we will verify that these numbers and calculations are allowable under ODHE as well, and that they match past documentation and guidance.

- 2. Can you please provide a more detailed description of the courses, their objectives, and intended outcomes, and tie this into the overall program?**

Yes! Putting that at the end of this document.

- 3. What is the overall impact (if any) on other programs within the colleges?**

This program is intended to contribute to Ohio State's further competitiveness in being able to attract strong students who are interested in working in technology companies in strategic roles such as product management. Therefore, the proposed B.S. in Computer Science and Business is expected to have a net positive and complementary impact on existing programs across the Fisher College of Business, the College of Engineering, and related units, rather than a disruptive or resource-dilutive effect. We expect that this program will aid in Ohio State getting more of the students who might otherwise choose a program such as Berkeley's MET program to choose Ohio State.

Impact on Computer Science and Engineering Programs- We do not anticipate a negative impact on the traditional B.S. in Computer Science or related CSE degree pathways. The proposed degree is intentionally designed for a distinct student profile- students interested in

applied software development and AI in the context of product development, commercialization, and business operations, rather than students seeking deep theoretical or research-oriented computer science preparation.

While some students who might otherwise pursue Computer Science or Computer Information Systems may elect this new major, this shift is expected to be strategic. The program preserves core CSE rigor and draws heavily on existing CSE courses, meaning instructional demand remains aligned with current offerings and staffing models. Importantly, students seeking depth in areas such as advanced algorithms, theory, machine learning research, or doctoral preparation are expected to continue to select the traditional Computer Science major, which remains the most appropriate pathway for those goals.

Over time, this clearer differentiation between programs is expected to reduce misalignment between student interests and degree selection, allowing CSE to more precisely serve both deeply technical students and applied, interdisciplinary “builder” profiles through distinct but complementary pathways via the department’s emerging CS + X model.

Impact on Business Programs- Within the Fisher College of Business, the new degree is expected to expand the college’s portfolio without displacing existing specializations. The B.S. in Computer Science and Business serves a student population seeking substantially deeper technical computing preparation than is typical within traditional business majors, while still grounding that preparation in business fundamentals.

Students currently pursuing business majors supplemented by a computer science minor—or vice versa—are a strong indicator of unmet demand for an integrated, single-degree pathway. By consolidating this pattern into a purpose-built degree, the program improves efficiency for students while reducing the need for excess credit accumulation through double majors or minors.

Impact on Interdisciplinary and Honors Programs- The program is designed to be complementary to existing interdisciplinary offerings, including the Integrated Business and Engineering- Software Innovation (IBE-SI) honors program. IBE-SI remains a highly selective, cohort-based honors experience that allows students to remain fully anchored in either an engineering or business major and accepts 36 incoming students per year due to the honors distinction. In contrast, the proposed degree is non-honors, scalable, and intentionally structured as a single integrated major.

We expect the B.S. in Computer Science and Business to broaden access to interdisciplinary education rather than compete directly with IBE-SI. Enrollment patterns and student demand will be monitored, and if needed, program leaders will coordinate with IBE leadership to ensure ongoing alignment across pathways.

Resource and Enrollment Considerations- Because the program leverages planned faculty hiring and CSI-funded faculty positions, we do not anticipate adverse impacts to course

availability or instructional quality in existing programs. Governance through a joint oversight committee ensures cross-college coordination, proactive enrollment management, and responsiveness to any emerging capacity concerns.

4. What is the expected effort to ensure that all students can obtain a co-op long term?

Is the additional staffing adequate? Are any additional resources needed long term?

We have a few channels and staffing that will be supporting both securing job opportunities for the students as well as ensuring student success in the co-op roles:

- **Dedicated resources:** Currently in the Center for Software Innovation, we have a director of engagement and development who is already starting to source co-op/internships for students and will continue to do this as part of the role responsibilities. We will additionally be hiring:
 - **Corporate partnerships analyst/manager-** This person will be fully dedicated to identifying and securing new co-op opportunities and working closely with the students. If needed, we will use the stated philanthropic funds to support the additional role.
 - **Co-op manager-** We will be hiring a co-op manager who will be focused on ensuring student success and strong experience in the co-op as well as coordination with the faculty to ensure strong learning outcomes.
- **Partnered resources:** Internally, we have strong partnerships with the Corporate and Foundation Engagement team who we have already started working with on bringing these opportunities to corporates.
- **External help:** The [CSI advisory council](#), their network, and other external supporters we will also engage to support finding opportunities.

Because we understand that securing these types of opportunities is an essential component of the program, this upcoming academic year we are building up our capacity and processes for securing paid, part-time work opportunities for students (they are not planned for credit until this new degree program launches). We already have verbal commitments from Honda, Wexner Medical Center, [RWX](#), [OH.io](#), and in process with others on roles for students. In many cases, it is for multiple roles per company.

For general staffing needs, we will continue to evaluate and monitor the staffing needs to deliver on the program experience. As an example, we may require more academic advising support than what is listed. In these cases, we plan to use the philanthropic funds outlined to support these costs.

5. Can you speak more to accreditation?

What steps were taken to fully align the program with AACSB?

For clarity can talk through the choice to opt for AACSB vs. ABET accreditation for the degree?

Was this just based upon the college home choice?

To clarify, this new degree will not seek any specialized accreditation. Overall, it will be under the Higher Learning Commission (HLC).

The Fisher College of Business has AACSB accreditation at the college level and, given that the number of required business courses in the degree is variable depending on the specialization track selected, we will be requesting to AACSB that this program is out of scope.

Regarding ABET, given the intended knowledge, skills, and career outcomes for this degree, in roles such as product management, business analyst, product marketing, software engineer, technical sales, devops, ABET was deemed as not necessary for these post-graduate pathways. The targeted post-graduation roles typically do not require ABET accreditation. However, we will continue to monitor employers and the market and be responsive to changes in need here.

Exhibit 1: Course descriptions, objectives, and intended outcomes, and tie it to the overall program

The overall program is designed to provide the breadth of foundational knowledge to all students for operating effectively within technology organizations, as well as depth through specializations that make them experts in computer science, specifically in software engineering with AI, and go-to-market. This follows a [T-shaped skill set](#) of breadth and depth.

Courses in the major core are below. Overall, this “blended core” was designed by looking at the core foundational computer science and business courses required for most students in those programs. The core design preserves the pedagogy of the design of the CS and business programs but purposefully adds in the real-life example context of situations in technology companies.

Course syllabi for required courses are in the attachment.

Course	Objectives and Learning Outcomes

*BUSADMXXXX- Foundations of Tech Innovation I	Introduces opportunity discovery, customer validation, and business model design through a compressed, project-based format. Teams develop validated problem statements, test solution viability, and produce minimum viable product (MVP) specifications ready for development. This is a new course that is going through course approvals- syllabus in the attachment
Tie-in: This course anchors the program's emphasis on problem discovery and value creation at the intersection of technology and business. It establishes a common language across students with different technical backgrounds and prepares them to translate customer, market, and operational insights into technically feasible product concepts. By emphasizing experimentation, ambiguity, and early validation, the course lays the foundation for subsequent software development, systems, and go-to-market coursework, reinforcing the program's goal of producing graduates who can connect technical decisions to business outcomes.	
*BUSADMXXXX- Foundations of Tech Innovation II	Develops product development and go-to-market execution skills through hands-on MVP construction and growth strategy implementation. Teams launch live products, generate measurable traction, and present investor-ready pitches with commercialization strategies. This is a new course that is going through course approvals- syllabus in the attachment
Tie-In: Building directly on Foundations I, this course advances the program's applied learning model by moving students from validated concepts to execution and launch. The course reinforces systems thinking, cross-functional collaboration, and iterative development—competencies essential for operating within technology organizations. It intentionally bridges technical implementation with commercialization strategy, reinforcing the program's core objective of preparing students to build, assess, and scale technology-enabled products. Students will leave Foundations of Tech Innovation I and II prepared for their co-op and project work	
*BUSFIN3XXX Finance in Emerging Technology	This course has not yet been created, but will largely be based on FIN3120: Foundations of Finance, covering time value of money, financial statements, risk and return, investment valuation, net present value and key management topics while putting these concepts in the context of technology and entrepreneurial situations. The syllabus for FIN3120 is in the attachment, but it will be adjusted as the new course is created.
Tie-in: This course supports the program's goal of developing technology-fluent decision makers by equipping students to evaluate technical and product choices through a financial lens. By contextualizing foundational finance concepts within technology and entrepreneurial	

settings, the course enables students to assess tradeoffs related to investment, risk, scalability, and sustainability. This perspective is essential for students making or influencing product, engineering, and business decisions in technology-driven organizations.	
*BUSML3XXX The Strategy and Tactics of Software Marketing	This course has already been developed as BUSML3245H and will be modified to be a non-honors course. This course provides an overview of the economics and marketing strategies essential for success in the software industry. Students will gain an understanding of the unique economic factors influencing software products, including pricing models, market competition, and the impact of network effects. Syllabus for 3245H is in the attachment.
Tie-in: This course directly connects technical product development to market adoption, positioning, and growth. It strengthens the program's emphasis on understanding how software and digital products create value at scale by exposing students to pricing, network effects, and competitive dynamics unique to technology markets. The course reinforces the integrated nature of the degree by ensuring students can translate technical capabilities into compelling market strategies.	
*BUSOBA3XXX: Digital Product Management and Innovation	This course has already been developed as BUSOBA3243H, but will be modified to be a non-honors course. The course is intended to address foundational operations and product development topics customized to the digital environment. The foundational topics include quality management, capacity planning, inventory management, and constraint/lean management principles. The product development in the digital environment component includes types of digital innovations, collaboration, and supply chain issues in the digital environment, tools for managing the new product development process (e.g., stage gate, agile, and waterfall processes), and prototyping and forecasting best practices. Syllabus for BUSOBA3243H is in the attachment.
Tie-in: This course operationalizes the program's interdisciplinary intent by focusing on how digital products are planned, built, and managed across their lifecycle. Students learn to balance technical constraints, business objectives, and user needs—skills central to roles such as product manager and technical program manager. The course reinforces program outcomes related to product lifecycle management, cross-functional communication, and data-driven decision making.	
DESIGN5505 Information Design	Design principles related to visualizing quantitative information, processes and systems.

Tie-In: Information Design strengthens the program's focus on data-driven communication and decision making by equipping students to translate complex technical and business data into actionable insights. The course reinforces the program's commitment to interdisciplinary fluency, ensuring students can communicate effectively with technical and non-technical stakeholders. This skill set is essential for roles that sit between engineering, business, and leadership.	
CSE2501: Social, Ethical, and Professional Issues in Computing	Social, ethical, and professional issues facing computing professionals; ethical principles; discussion of case studies.
Tie-in: This course grounds the program's technical education in ethical, societal, and professional responsibility. It reinforces the program's emphasis on responsible innovation by ensuring students understand the legal, ethical, and social implications of computing and AI-enabled systems. The course supports program-level outcomes related to critical thinking, accountability, and informed decision making in real-world technology contexts.	
CSE2221 Software I	Intellectual foundations of software engineering; design-by-contract principles; mathematical modeling of software functionality; component-based software from client perspective; layered data representation.
Tie-in: Software I provides the foundational software engineering principles required for students to move from conceptual ideas to functioning systems. Within the program, this course establishes the technical literacy necessary for students to participate meaningfully in product development, collaborate with engineers, and evaluate implementation tradeoffs. It serves as a cornerstone for subsequent systems, AI, and project-based coursework.	
CSE2231: Software II	Data representation using hashing, search trees, and linked data structures; algorithms for sorting; using trees for language processing; component interface design; best practices in Java.
Tie-in: This course deepens students' ability to design and reason about scalable, maintainable software systems. It reinforces the program's goal of producing graduates who not only write code, but understand data structures and algorithms in support of real-world products. The course strengthens analytical thinking and problem-solving capabilities essential to both technical and hybrid technical-business roles.	
CSE2321: Foundations I Discrete Structures	Discrete Structures (existing course)- Propositional and first-order logic; basic proof techniques; graphs, trees; analysis of algorithms; asymptotic analysis; recurrence relations.
Tie-in: Discrete Structures provides the mathematical foundations that underpin algorithmic thinking, system design, and AI concepts used throughout the program. This course reinforces the rigor of the computer science component while supporting students' ability to	

analyze complex systems and reason formally about computation—competencies essential for software engineering and AI-enabled decision making.	
CSE3430 Overview of Computer Systems for Non-Majors	Introduction to computer architecture and organization at machine and assembly level; pointers and addressing using C programming; introduction to operating system concepts: process, memory management, file system and storage, and multi-threaded programming.
Tie-in: This course ensures students understand how software interacts with hardware, operating systems, and networks—knowledge critical for informed product and system decisions. The course reinforces the program’s applied orientation by enabling students to evaluate performance, scalability, and resource tradeoffs common in technology environments.	
*CSE252X AI Foundations	Foundational AI ideas, including machine learning and neural networks.
Tie-In: AI Foundations aligns directly with the program’s emphasis on AI fluency and modern computing practices. The course equips students with the conceptual tools to understand, evaluate, and apply AI technologies responsibly in both technical and business contexts. It supports program outcomes related to innovation, ethical reasoning, and informed use of emerging technologies.	
CSE3901 Project: Design, Development, and Documentation of Web Applications (Full Stack)	Intensive group project involving design, development, and documentation of a web application; client-side and server-side scripting; communication skills emphasized; builds programming maturity.
Tie-In: This intensive project course operationalizes the program’s experiential learning philosophy by requiring students to design, build, and document a full-stack web application. It reinforces interdisciplinary collaboration, communication, and applied problem-solving while preparing students for the capstone and co-op experiences.	
CSE591X/BUSADM5XXX Capstone	Capstone design project: application of software engineering techniques, methodologies and technologies in software lifecycle activities using enterprise software frameworks; teamwork, written and oral communication.
Tie-in: The capstone serves as the culminating integrative experience for the program, bringing together students from both specializations to solve real-world, industry-relevant problems. Co-taught across business and computer science, the course reinforces all program-level learning outcomes, emphasizing interdisciplinary collaboration, applied innovation, and professional communication.	

Computer Science specialization required courses

The courses for the computer science specialization were selected to provide the knowledge, skills, and competencies needed for someone interested in software engineering for AI systems.

CSE2XXX/BUSADM2XXX: Co-op or project course	Provides students with a supervised, structured opportunity to apply computer science and business concepts in a professional setting related to technology development, product engineering, or AI-enabled systems. Students will integrate classroom learning with workplace practice, develop professional communication and project management skills, and demonstrate reflective learning through documentation connecting academic concepts to real-world application.
Tie-In: The co-op experience reinforces the program's commitment to applied learning by integrating professional work directly into the curriculum. Students apply technical and business concepts in real organizational contexts, strengthening the link between classroom learning and industry practice.	
Math25XX: Linear Algebra	Introduces students to linear algebra concepts foundational to modern computing, including vectors, matrices, linear transformations, and systems of equations. Students will develop the mathematical reasoning necessary to understand and apply concepts in artificial intelligence, machine learning, data analysis, and computer graphics, strengthening their ability to engage with technically rigorous computing topics.
Tie-in: Linear Algebra provides essential mathematical foundations for AI, machine learning, and advanced computing topics emphasized in the Computer Science specialization. This course supports the program's emphasis on technical rigor while enabling students to engage meaningfully with AI-enabled systems.	
CSE3231: Software Engineering Techniques	Focuses on advanced software engineering practices used in the design and development of large, maintainable software systems. Students will learn modern development methodologies, design patterns, testing strategies, and team-based engineering practices. Emphasis is placed on requirements traceability, system quality, and collaboration within multidisciplinary teams.

Tie-in: This course advances students' ability to design, implement, and manage complex software systems using modern development methodologies. It directly supports program outcomes related to product development lifecycle management and prepares students for technical and technology leadership roles.	
CSE3241: Introduction to Database Systems	Introduces principles of database system design and implementation, including data modeling, relational databases, query languages, normalization, transaction processing, and data integrity. Students will gain hands-on experience designing and interacting with data-driven systems that underpin modern software applications and digital products.
Tie-in: Database Systems equips students to design and manage data-driven applications central to modern digital products. The course reinforces the program's focus on scalable systems and data-informed decision-making.	
CSE3232: Requirements Analysis	Develops students' ability to elicit, analyze, document, and manage system and product requirements. Students will learn techniques for translating user, business, and technical needs into clear, testable specifications, with an emphasis on communication across technical and non-technical stakeholders. The course prepares students to reduce ambiguity and risk in software and system development.
Tie-in- This course strengthens students' ability to translate business, user, and system needs into actionable technical requirements. It reinforces the program's core objective of bridging technical and non-technical perspectives in product development.	

Go to Market specialization required courses

The courses for the Go to Market specialization were selected specifically to advance knowledge, skills, and competencies in how businesses understand how technology products, with some emphasis on software and digital, are monetized and positioned.

CSE2XXX/BUSADM2XXX: Co-op or project course	Provides students with applied experience in market-facing, revenue-driven, or operations-oriented technology roles. Students will apply business, analytical, and technical concepts in professional contexts such as product marketing, technical sales, revenue operations, or

	customer discovery, while developing professional skills, reflective practice, and career readiness.
Tie-In: For GTM students, the co-op emphasizes applied learning in market-facing, revenue-generating, or operations-oriented roles. It reinforces the program's emphasis on experiential learning and professional readiness.	
BUSADM4202: Marketing Research	Equips students with tools and methods for designing, executing, and analyzing marketing research studies. Students will learn qualitative and quantitative research techniques, including survey design, data collection, and insight synthesis, with an emphasis on supporting strategic decision-making for technology and innovation-driven products.
Tie-in: This course develops students' ability to generate and interpret customer and market insights, reinforcing the program's emphasis on data-driven decision making and evidence-based strategy for technology products.	
*BUSMHR320X	Introduces foundational concepts in organizational behavior, teamwork, leadership, and human resource management. Students will examine how individual behavior, group dynamics, and organizational systems influence performance, with particular attention to collaboration and leadership within technology-enabled and innovation-driven organizations.
Tie-in: This course reinforces the program's focus on cross-functional teamwork and organizational effectiveness within technology environments, preparing students to lead and collaborate in complex, interdisciplinary settings.	
*BUSML42XX Software Sales and Go to Market	Explores the strategies and execution models used to commercialize software and digital products. Students will learn how technology products are positioned, sold, and scaled, including customer segmentation, value-based selling, sales processes, revenue models, and alignment between product, sales, and marketing teams. Emphasis is placed on practical application in technology markets.
Tie-in: This course directly supports the program's commercialization and growth objectives by preparing students to design and execute go-to-market strategies for technology products. It reinforces the applied, industry-relevant orientation of the GTM specialization.	

Attachment 1: Syllabi for major core and specialization required courses

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- **[not included] BUSMLXX Software Sales Go to Market**- this course description has not been developed yet

[1. It is always difficult to align credit hours with number of physical internship hours. With that in mind, how will 1-3 hours of part-time work be determined?](#)

[2. Can you please provide a more detailed description of the courses, their objectives, and intended outcomes, and tie this into the overall program?](#)

[3. What is the overall impact \(if any\) to other programs within the colleges?](#)

[4. What is the expected effort to ensure that all students can obtain a co-op long term?](#)

[Is the additional staffing adequate? Are any additional resources needed long term?](#)

[Exhibit 1: Course descriptions, objectives, intended outcomes, and tie it to the overall program](#)

[Attachment 1: Syllabi for major core and specialization required courses](#)

- 1. It is always difficult to align credit hours with the number of physical internship hours. With that in mind, how will 1-3 credit hours of part-time work be determined?**

We plan for 1 credit hour to be equivalent to 10 hours of work per week. When the degree proposal is sent to ODHE, we will verify that these numbers and calculations are allowable under ODHE as well, and that they match past documentation and guidance.

- 2. Can you please provide a more detailed description of the courses, their objectives, and intended outcomes, and tie this into the overall program?**

Yes! Putting that at the end of this document.

- 3. What is the overall impact (if any) on other programs within the colleges?**

This program is intended to contribute to Ohio State's further competitiveness in being able to attract strong students who are interested in working in technology companies in strategic roles such as product management. Therefore, the proposed B.S. in Computer Science and Business is expected to have a net positive and complementary impact on existing programs across the Fisher College of Business, the College of Engineering, and related units, rather than a disruptive or resource-dilutive effect. We expect that this program will aid in Ohio State getting more of the students who might otherwise choose a program such as Berkeley's MET program to choose Ohio State.

Impact on Computer Science and Engineering Programs- We do not anticipate a negative impact on the traditional B.S. in Computer Science or related CSE degree pathways. The proposed degree is intentionally designed for a distinct student profile- students interested in

applied software development and AI in the context of product development, commercialization, and business operations, rather than students seeking deep theoretical or research-oriented computer science preparation.

While some students who might otherwise pursue Computer Science or Computer Information Systems may elect this new major, this shift is expected to be strategic. The program preserves core CSE rigor and draws heavily on existing CSE courses, meaning instructional demand remains aligned with current offerings and staffing models. Importantly, students seeking depth in areas such as advanced algorithms, theory, machine learning research, or doctoral preparation are expected to continue to select the traditional Computer Science major, which remains the most appropriate pathway for those goals.

Over time, this clearer differentiation between programs is expected to reduce misalignment between student interests and degree selection, allowing CSE to more precisely serve both deeply technical students and applied, interdisciplinary “builder” profiles through distinct but complementary pathways via the department’s emerging CS + X model.

Impact on Business Programs- Within the Fisher College of Business, the new degree is expected to expand the college’s portfolio without displacing existing specializations. The B.S. in Computer Science and Business serves a student population seeking substantially deeper technical computing preparation than is typical within traditional business majors, while still grounding that preparation in business fundamentals.

Students currently pursuing business majors supplemented by a computer science minor—or vice versa—are a strong indicator of unmet demand for an integrated, single-degree pathway. By consolidating this pattern into a purpose-built degree, the program improves efficiency for students while reducing the need for excess credit accumulation through double majors or minors.

Impact on Interdisciplinary and Honors Programs- The program is designed to be complementary to existing interdisciplinary offerings, including the Integrated Business and Engineering- Software Innovation (IBE-SI) honors program. IBE-SI remains a highly selective, cohort-based honors experience that allows students to remain fully anchored in either an engineering or business major and accepts 36 incoming students per year due to the honors distinction. In contrast, the proposed degree is non-honors, scalable, and intentionally structured as a single integrated major.

We expect the B.S. in Computer Science and Business to broaden access to interdisciplinary education rather than compete directly with IBE-SI. Enrollment patterns and student demand will be monitored, and if needed, program leaders will coordinate with IBE leadership to ensure ongoing alignment across pathways.

Resource and Enrollment Considerations- Because the program leverages planned faculty hiring and CSI-funded faculty positions, we do not anticipate adverse impacts to course

availability or instructional quality in existing programs. Governance through a joint oversight committee ensures cross-college coordination, proactive enrollment management, and responsiveness to any emerging capacity concerns.

4. What is the expected effort to ensure that all students can obtain a co-op long term?

Is the additional staffing adequate? Are any additional resources needed long term?

We have a few channels and staffing that will be supporting both securing job opportunities for the students as well as ensuring student success in the co-op roles:

- **Dedicated resources:** Currently in the Center for Software Innovation, we have a director of engagement and development who is already starting to source co-op/internships for students and will continue to do this as part of the role responsibilities. We will additionally be hiring:
 - **Corporate partnerships analyst/manager-** This person will be fully dedicated to identifying and securing new co-op opportunities and working closely with the students. If needed, we will use the stated philanthropic funds to support the additional role.
 - **Co-op manager-** We will be hiring a co-op manager who will be focused on ensuring student success and strong experience in the co-op as well as coordination with the faculty to ensure strong learning outcomes.
- **Partnered resources:** Internally, we have strong partnerships with the Corporate and Foundation Engagement team who we have already started working with on bringing these opportunities to corporates.
- **External help:** The [CSI advisory council](#), their network, and other external supporters we will also engage to support finding opportunities.

Because we understand that securing these types of opportunities is an essential component of the program, this upcoming academic year we are building up our capacity and processes for securing paid, part-time work opportunities for students (they are not planned for credit until this new degree program launches). We already have verbal commitments from Honda, Wexner Medical Center, [RWX](#), [OH.io](#), and in process with others on roles for students. In many cases, it is for multiple roles per company.

For general staffing needs, we will continue to evaluate and monitor the staffing needs to deliver on the program experience. As an example, we may require more academic advising support than what is listed. In these cases, we plan to use the philanthropic funds outlined to support these costs.

5. Can you speak more to accreditation?

What steps were taken to fully align the program with AACSB?

For clarity can talk through the choice to opt for AACSB vs. ABET accreditation for the degree?

Was this just based upon the college home choice?

To clarify, this new degree will not seek any specialized accreditation. Overall, it will be under the Higher Learning Commission (HLC).

The Fisher College of Business has AACSB accreditation at the college level and, given that the number of required business courses in the degree is variable depending on the specialization track selected, we will be requesting to AACSB that this program is out of scope.

Regarding ABET, given the intended knowledge, skills, and career outcomes for this degree, in roles such as product management, business analyst, product marketing, software engineer, technical sales, devops, ABET was deemed as not necessary for these post-graduate pathways. The targeted post-graduation roles typically do not require ABET accreditation. However, we will continue to monitor employers and the market and be responsive to changes in need here.

Exhibit 1: Course descriptions, objectives, and intended outcomes, and tie it to the overall program

The overall program is designed to provide the breadth of foundational knowledge to all students for operating effectively within technology organizations, as well as depth through specializations that make them experts in computer science, specifically in software engineering with AI, and go-to-market. This follows a [T-shaped skill set](#) of breadth and depth.

Courses in the major core are below. Overall, this “blended core” was designed by looking at the core foundational computer science and business courses required for most students in those programs. The core design preserves the pedagogy of the design of the CS and business programs but purposefully adds in the real-life example context of situations in technology companies.

Course syllabi for required courses are in the attachment.

Course	Objectives and Learning Outcomes

*BUSADMXXXX- Foundations of Tech Innovation I	Introduces opportunity discovery, customer validation, and business model design through a compressed, project-based format. Teams develop validated problem statements, test solution viability, and produce minimum viable product (MVP) specifications ready for development. This is a new course that is going through course approvals- syllabus in the attachment
Tie-in: This course anchors the program's emphasis on problem discovery and value creation at the intersection of technology and business. It establishes a common language across students with different technical backgrounds and prepares them to translate customer, market, and operational insights into technically feasible product concepts. By emphasizing experimentation, ambiguity, and early validation, the course lays the foundation for subsequent software development, systems, and go-to-market coursework, reinforcing the program's goal of producing graduates who can connect technical decisions to business outcomes.	
*BUSADMXXXX- Foundations of Tech Innovation II	Develops product development and go-to-market execution skills through hands-on MVP construction and growth strategy implementation. Teams launch live products, generate measurable traction, and present investor-ready pitches with commercialization strategies. This is a new course that is going through course approvals- syllabus in the attachment
Tie-In: Building directly on Foundations I, this course advances the program's applied learning model by moving students from validated concepts to execution and launch. The course reinforces systems thinking, cross-functional collaboration, and iterative development—competencies essential for operating within technology organizations. It intentionally bridges technical implementation with commercialization strategy, reinforcing the program's core objective of preparing students to build, assess, and scale technology-enabled products. Students will leave Foundations of Tech Innovation I and II prepared for their co-op and project work	
*BUSFIN3XXX Finance in Emerging Technology	This course has not yet been created, but will largely be based on FIN3120: Foundations of Finance, covering time value of money, financial statements, risk and return, investment valuation, net present value and key management topics while putting these concepts in the context of technology and entrepreneurial situations. The syllabus for FIN3120 is in the attachment, but it will be adjusted as the new course is created.
Tie-in: This course supports the program's goal of developing technology-fluent decision makers by equipping students to evaluate technical and product choices through a financial lens. By contextualizing foundational finance concepts within technology and entrepreneurial	

settings, the course enables students to assess tradeoffs related to investment, risk, scalability, and sustainability. This perspective is essential for students making or influencing product, engineering, and business decisions in technology-driven organizations.	
*BUSML3XXX The Strategy and Tactics of Software Marketing	This course has already been developed as BUSML3245H and will be modified to be a non-honors course. This course provides an overview of the economics and marketing strategies essential for success in the software industry. Students will gain an understanding of the unique economic factors influencing software products, including pricing models, market competition, and the impact of network effects. Syllabus for 3245H is in the attachment.
Tie-in: This course directly connects technical product development to market adoption, positioning, and growth. It strengthens the program's emphasis on understanding how software and digital products create value at scale by exposing students to pricing, network effects, and competitive dynamics unique to technology markets. The course reinforces the integrated nature of the degree by ensuring students can translate technical capabilities into compelling market strategies.	
*BUSOBA3XXX: Digital Product Management and Innovation	This course has already been developed as BUSOBA3243H, but will be modified to be a non-honors course. The course is intended to address foundational operations and product development topics customized to the digital environment. The foundational topics include quality management, capacity planning, inventory management, and constraint/lean management principles. The product development in the digital environment component includes types of digital innovations, collaboration, and supply chain issues in the digital environment, tools for managing the new product development process (e.g., stage gate, agile, and waterfall processes), and prototyping and forecasting best practices. Syllabus for BUSOBA3243H is in the attachment.
Tie-in: This course operationalizes the program's interdisciplinary intent by focusing on how digital products are planned, built, and managed across their lifecycle. Students learn to balance technical constraints, business objectives, and user needs—skills central to roles such as product manager and technical program manager. The course reinforces program outcomes related to product lifecycle management, cross-functional communication, and data-driven decision making.	
DESIGN5505 Information Design	Design principles related to visualizing quantitative information, processes and systems.

Tie-In: Information Design strengthens the program's focus on data-driven communication and decision making by equipping students to translate complex technical and business data into actionable insights. The course reinforces the program's commitment to interdisciplinary fluency, ensuring students can communicate effectively with technical and non-technical stakeholders. This skill set is essential for roles that sit between engineering, business, and leadership.	
CSE2501: Social, Ethical, and Professional Issues in Computing	Social, ethical, and professional issues facing computing professionals; ethical principles; discussion of case studies.
Tie-in: This course grounds the program's technical education in ethical, societal, and professional responsibility. It reinforces the program's emphasis on responsible innovation by ensuring students understand the legal, ethical, and social implications of computing and AI-enabled systems. The course supports program-level outcomes related to critical thinking, accountability, and informed decision making in real-world technology contexts.	
CSE2221 Software I	Intellectual foundations of software engineering; design-by-contract principles; mathematical modeling of software functionality; component-based software from client perspective; layered data representation.
Tie-in: Software I provides the foundational software engineering principles required for students to move from conceptual ideas to functioning systems. Within the program, this course establishes the technical literacy necessary for students to participate meaningfully in product development, collaborate with engineers, and evaluate implementation tradeoffs. It serves as a cornerstone for subsequent systems, AI, and project-based coursework.	
CSE2231: Software II	Data representation using hashing, search trees, and linked data structures; algorithms for sorting; using trees for language processing; component interface design; best practices in Java.
Tie-in: This course deepens students' ability to design and reason about scalable, maintainable software systems. It reinforces the program's goal of producing graduates who not only write code, but understand data structures and algorithms in support of real-world products. The course strengthens analytical thinking and problem-solving capabilities essential to both technical and hybrid technical-business roles.	
CSE2321: Foundations I Discrete Structures	Discrete Structures (existing course)- Propositional and first-order logic; basic proof techniques; graphs, trees; analysis of algorithms; asymptotic analysis; recurrence relations.
Tie-in: Discrete Structures provides the mathematical foundations that underpin algorithmic thinking, system design, and AI concepts used throughout the program. This course reinforces the rigor of the computer science component while supporting students' ability to	

analyze complex systems and reason formally about computation—competencies essential for software engineering and AI-enabled decision making.	
CSE3430 Overview of Computer Systems for Non-Majors	Introduction to computer architecture and organization at machine and assembly level; pointers and addressing using C programming; introduction to operating system concepts: process, memory management, file system and storage, and multi-threaded programming.
Tie-in: This course ensures students understand how software interacts with hardware, operating systems, and networks—knowledge critical for informed product and system decisions. The course reinforces the program’s applied orientation by enabling students to evaluate performance, scalability, and resource tradeoffs common in technology environments.	
*CSE252X AI Foundations	Foundational AI ideas, including machine learning and neural networks.
Tie-In: AI Foundations aligns directly with the program’s emphasis on AI fluency and modern computing practices. The course equips students with the conceptual tools to understand, evaluate, and apply AI technologies responsibly in both technical and business contexts. It supports program outcomes related to innovation, ethical reasoning, and informed use of emerging technologies.	
CSE3901 Project: Design, Development, and Documentation of Web Applications (Full Stack)	Intensive group project involving design, development, and documentation of a web application; client-side and server-side scripting; communication skills emphasized; builds programming maturity.
Tie-In: This intensive project course operationalizes the program’s experiential learning philosophy by requiring students to design, build, and document a full-stack web application. It reinforces interdisciplinary collaboration, communication, and applied problem-solving while preparing students for the capstone and co-op experiences.	
CSE591X/BUSADM5XXX Capstone	Capstone design project: application of software engineering techniques, methodologies and technologies in software lifecycle activities using enterprise software frameworks; teamwork, written and oral communication.
Tie-in: The capstone serves as the culminating integrative experience for the program, bringing together students from both specializations to solve real-world, industry-relevant problems. Co-taught across business and computer science, the course reinforces all program-level learning outcomes, emphasizing interdisciplinary collaboration, applied innovation, and professional communication.	

Computer Science specialization required courses

The courses for the computer science specialization were selected to provide the knowledge, skills, and competencies needed for someone interested in software engineering for AI systems.

CSE2XXX/BUSADM2XXX: Co-op or project course	Provides students with a supervised, structured opportunity to apply computer science and business concepts in a professional setting related to technology development, product engineering, or AI-enabled systems. Students will integrate classroom learning with workplace practice, develop professional communication and project management skills, and demonstrate reflective learning through documentation connecting academic concepts to real-world application.
Tie-In: The co-op experience reinforces the program's commitment to applied learning by integrating professional work directly into the curriculum. Students apply technical and business concepts in real organizational contexts, strengthening the link between classroom learning and industry practice.	
Math25XX: Linear Algebra	Introduces students to linear algebra concepts foundational to modern computing, including vectors, matrices, linear transformations, and systems of equations. Students will develop the mathematical reasoning necessary to understand and apply concepts in artificial intelligence, machine learning, data analysis, and computer graphics, strengthening their ability to engage with technically rigorous computing topics.
Tie-in: Linear Algebra provides essential mathematical foundations for AI, machine learning, and advanced computing topics emphasized in the Computer Science specialization. This course supports the program's emphasis on technical rigor while enabling students to engage meaningfully with AI-enabled systems.	
CSE3231: Software Engineering Techniques	Focuses on advanced software engineering practices used in the design and development of large, maintainable software systems. Students will learn modern development methodologies, design patterns, testing strategies, and team-based engineering practices. Emphasis is placed on requirements traceability, system quality, and collaboration within multidisciplinary teams.

Tie-in: This course advances students' ability to design, implement, and manage complex software systems using modern development methodologies. It directly supports program outcomes related to product development lifecycle management and prepares students for technical and technology leadership roles.	
CSE3241: Introduction to Database Systems	Introduces principles of database system design and implementation, including data modeling, relational databases, query languages, normalization, transaction processing, and data integrity. Students will gain hands-on experience designing and interacting with data-driven systems that underpin modern software applications and digital products.
Tie-in: Database Systems equips students to design and manage data-driven applications central to modern digital products. The course reinforces the program's focus on scalable systems and data-informed decision-making.	
CSE3232: Requirements Analysis	Develops students' ability to elicit, analyze, document, and manage system and product requirements. Students will learn techniques for translating user, business, and technical needs into clear, testable specifications, with an emphasis on communication across technical and non-technical stakeholders. The course prepares students to reduce ambiguity and risk in software and system development.
Tie-in- This course strengthens students' ability to translate business, user, and system needs into actionable technical requirements. It reinforces the program's core objective of bridging technical and non-technical perspectives in product development.	

Go to Market specialization required courses

The courses for the Go to Market specialization were selected specifically to advance knowledge, skills, and competencies in how businesses understand how technology products, with some emphasis on software and digital, are monetized and positioned.

CSE2XXX/BUSADM2XXX: Co-op or project course	Provides students with applied experience in market-facing, revenue-driven, or operations-oriented technology roles. Students will apply business, analytical, and technical concepts in professional contexts such as product marketing, technical sales, revenue operations, or

	customer discovery, while developing professional skills, reflective practice, and career readiness.
Tie-In: For GTM students, the co-op emphasizes applied learning in market-facing, revenue-generating, or operations-oriented roles. It reinforces the program's emphasis on experiential learning and professional readiness.	
BUSADM4202: Marketing Research	Equips students with tools and methods for designing, executing, and analyzing marketing research studies. Students will learn qualitative and quantitative research techniques, including survey design, data collection, and insight synthesis, with an emphasis on supporting strategic decision-making for technology and innovation-driven products.
Tie-in: This course develops students' ability to generate and interpret customer and market insights, reinforcing the program's emphasis on data-driven decision making and evidence-based strategy for technology products.	
*BUSMHR320X	Introduces foundational concepts in organizational behavior, teamwork, leadership, and human resource management. Students will examine how individual behavior, group dynamics, and organizational systems influence performance, with particular attention to collaboration and leadership within technology-enabled and innovation-driven organizations.
Tie-in: This course reinforces the program's focus on cross-functional teamwork and organizational effectiveness within technology environments, preparing students to lead and collaborate in complex, interdisciplinary settings.	
*BUSML42XX Software Sales and Go to Market	Explores the strategies and execution models used to commercialize software and digital products. Students will learn how technology products are positioned, sold, and scaled, including customer segmentation, value-based selling, sales processes, revenue models, and alignment between product, sales, and marketing teams. Emphasis is placed on practical application in technology markets.
Tie-in: This course directly supports the program's commercialization and growth objectives by preparing students to design and execute go-to-market strategies for technology products. It reinforces the applied, industry-relevant orientation of the GTM specialization.	

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From: [Agrawal, Shereen](#)
To: [Reed, Katie](#); [Smith, Randy](#)
Cc: [Croxtan, Keely](#); [Matyas, Cory](#); [Tomasko, David](#); [Machiraju, Raghu](#); [Dotson, Jeff](#); [Morris, Jeremy](#)
Subject: [For CAA Review] Proposal for B.S in Computer Science and Business
Date: Wednesday, March 25, 2026 11:54:33 AM
Attachments: [CAA Proposal for Bachelor of Science in Computer Science and Business.pdf](#)

Hi Randy and Katie,

We are excited to share with you the proposal to establish a Bachelor of Science in Computer Science and Business, presented by the Fisher College of Business, College of Engineering, and the Center for Software Innovation, conferred by the Fisher College of Business. Please see attached for our proposal.

The proposal was reviewed by the College of Engineering CCAA (College Committee on Academic Affairs) at the March 25, 2026 meeting and a letter of support (in the attachment) followed that meeting. The proposal was reviewed and approved at the Fisher College of Business undergraduate programs committee on March 23, 2026.

We look forward to attending the April 8 CAA meeting. Thank you very much and please let us know if there are any questions or anything else we can provide or answer.

Thanks,

Shereen

APPROVAL TO ESTABLISH ACADEMIC PROGRAMS

INTEGRATED ARTS AND SCIENCES MAJOR
ASSISTIVE TECHNOLOGY AND ACCESSIBILITY MAJOR
SUPPLY CHAIN MANAGEMENT SPECIALIZATION

Synopsis: Approval to establish the major in Integrated Arts and Sciences, the major in Assistive Technology and Accessibility, and the Supply Chain Management Specialization in the Business Administration major are proposed.

WHEREAS the major in Integrated Arts and Sciences is designed as an online degree program to support "stopped-out" students who have completed at least 30 credit hours but face barriers to finishing their degree, as well as military-involved students and their spouses; and

WHEREAS the Integrated Arts and Sciences major utilizes distance learning to provide a clear programmatic pathway to a Bachelor of Arts degree, incorporating targeted introductory and capstone courses; and

WHEREAS the major in Assistive Technology and Accessibility in the School of Health and Rehabilitation Sciences will be the first undergraduate program in the nation to provide a formal pathway into the field, helping meet the growing workforce demand for Assistive Technology Professionals; and

WHEREAS the major is built upon the success of the Assistive and Rehabilitative Technology Certificate program and will be offered as a 100% online program to serve students both within and outside of Ohio; and

WHEREAS the Supply Chain Management specialization is proposed as a 21-credit hour undergraduate program within the Fisher College of Business to provide a unified curriculum across logistics, operations and purchasing; and

WHEREAS market demand for supply chain talent has increased significantly, evidenced by a 94% growth in related job postings and a 12% rise in average salaries for graduates in the field over the last four years; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs between March 25, 2026, and April 22, 2026; and

WHEREAS Section 3345.457 of the Ohio Revised Code provides that the Board of Trustees has ultimate authority to establish and modify academic programs:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of the major in Integrated Arts and Sciences, the major in Assistive Technology and Accessibility, and the Supply Chain Management specialization in the Business Administration major.



Professor Ila Nagar
Chair, Arts and Sciences Curriculum Committee

February 9, 2026

Dear Professor Nagar and Members of the Arts and Sciences Curriculum Committee:

On September 10, 2025, the Social and Behavioral Sciences Subcommittee of the ASC Curriculum Committee reviewed a proposal for a new online Bachelor of Arts in Integrated Arts and Sciences put forward by the College of Arts and Sciences, to be implemented in Autumn 2026. (The original submitted name was 'Liberal Studies,' now updated.)

The primary motivation for the program is to support students who have stopped out of an undergraduate degree at OSU or another college or university but have completed at least 30 credit hours. Evidence suggests these students would benefit from attaining a college credential, but face barriers to doing so. Many have work and/or caregiving responsibilities that make it difficult to attend classes in person. In addition, stopped out students may lack a clear programmatic pathway to a degree. The Integrated Arts and Sciences BA would provide such a degree program and would be delivered mostly through distance learning. Students in the local OSU area may attend in-person classes as well. The College of Arts and Sciences has the capacity to offer sufficient courses and pathways for students to attain their BA degrees. The College also has developed targeted introductory and capstone courses that would serve the distinct needs of students in this position (ASC 2900 and 4900).

An additional motivation for the program would be to serve 'military involved' students. This would include both active-duty military who are current students already as well as those who may have stopped out. The program would also serve spouses of military involved students. The College will report back to the ASCC on the initial cohorts moving through this program and before any expansions.

The SBS Subcommittee voted unanimously to approve the request with contingencies. The Chairs of the Natural and Mathematical Sciences and Arts and Humanities Subcommittees have also reviewed the proposal. The College has satisfied the contingencies, and the proposal is now advanced to the ASCC with a motion to approve.

Sincerely,

Rachel E. Dwyer, Ph.D.
Professor and Vice Chair of Sociology
Chair of the Social and Behavioral Sciences Subcommittee of the
Arts and Science Curriculum Committee

To Whom it May Concern:

The Online BA degree proposal has been revised to address the contingency and recommendation requests made by the Social and Behavior Science subcommittee. This letter outlines those changes:

1. In response to contingency 2, the word “soft” has been removed on page 2.
2. In response to contingency 3.1 the language of the proposal has been edited to make it clear that this program is only open to stopped-out students with between 30-90 credit hours who have not enrolled in college courses in the past three years, and is not available for NFYS OSU students.
3. However, the subcommittee is correct that there will likely be requests for exemptions. In addition to the exception for former OSU students completing courses at other institutions to be reinstated academically, the degree steering committee will consider other exemptions to these requirements, which is described in footnote 6. This is also added to the list of duties of the steering committee on page 9.
4. For contingency 3.3 the expectation is that the student would have 30 transferrable credit hours to be eligible to enroll in this program. This has been clarified in Footnote 5.
5. Per contingency 4, the comments have been removed from the document
6. In response to contingency 5, a list of data analysis courses for each domain appears on page 25. The advisor will work with the student to identify the data analysis EL course that aligns most closely with their focus of study.
7. Per the first recommendation, additional language has been added to the advising sheet (under Degree Information) to emphasize that 39 upper-division credit hours must be earned. This will also be regularly communicated to the student by their advisor and will be built into the degree plan
8. One of the tasks of the steering committee is to make strategic decisions about the program. These decisions will be based on the evaluation of the overall operational health of the program. This is clarified in the list of steering committee duties on page 9.
9. The proposal has been edited to re-phrase the requirements for students to take seven courses of three *or more* credit hours.

10. The proposal has been edited to clarify the embedded literacy data analysis language on the advising sheet.
11. On page 10 language has been added about the expected student to advisor ratio and the enrollment threshold that will trigger the need to hire an additional advisor. This ratio was based on the experience of the lead advisor for the program, who has worked with this population of students and understands the support they will need to be successful.
12. Finally, in conversation with Norman Jones, the Dean of Undergraduate Education, we have added language relaxing the three-year stop-out requirement for military connected students (thought not-currently enrolled OSU students from this population) so as to make this program more inclusive and align with the strategic vision of the university. Additionally, as noted in footnote 4, the college is also exploring relaxing the three-year stop-out requirement for students from community college, which tend to be a non-traditional population that would benefit from this program. Given this more complex admissions requirements, the college has already begun discussing the program with the Office of Admissions.

Bachelor of Arts—Integrated Arts and Sciences

1. Required Information

Name of proposed major: Integrated Arts and Sciences

Degree Type: Bachelor of Arts

Delivery: Virtual (some classes can be in person or hybrid if more convenient for some local students)

Proposed Implementation Date: Autumn 2026

Academic units responsible for administering the major: College of Arts and Sciences, Ohio State Online

2. Rationale

The goal of the proposed major/degree is to provide an “on-ramp” for students who have left higher education for some time period (often referred to as stop-out students) who have amassed significant (30+) credit hours towards a Bachelor of Arts but left higher education before completing their degree. [Data](#) from the Bureau of Labor Statistics suggest that the median salary for those with a college degree in 2022 was \$52,000, while those with a high school diploma earned a median salary of \$34,320. Yet large numbers of students stop out of university before completing their degree. In the state of Ohio alone, nearly 80,000 residents have earned more than 60 credit hours without completing a degree.

Two major hurdles that prevent these former students from returning to school and completing a bachelor's degree are: 1) the lack of availability of online asynchronous course offerings that fit in their schedule (many of these former students are working adults in need of the inclusive environment, additional flexibility, and convenience of learning online), and 2) no clear path towards a degree that aligns with their personal and professional goals. Many former students have a variety of college credits, but often those courses do not align with a specific degree plan. The goal here is to develop a Bachelor of Arts that is populated with asynchronous courses across a range of disciplines and a clear structure that allows the student to make progress and complete their degree.

The College of Arts and Sciences (ASC) is the natural home for such a degree completion program. It is the largest college at Ohio State, and has units in the physical, biological, social and behavioral sciences, mathematics and statistics, humanities, world languages, and visual and performing arts. As such, the college is uniquely suited to offer a robust and rich education for students seeking to complete their degree. Importantly, this program will leverage existing content AND develop new (re)introductory and capstone experiences to ensure that students are well-prepared to complete their degree program and are able to reflect and articulate the value of their degree upon completion. The college will partner with Ohio State Online (OSO) to offer the program, ensuring that there are the requisite wrap-around support services that this unique population of students needs to successfully complete the degree.

The assessment of student learning will be based primarily on a portfolio developed in the program's capstone course. In this course, students will have an opportunity to collect demonstrations of their learning from their widely varied coursework; they will also be asked to demonstrate how they are able to draw on concepts and skills developed from different disciplines to solve problems creatively and critically; and, finally, they will be asked to refine and repackage their portfolios for targeted audiences

based on their chosen career paths. A committee of program faculty will rate a representative sample of student portfolios according to a rubric aligned with the program outcomes (listed below) and students will be surveyed about their perceived achievements in relation to program goals.

As the flagship land grant institution of higher education in the state of Ohio, it makes sense that the Ohio State University should be offering the residents of Ohio and beyond an opportunity to advance their education and earn a bachelor's degree. One of the missions of a land-grant institution like Ohio State is to be responsive to the workforce needs of the residents of the state. This degree provides such an opportunity for those interested in continuing their higher education journey. There is growing competition in the online baccalaureate space and it is imperative that the residents of Ohio have a high-quality option to complete a bachelor's degree. ASC has a number of units ranked in the top 20 of their discipline, nationally recognized faculty, and an award-winning Office of Distance Education. Having an online degree program will allow Ohio State to expand its outreach across the state of Ohio. The college has over 1500 faculty working in 38 academic units that represent the range of academic arts and sciences disciplines. The college already offers over 600 courses with distance learning (DL) status and has a robust Office of Distance Education that provides support for new course development and course conversion to DL asynchronous status as well as online program management.

Each year, the National Association of Colleges and Employers (NACE) publishes results from the Job Outlook Survey, which asks employers about the top attributes they seek in new college graduates. Nearly 90% of respondents to the [2024 survey](#) stated that a student's ability to provide creative solutions to problems was their most desired skillset, with close to 80% indicating that teamwork was most important; in third place was communication skills. [A liberal arts education](#), which generally consists of the humanities, the sciences, and social sciences, cultivates skills such as critical thinking, research and analysis, collaboration, and communication, both oral and written. While this type of education does not aim to prepare students for one job or industry, it does provide the foundational learning of these skills that prepare students for [broader career mobility and versatility](#) in a constantly evolving job market.

OSO will provide enrollment support to find, recruit, and retain prospective and enrolled students. To do this, OSO will use a student-centric approach and data-driven, decision-making collaboration with the College. OSO may also provide instructional design support to faculty to help design and build courses that are of high quality and impact to online students. More specifically, the OSO team will:

- Incorporate marketplace intelligence to guide program evolution and development via Market Research
- Learn the interests, preferences, and drivers of the intended audience to find prospects to build enrollment and program growth via Marketing
- Promote the online program and Ohio State to interested prospects by creating a frictionless application experience with excellent customer service and proactive outreach via recruiting
- Engage all aspects of the non-academic relationship with Ohio State's online students, supporting their end-to-end student experience and retention via reenrollment
- Help implement curricular plans from advisors that meet desired course and program outcomes while maintaining ASC standards for quality course design and best practices for online learning.
- Develop a close relationship with program leaders to provide internal reporting, information flow, and feedback

The ultimate goal is to help those students enrolled in ASC's online BA degree program achieve their hope for a better future through real-life engagement with a top-ranked College of Arts and Sciences at a university with a top-tier legacy of education, research, innovation, and achievement.

This program is not related to any licensure or certification. Like all degree programs, it will be submitted for approval by the Ohio Department of Higher Education.

3. Relationship to Other Programs / Benchmarking

The creation of OSO within the Office of Academic Affairs and expansion of college-level support for distance learning, providing an opportunity for academic units to create transfer friendly degree completion programs for residents of the state of Ohio and beyond. The College of Arts and Sciences, the largest college at Ohio State, is able to leverage its diversity of subject matter, world-class faculty, and existing curriculum to create a robust, online degree completion program.

OSO has developed a [Market Analysis](#) for the online degree, which includes a comparator program analysis. As such, below is a high-level overview of the other programs in this space.

Online Liberal Arts Bachelor Programs in Ohio

The primary online program in the state of Ohio is the University of Cincinnati's [Bachelor of Arts in Professional Studies](#). This program is a fully online degree completion program targeting residents of the state of Ohio. It is explicitly designed as a workforce development program intended to provide applicants the opportunity to earn a bachelor's degree to remain competitive in the workforce. "With more than half of the jobs in career paths related to this program requiring a bachelor's degree in addition to work experience, Professional Studies will help students hone their interests toward new applicable skills." Courses in the program focus on topics like business communication, data skills, and group dynamics.

Miami University now offers a [liberal studies program](#) that can be completed in person, online, or in a hybrid format. The program, which includes both a BA and BS option, includes specializations in the Creative Arts; Humanities; Natural Sciences and Mathematics; Social Sciences; Business; Engineering and Computing; Education, Health, and Society; and Professional Studies and Applied Sciences.

Wright State University offers an online program in the [Bachelor of Arts in Liberal Studies Online Degree Completion](#). This has two concentration options, Humanities and Social Sciences, and, based on the name, is explicitly focused on attracting students who have already earned post-secondary education credits.

University of Toledo offers an online [Bachelor of Arts in Liberal Studies](#), with concentrations in Business Administration, Counseling, Geography, History, Literature, Music, Pre-Law, Political Science, Social Work, and Sociology. Students must be 24 or older to enroll, again suggesting a degree completion program.

Online Liberal Arts Bachelor Programs in the Big Ten

The primary degree completion program in the Big Ten is Purdue Global's online [Bachelor's Degree in Professional Studies](#). This program offers concentrations in Leadership, Industrial/Organizational Psychology, and Supply Chain Logistics. The University of Iowa offers a [Bachelor of Liberal Studies](#) with

tracks in: 1) Expression in Writing and Arts, 2) Family, Community, and Social Support, 3) Global Studies, 4) Health and Human Studies, 5) Justice and Ethics, and 6) Organizational Studies.

Other Online Liberal Arts Bachelor Programs

Arizona State University's [Bachelor of Arts in Liberal Studies](#) is perhaps the largest online program in the country. This program has no specific concentration areas. The expectation is that students have some existing college credit they bring with them.

Georgetown University offers a [Bachelor of Arts in Liberal Studies](#). This program's specializations include Business and Entrepreneurship; Media, Communications, and Humanities; and Politics and International Relations, among others. Like the ASU program, the expectation is that students will have some existing college credit when they begin the program.

Louisiana State University offers a [Bachelor of General Studies](#), with concentrations in Applied Sciences, Humanities, and Social Sciences. There is no requirement for existing college credits.

Other online programs include: 1) University of Missouri's [Bachelor of General Studies](#), 2) Syracuse University's [Bachelor of Professional Studies; Interdisciplinary Studies](#), 3) [Ball State University's Bachelor of General Studies](#), 5) Colorado State University's [Bachelor of Arts in Interdisciplinary Liberal Arts](#), and 5) The University of Virginia's [Bachelor of Interdisciplinary Studies](#). Most of these programs are explicitly structured as degree completion programs for returning students with some college credit.

Given the competition in this space, we see three reasons why it is critical that Ohio State offer an online Bachelor of Arts-Integrated Arts and Sciences program. First, it is imperative that the University maintain its competitive advantage. Many of these other programs are available in Ohio, so it is important that residents of the state of Ohio have the opportunity to complete their degree at the state's flagship institution.

Second, ASC is the largest college at Ohio State and boasts a number of programs that are ranked highly in their discipline. Students will have a chance to take courses from top faculty in their field and will be supported by an award-winning staff of advisors. The college is also very active in developing courses and curriculum in workforce development to prepare and train our graduates for the Ohio Workforce. As such, ASC's BA is intended to provide students with the skills and credentials necessary to be competitive in the labor market. Moreover, the proposed major has a broader curriculum that will allow students (in collaboration with their advisor) the opportunity to customize the curriculum to align with their particular personal and professional goals. This major also ensures that Ohio State University remains competitive in the state of Ohio in attracting students.

Finally, establishing an online BA degree in ASC aligns with the Land Grant mission of the University to serve the residents of Ohio. Many residents hope to complete a college degree but often face difficulties and are forced to stop out. This program will create a pathway for those individuals to finish their degree. Earning a degree not only allows these individuals to reach their personal and professional goals, it enhances the social and economic well-being of the state of Ohio.

Given the quality of the academic programs in ASC, the support from OSO, the reach and brand recognition of Ohio State, and the personalized advising and student support described in greater detail below, the college believes that this degree has significant value for potential students.

While this major is intended to be “transfer friendly”, the College will not create specific transfer articulation agreements with other institutions. Any such arrangements would be for the majors the College already offers.

The population of students is current residents of Ohio (and beyond) with between 30-90 hours of college credit already earned, but who are not currently seeking a bachelor's degree, and who have stopped out (not taken any college classes) for at least three years prior to enrolling. This major is not available for incoming New First Year Students (NFYS) Ohio State students. It exists to serve the population of Ohio that would not otherwise attend Ohio State.

4. Student Enrollment

At the time of launch (Autumn 2026), we anticipate that we will have approximately 50 students enrolled in the program within the first year (25 for the first two admission cycles with increased enrollment following). Demand may be higher, but this will allow the college to ensure that the program does not get overwhelmed on the first round of students. Admissions will be offered on a rolling basis and managed by OSO and Undergraduate Admissions in SEM

5. Curricular Requirements (a minimum of 39 credit hours must be upper-division)

Hours in the major:

Program Specific (all students take the following):

ARTSSCI 2900: First semester-5-credit¹ Introduction course (which includes ASC survey), plus 1 credit Launch/Connections (students with less than 45 credit hours will take Launch, those with more than 45 credit hours will take Connections seminar)²

ARTSSCI 4900: Final semester-4 credit Capstone course (students beginning program with less than 45 credits will take Reflection seminar as well)

The College will offer a program-specific section of the Launch, Connection, and Reflection seminar for these students. These will be staffed by instructors who also teach the Introduction and Capstone courses.

Embedded Literacies: Advanced Writing and Technology will be completed in Introduction/Capstone. Data Analysis will be completed in the student's substantive area as approved by the advisor (a complete list of currently available courses can be found in appendix A).

Students will have the option of selecting a previously approved data analysis embedded literacy course from their concentration of interest, as determined by the advisor of the program.

¹ A five credit introduction course plus the one credit launch/connections course will ensure that the student is full-time (minimum 6 credit hours).

² The OSU Transfer Center, in conjunction with the lead advisor for the program, will be able to determine the number of transfer credits the student brings with them prior to their enrollment in the first semester.

General (dependent on student prior learning):

Seven 3-credit hour or more courses (totaling at least 21 credit hours); take 3-credit classes in at least 3 out of 5 domains (Visual and Performing Arts; Humanities; Social and Behavioral Sciences; Natural and Mathematical Sciences; World Languages at the 2000-level and above³); at least one of the domains needs to have 3 classes. Eighteen of these credits will be upper division.

Students will work closely with an advisor to develop a curricular program selecting courses that align with their life goals.

Total credits in major: 30 credits

General Education (GE):

whole GE New (or GE Legacy as “incoming” credit)

College requirements:

World Language requirement 1101-1103 (or equivalent)

New courses developed for the major:

Intro: The Introduction to BA ARTSSCI 2900 course is a 5 credit hour experience that will prompt students to explore current research and creative inquiry with ASC through the lens of contemporary interdisciplinary challenges. Students will demonstrate an understanding of how various disciplines seek to identify and solve problems, weigh evidence, produce knowledge and ethically impact communities by engaging with the wealth of resources at our university and interrogating technologies and discourses to communicate effectively in various contexts. Students can expect to articulate essential skills they have gained through educational and work experiences and consider next steps to furthering their education through the degree program.

Capstone: The Capstone to BA ARTSSCI 4900 course is a 4 credit hour high impact practice experience that will prompt students to reflect on their experience within the degree, connecting the goals of the program to their personal goals and experiences by asking students to articulate and evidence their skills and the ways in which they transfer to their desired futures in a variety of contexts. Students will critically reflect on knowledge production across disciplines and demonstrate the affordances of interdisciplinary inquiry. Students can expect to present findings on their interdisciplinary research into

³ Most courses will be sorted into domains by the division of the offering unit (i.e. a sociology course will be considered as a social science course, a history course as a humanities course, and so on). Only World Language courses taught in that language will be allowed in the World Language category, all other courses offered by the World Language departments will be considered a humanities course. Importantly some units offer courses with content that falls outside of their division (i.e. Anthropology, Geography, Women’s Gender and Sexuality Studies [WGSS], and African and African-American Studies [AAAS]). These courses will be counted in the category that their content most closely aligns with, as determined by the advisor of the program.

a contemporary challenge as well as develop a portfolio of their work to indicate a unique, compelling, coherent professional identity. Importantly, part of this course will include interactions with the College's Center for Career and Professional Success. The purpose of this is to provide students the opportunity to think about how their degree aligns with their chosen career path AND to offer the support so that they can access those careers. The Center has an excellent track record of both equipping students with the skills and knowledge needed to be successful in the workplace and the industry connections to help our students find desirable jobs.

Minimum Requirements for Admission

The targeted population of students for this program are those that have stopped of college for some period of time (ideally at least three years) and are interested in returning to higher education and completing their BA degree. It is important to note that this program is not available for NFYS students; it will not be listed on the common application for entering NFYS students, nor will students in this population be allowed to major change into this degree program (the college will explore allowing petitions for such changes in extreme cases of need).

OSU's admission policy is to admit any transfer student with 30 or more credit hours earned post-baccalaureate with a minimum of a 2.0 GPA.⁴ Over the past 11 years, the College has enrolled, on average, 839 transfer students a year, with that number declining into the low to mid 700s for the past five years. Because the potential for such students to select this degree program, the College is working with both Strategic Enrollment Management (SEM) and OSO to ensure that the admitted student population aligns with the goals of the program, students interested in returning to higher education after some significant period of disengagement, and not students transferring directly from another institution. This will happen in a number of ways. First, the College is working closely with OSO and its marketing team to ensure that the message for prospective students emphasizes the unique nature of this program and its intended goal of providing pathway for stopped out students to return and complete their degree are some time away from higher education. This message will also highlight the "traditional" ASC options available to students who are transferring from other institutions. The College will also engage with leaders from ASC's biggest transfer partner, Columbus State Community College, to highlight the existing preferred pathways into the college's academic programs available for their students wishing to earn a Bachelor's degree.⁵

Second, the College has engaged with SEM and OSO to ensure that enrollment in this program is limited to the stopped-out student population outlined above. The College is currently exploring the possibility of placing a cap on the size of the program to review applications and target stopped out students. Students who do not meet the eligibility requirement will receive personalized advising to identify the specific OSU program that best fits their academic and career goals. Because the program will be limited in size initially, the College will be able to monitor enrollment trends to determine how the admissions process is working and that the funnel of students into the program represents the intended population. The College can give regular updates to ASCC regarding how effectively the program is recruiting the targeted student population.

The recommendation is to implement admission to the program in stages. In the first year, only stop outs would be eligible for readmission and enrollment. The process would be managed through the College

⁴ Strategic Enrollment Management, which oversees admissions, cannot review post-baccalaureate courses to ensure that those courses would be eligible for credit at Ohio State. So it is possible that some admitted students may have fewer than 30 credit hours that would successfully transfer in.

⁵ The college is exploring the possibility of relaxing the stop out expectation for students who have attended community college. ASC has strong connections with certain community colleges like Columbus State, so there will need to be further investigation into this possibility to ensure that it does not impact transfers into existing programs. The college will notify the Arts and Sciences Curriculum Committee and OAA's Council on Academic Affairs if there, in the future, there are any changes in how this program relates to the community college student population.

and OSO; no admissions application is needed as it would follow Ohio State's established protocols for re-enrollment of students. These students would be subject to any readmission criteria.

After the 2nd year, and there is more experience with enrollment patterns, the College would decide if enrollment could be expanded to external transfers. In that case, the option to apply to this program would be added to the undergraduate admissions transfer application, beginning in August. The criteria for admission would follow the established criteria, requiring students to earn at least 30 semester hours post high school graduation with at least a 2.0 gpa.

Given Ohio State's effort to recruit and support military connected students, the stop-out expectation will be waived for that student population (specifically those currently serving in the military or their spouses). This exemption does not extend to current and NFYS OSU military-connected students (the college is working on other, related initiatives to serve the needs of this particular population, and many of the online courses in the program could serve this student population).

Returning students with more than 90 credit hours will be encouraged to work with an existing program to complete their degree. If those students wish to complete the online BA degree, they will need to earn 30 hours of OSU specific credit, as required by OSU policy, to graduate from Ohio State.

Given these specific admittance criteria, the College has already begun working with SEM and OSO for this program in anticipation of an AU 26 launch.

6. Administrative Program

The program will be conducted jointly between ASC and OSO. ASC will develop and maintain the program, including regular assessment, revision, and program management, provide courses for the program and advising support for the students in the program. This will include:

1. Continued support from the College's Office of Distance Education
2. High touch advising support to provide students guidance about course selection that aligns with their professional and personal goals. The College will ensure that the program has an experienced dedicated advisor with an understanding of the College, transfer credits, and a commitment to the value of interdisciplinary learning. As the program grows, the College anticipates hiring additional advising staff.
3. Staffing for the introduction and capstone courses. Part of this staff support, particularly around career readiness, will come from the College's Center on Career and Professional Success. The primary instructors for the introduction and capstone courses will be existing teaching faculty from the college. These faculty will work closely with the program's advisor, Office of Distance Education, and assessment staff to ensure that both the introduction and capstone courses are meeting the needs of the students in the program. As the program grows the college will build a team of instructors to support these courses. This team will have a lead staff instructor that will select individuals to be part of the program and develop tools to train these instructors. This staff member, along with the lead advisor for the program, will serve as the primary contact for

student support issues. The College is committed to providing staffing support for the program (both instruction and advising) as it grows.

OSO will provide support for the full online student lifecycle. This includes:

1. A dedicated marketing manager whose goal will be to find prospects interested in this degree through comprehensive marketing executions and research.
2. A dedicated sub-team of enrollment advisors who will be knowledgeable and well-versed in the program and selling its benefits, along with Ohio State, to prospects that marketing has found.
3. A dedicated sub-team of student support specialists who will know the program inside and out and help students with a range of services, in conjunction with College advisors, on administrative support, course registration assistance, monitoring progress and proactive communication, connecting students with any needed resources since they will likely never set foot on campus.

Each of these functions will track results and provide transparency to the data with the program in cross functional meetings. This ensures that OSO grows the program as needed, collaborates with the program on potential opportunities or challenges, and ultimately helps attract and retain students who can graduate on time.

ASC will have a steering committee to oversee the major. The College's steering committee will consist of: The Associate Dean for Undergraduate Education, the Director of the Office of Distance Education, the Assistant Dean of Curriculum, the Director of the Center for Career and Professional Success, the lead advisor for the program, and a group of three faculty members (one per division), selected by the three Divisional Deans in conjunction with the Associate Dean for Undergraduate Education. This group, which will interact with Ohio State Online on a regular basis, will be responsible for the following:

1. Changes to the curriculum (addition/removal of courses, creation of specific pathways)
2. Monitoring enrollment data
3. Reviewing admission exceptions
4. Annual assessment report
5. Student concerns that arise (including issues related to the Committee on Academic Misconduct [COAM])
6. Overall strategy decisions, based on the assessment of the overall operational success of the program
7. Hiring and supervision (evaluation) of instructors for introduction and capstone course as described above

ASC has identified a dedicated academic advisor for this program who is a longtime ASC college advisor who has also been part of the development of this proposal. The advisor has additional expertise and experience with transfer credits, degree audits, adult learners, returning and transfer students, and using tools such as OnCourse (EAB Navigate platform). The advisor is able to work one-on-one with students to develop a customized pathway that meets their academic and career goals. This advisor will also work with other academic specialists in the college (faculty, representatives from Career Success) to ensure

that each student's unique needs are met. Again, ASC will hire additional advisors as the program grows to ensure that advising expertise is not tied to the program's initial advisor.

Additionally, while the college intends to provide a high-touch supportive environment for students enrolling virtually, those that reside in central Ohio are welcome to take advantages of the services that are offered to our in-person students, such as career coaching in our Center for Career and Professional Success. When appropriate, the advisor for the program will make such recommendations to the student.

Together with the ASC Office of Distance Education, the advisor will collaborate with the dedicated team from OSO as part of their comprehensive support model, and will be responsible for all standard academic advising processes including degree planning, petitions, approval of prior coursework on the major, etc. ASC ODE and the advisor will also work with the steering committee to raise student concerns, assist with assessment, and other tasks appropriate to the role.

In this program students only have three required classes that they all must complete; the introduction course, the GE launch/connection course, and the capstone course. These are high touch students so it is important to check in with them on a regular basis. As such, one of the expectations is to have regular check-ins with the academic advisor of the program. For most students, this would be at least once a semester with their college advisor to develop a strong collaborative relationship. For those on academic probation, the expectation would be to meet 2-3 times a semester with their advisor, including a mandatory meeting during the major drop deadline weeks.

ASC will monitor enrollments in the major and identify/hire additional academic advising support when the growth exceeds the expected advising capacity for a single advisor. Based on the experience of the lead advisor working with a similar set of students, we expect to have a ratio of 200 students per advisor, and the college will hire additional advisors when enrollment exceeds that threshold. This ratio is lower than the recommended 300:1 ratio by the National Academic Advising Association. This is a high-needs, high-touch student population that will be working with their advisor on transfer credits and creating a course plan in the Buckeye Degree Planner. The advisor can also assess how the student is performing in the program and intervene if necessary.

7. Alignment with University Curricular Goals

The proposed Bachelor of Arts aligns with various university goals, including a recent focus on workforce education, and the land grant mission of the university.

Ohio State has become increasingly interested in workforce education as a core part of its mission. This effort has primarily focused on curriculum in the STEM disciplines. And while the proposed major certainly includes a focus on those areas, it is important to recognize that access to a bachelor's degree is important for workers in a wide range of industries, from retail to finance. The curriculum of the proposed major is designed to allow maximum flexibility to align with the particular areas of need for each individual student.

This proposed major also aligns closely with the land grant mission of the university to serve the residents of the state of Ohio. While Ohio State University does have five campuses, access to in-person education can be a challenge, especially for working adults. This online BA program, which will include asynchronous courses to allow maximum flexibility; will increase accessibility for those residents of Ohio who are unable to attend the state of Ohio's flagship institution in person.

8. Major Program Goals and Program Learning Outcomes (PLOs)

Goal 1. Reflective Learning – Students will approach learning critically and constructively, as a socially situated, individually motivated, active process.

- 1.a. Students will analyze varied ways for understanding individuals, human societies, cultural artifacts, and the natural world, based on both their own experiences and those narrated by others.
- 1.b. Students will assess the affordances and constraints of various approaches for understanding individuals, human societies, cultural artifacts, and the natural world.
- 1.c. Students will articulate the ways that their previous educational and life experiences have shaped their values, interests, and objectives, including those related to completing their degrees.

Goal 2. Interdisciplinary Perspectives – Students will develop a nuanced understanding of academic disciplines while acquiring advanced understanding in three or more specific disciplines.

- 2.a. Students will explain the concept of disciplinarity as a formal means of structuring and transmitting knowledge.
- 2.b. Students will compare and contrast underlying aims and formative concepts of three or more disciplines.
- 2.c. Students will explain significant theories and guiding paradigms of three or more disciplines.
- 2.d. Students will compare and contrast disciplinary methods for building and applying knowledge.

Goal 3. Inclusive Problem-Solving – Students will apply collaborative and interdisciplinary methods and reflective learning to inform questions of knowledge and cooperative interaction.

- 3.a. Students will analyze intellectual and social problems from multiple perspectives
- 3.b. Students will propose solutions by drawing on multiple perspectives.
- 3.c. Students will evaluate solutions by considering multiple perspectives.
- 3.d. Students will directly consider and address feedback from collaborators in the process of integrating multiple perspectives into substantial intellectual and professional projects.

Goal 4. Purposeful Communication – Students will draw on their liberal studies to communicate knowledge, articulate values, and explain recommendations to diverse audiences.

- 4.a. Students will explain multiple disciplinary and/or cultural perspectives on contemporary issues and questions of knowledge.
- 4.b. Students will compose documents reflecting a variety of academic, professional, and popular genres.

4.c. Students will investigate and apply discursive conventions and communication styles suitable to their audience(s).

4.d. Students will use portfolios to construct and share their intellectual and professional identities with both academic and professional audiences.

9. Assessment Plan

The assessment of program learning outcomes (PLOs) will focus on the contents of students' Professional Portfolios (PPort), which they will create in ARTSSCI 2900, add to throughout their coursework, and further develop and refine in ARTSSCI 4900. All instruments for assessment, including outcomes-aligned rubrics and surveys, will be developed and approved by the program committee. Direct assessments will occur annually, rotating through all goals every three years, each measuring the achievements of a representative sample of recent graduates on a subset of PLOs.

Program Goals and Learning Outcomes	Data Sources and Format of Data	Methods (at least one direct for each goal)	Report ing Schedu le
Goal 1. Reflective Learning – 1.a. Analyze ways of learning. 1.b. Assess approaches to understanding. 1.c. Articulate experiential influences.	1.a-c. In 2900, students produce “interrogations” of artifacts representing various ASC fields, adding them to their PPort; in 4900, students add a brief response to their 2900 artifact to their PPorts, considering how their liberal studies coursework has affected how they learn.	1.a-c. Direct. Members of the program’s steering committee will score PPorts using an outcomes-aligned rubric. 2. a-d. Indirect. Students will answer outcome-aligned questions on a survey issued at the end of 2900; questions will ask students to assess their ability to use different domains of understanding to address questions; related questions will appear on the pre-grad survey.	Year 1
Goal 2. Interdisciplinary Perspectives 2.a. Explain disciplinary 2.b. Compare and contrast disciplines. 2.c. Explain disciplinary theories and paradigms 2.d. Compare and contrast approaches for building knowledge.	2.a. In 2900, students would add “Contemporary Challenges Research” to their PPorts, explaining domains and disciplinary lenses used. 2.b-d. In 4900, students will add samples of their work from their domain courses to their PPorts, as well as summaries and reflections upon their coursework.	2.a-d. Direct. Members of the program’s steering committee will score PPorts using an outcomes-aligned rubric. 2. a-d. Indirect. Students will answer outcome-aligned questions on their pre-grad surveys; the questions will ask students to rate their grasp of interdisciplinary perspectives, including their grasp of disciplinary differences among their chosen domains of study.	Year 1, 2

Goal 3. Inclusive Problem-Solving 3.a. Analyze problems from various perspectives. 3.b. Propose solutions reflecting multiple perspectives. 3.c. Use multiple perspectives to evaluate solutions. 3.d. Consider feedback of collaborators	3.a-d. In 4900, students will develop a fuller “Contemporary Challenges Research Paper” on an intellectual, social, or professional issue of their choosing, analyzing it through the lenses of at least two of their chosen domains; the paper, draft feedback revision plans, and other collaborative notes will be added to the student’s PPort.	3.a-d. Direct. Members of the program’s steering committee will score the “Contemporary Challenges Paper” using an outcomes-aligned rubric. 3. a-d. Indirect. Students will answer outcome-aligned questions on their pre-grad surveys; the questions will elicit student sentiment on the likely value of their interdisciplinary studies for addressing real-world issues.	Year 3
Goal 4. Purposeful Communication – 4.a. Explain varied perspectives on particular issues and topics. 4.b. Compose documents reflecting variety of genres. 4.c. Investigate and apply discursive conventions and communication styles suitable to varied audience(s). 4.d. Use portfolios to construct and share their intellectual/professional identities with varied audiences.	4.a-d. In 4900, students will add writing samples representing various genres from their domain-related coursework to their PPorts, while also adding their full “Contemporary Challenges Paper”, samples of professional writing, including job application materials, and short pieces adapting what they have learned in their cross-domain studies to public genres—all developed as part of ARTSSCI 4900 participation.	3.a-c. Direct. Members of the program’s steering committee will score writing samples using an outcomes-aligned rubric, focusing on the students’ writing achievements as a whole (as opposed to individual samples). 3. a-c. Indirect. Students will answer outcome-aligned questions on their pre-grad surveys; the questions will elicit student sentiments on their confidence in communicating about their domains of liberal studies for professional purposes and for public or civic purposes.	Year 3

APPENDICES

Appendix A-advising sheet & planning sheet



THE OHIO STATE UNIVERSITY

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts – Integrated Arts and Sciences Major Information and Planning Sheet

The Bachelor of Arts – Integrated Arts and Sciences is a fully online degree program at The Ohio State University, offered by the College of Arts and Sciences. Students who are admitted to the major gain a robust background in liberal studies while learning how to leverage it to help meet personal, academic, and professional goals. It is designed to provide both breadth and depth with coursework taken across multiple Arts and Sciences disciplines.

Major Admission Requirements:

- New transfer students or former Ohio State students who have been stopped out for a minimum of 3 years from any institution of higher education.
- Students must have previously earned between 30-90 semester credits.
- Students with more than 90 credits are not eligible to be in this major, even if they otherwise meet the new transfer or stop-out requirement.
- This program is not open to new students in their first college experience post-high school graduation, even if they have earned 30+ credits through College Credit Plus or AP, CLEP, etc.

Advising Information:

All students in this program will be supported by multiple people. They will have a dedicated academic advisor in the College of Arts and Sciences to help them clarify their academic and professional goals, and to identify the courses for the major, general education, and (if necessary) electives that help to meet those goals. The advisor will also help the student navigate any academic policies and procedures such as petitions for prior coursework to count toward degree requirements.

As a program affiliated with Ohio State Online, students in this major will also have a dedicated student support specialist who will help students navigate the challenges and benefits of a fully online education.

Degree Information:

This is a Bachelor of Arts degree. It requires a minimum of 121 credit hours and completion of all degree requirements in order to graduate: major, general education, college requirements, and electives (if needed to reach 121 credit hours). Like all OSU degrees, students must earn 39 upper-division credit hours to complete the program.

For more details about the general education and college requirements, go to <https://artsandsciences.osu.edu/advising/general-education-requirements/new-ge-requirements> and view Bachelor of Arts New GE requirements document and the information under the “Arts and Sciences

Requirements” drop-down menu.

Major Structure:

This is a 30-credit hour major. A minimum of 15 credit hours used for the major must be earned at The Ohio State University. A C- or better is the minimum grade for all courses and electing to take courses pass/non-pass is not permitted. Students must earn a minimum combined 2.0 GPA for the courses in the major (transfer grades are not included in the GPA calculation).

Required Courses:

- **ARTSSCI 2900** (5 credits) – this is a required introductory course taken in the first semester. It will prompt students to explore current research and creative inquiry with the College of Arts and Sciences through the lens of contemporary interdisciplinary challenges. It also will incorporate content normally taught in university survey.
- **ARTSSCI 4900** (4 credits) – this is a required capstone course ideally taken in the final semester before graduation. It will prompt students to reflect on their experience within the BA degree, connecting the goals of the program to their personal goals and experiences by asking students to articulate and evidence their skills and the ways in which they transfer to their desired futures in a variety of contexts.
- **Embedded Literacies** – majors are required to have students take coursework in three areas of embedded literacies. The ARTSSCI 2900 and 4900 will meet the requirements for the Advanced Writing and Technology literacies. Students will be required to select a course that meets the Data Analysis literacy within the Domains requirement.

Domains:

- Students will take seven 3-credit or more courses (totaling at least 21 hours) from the approved lists of Arts and Sciences courses.
- 6 courses/18 credits in the domains must be 3000-level and above. 2000-level courses approved by the College to count toward the 39 hours of upper-division coursework may also count toward this requirement. These include Philos 2500, World Languages taught in the target language, and certain departments in the mathematical and physical sciences.
- There are five total domains that represent the various areas of the College of Arts and Sciences
 - o Visual and Performing Arts
 - o Humanities
 - o Social and Behavioral Sciences
 - o Natural and Mathematical Sciences
 - o World Languages at the 2000-level and above taught in the target language (courses taught in English may be found in other domains)
- Students must select coursework to represent at least three of the domains. This adds breadth to the coursework.
- One domain must have at least 3 courses and include a course that also meets the Data Analysis embedded literacy. This adds depth to the coursework.
- Prior coursework not included in the domains course listing below may be used toward the domain requirements with the approval of the academic advisor. No more than 15 hours of transfer credits may apply.

Integrated Arts and Sciences Major Plan for (Student name and name.#):

Domain for depth (select one):

Domain #2 (select one):

Domain #3 (select one):

1. ARTSSCI 2900
2. ARTSSCI 4900
3. Domain (depth) course
4. Domain (depth) course
5. Domain (depth) course/embedded literacy data analysis
6. Domain #2 course
7. Domain #3 course
8. Elective domain course
9. Elective domain course

Checklist:

30 total hours

Minimum 18 hours in domain classes at 3000+ level

Maximum 15 hours of transfer coursework

Embedded Literacy Data Analysis included

Student signature:

Advisor signature:

Original or Revision?

Date:

Domain Course Options

The following courses are approved for DL delivery. Additional courses may be approved by the advisor if they become available online, or were taken previously, and are appropriate for the domain requested. Students will need to check course prerequisites, particularly for Natural and Mathematical Sciences and World Languages.

Courses marked with a # had asynchronous options in recent years. Courses marked with a ^ can fulfill the Data Analysis embedded literacy requirement. Courses marked with a + can double-count with one of the GE Themes (no overlap permitted with GE Foundations).

Visual and Performing Arts

^ACCAD 5150 Emerging Trends in Data Visualization
ART 2000 Encountering Contemporary Art
ART 2100 Beginning Drawing
ART 2300 Two-Dimensional Studies
ART 2555 Intro to Digital Photography and Contemporary Issues
ART 3000 Digital Image Manipulation
ARTEDUC 2600 Visual Culture: Investigating Diversity and Social Justice
^ARTEDUC 2700 Understanding Television
#ARTEDUC 5367 Reel Injuns: Identity and Representation
DANCE 2500 Anti-Racism in the Performing Arts
#DANCE 3401 Dance in Pop Cult
DESIGN 2700 Introduction to Design Practice
#DESIGN 2750 Design History
DESIGN 3105 Exploring Design Thinking
^#DESIGN 3305 Visualization as Thinking
^#DESIGN 3505 Presentations as Thinking
+HEBREW 3245 Israeli Film and Society
#HISTART 2001 Western Art I
#HISTART 2002 Western Art II
#HISTART 2901 Intro to World Cinema
#HISTART 3010 Gender and Sexuality in European Art
#HISTART 3901 World Cinema Today
HISTART 4820 Arts of Japan
ITALIAN 2055 Mafia Movies
ITALIAN 2056 Love and Difference on the Italian Screen
+JEWSHST 3245 Israeli Film and Society
#MUSIC 2254 Video Game Music
+MUSIC 3348 Music on the Move in a Globalized World
+NELC 2244 Films of the Middle East
#PHILOS 2455 Philosophy of Video Games
RUSSIAN 3460.99 Russian Film
+#SASIA 3625 Bollywood & India
#THEATRE 2100 Intro to Theatre

^#THEATRE 2700 Understanding Television
WGSST 2230 Gender, Race & Pop Culture
WGSST 2317 Gender at the Movies

Humanities

#AFAMAST 2081 African American History from 1877
#AFAMAST 2367.04 US Black Women Writers
+^AFAMAST 3083 Civil Rights and Black Power Movements
+AFAMAST 3084 Citizens Behind Bars: Black Ldrshp and Politics of Liberation
#AFAMAST 3304 Islam in Africa
^#ARABIC 2241 Contemporary Arab Cultures: Arts, Mass Media, Society
+CLAS 2101 Ancient Greece and Rome
#CLAS 2220 Classical Mythology
#CLAS 2301 Classic Archaeology
^#COMPSTD 2350 Intro to Folklore
COMPSTD 2367.08 American Identity in the World
#COMPSTD 2995 Race and Gender in Eastern Europe and the US: A Transatlantic Comparison
#ENGLISH 2261 Intro to Fiction
#ENGLISH 2262 Intro to Drama
+ENGLISH 2276 Arts of Persuasion
^#ENGLISH 2270 Intro to Folklore
#ENGLISH 2282 Intro to Queer Studies
#ENGLISH 2367.01 Language, Identity and Culture in the U.S. Experience
ENGLISH 2367.02 Literature in the U.S. Experience
+ENGLISH 2367.06 Writing about Disability
+ENGLISH 2367.08 Writing about Video Games and Virtual Worlds
+ENGLISH 3000 Writing for Social Change
+#ENGLISH 3264 Monsters Without and Within
#ENGLISH 3271 Structure of the English Language
#ENGLISH 3304 Business and Professional Writing
#ENGLISH 3305 Technical Writing
ENGLISH 3306 Reviewing, Editing, and Testing Technical Documents
#ENGLISH 3372 Special Topics in Science Fiction or Fantasy
+#ENGLISH 3395 Literature and Leadership
ENGLISH 4520.02 Special Topics in Shakespeare
ENGLISH 4572 English Grammar and Usage
ENGLISH 4592 Special Topics in Women in Literature and Culture
+FRENCH 2803.01 Paris
+FRENCH 3802 Made in Quebec: From Poutine to Pop Music and Everything in Between
+FRENCH 3804 French Kiss
GERMAN 2254.02 Grimm's Fairy Tales DL
+GERMAN 3250 Citizenship in the Age of Technology: Exploring Social Justice through Science Fiction in Germany
+GERMAN 3252.02 The Holocaust in Literature and Film

+GERMAN 3354.01 From Viking Saga to Climate Fiction
 #HEBREW 3704 Women in the Bible and Beyond
 #HISTORY 2301 Classic Archaeology
 #HISTORY 2002 Making America Modern
 #HISTORY 2015 History of American Criminal Justice
 #HISTORY 2065 Colonialism at the Movies: American History in Film
 #HISTORY 2081 African American History from 1877
 #HISTORY 2105 Latin America & World
 +#HISTORY 2201 Ancient Greece and Rome
 ++HISTORY 2202 Medieval History: Late Rome to the Early Renaissance
 ++HISTORY 2206 History of Paris, Origins to the Present
 #HISTORY 2210 Classical Archaeology
 #HISTORY 2231 The Crusades
 #HISTORY 2350 Islam, Politics, and Society in History
 HISTORY 2401 History of East Asia in the Pre-Modern Era
 HISTORY 2402 Hist of East Asia in the Modern Era
 #HISTORY 2550 History of War
 #HISTORY 2650 The World since 1914
 #HISTORY 2651 World History before the Modern Age
 #HISTORY 2675 The Indian Ocean: Communities and Commodities in Motion
 ++HISTORY 2701 History of Technology
 ++HISTORY 2702 Food in World History
 ++HISTORY 2703 History of Public Health, Medicine and Disease
 ++HISTORY 2704 Water: A Human History
 HISTORY 2750 Natives and Newcomers: Immigration and Migration in US History
 ^#HISTORY 2800 Intro to the Discipline of History
 #HISTORY 3013 Civil War and Reconstruction
 ++HISTORY 3014 Gilded Age to Progressive Era, 1877-1920
 #HISTORY 3030 History of Ohio
 +^HISTORY 3083 Civil Rights and Black Power Movements
 +HISTORY 3084 Citizens Behind Bars: Black Leadership and Politics of Liberation
 #HISTORY 3210 Archaic Greece
 #HISTORY 3211 Classical Greece
 #HISTORY 3216 War in the Ancient Mediterranean World
 #HISTORY 3231 Creating Medieval Monsters: Constructions of the "Other"
 ++HISTORY 3245 The Age of Reformation
 ++HISTORY 3250 Subjects to Citizens: A History of Revolutionary and Napoleonic Europe
 ++HISTORY 3253 20th Century Europe to 1950
 ++HISTORY 3270 World War I
 #HISTORY 3302 Revolution Africa
 #HISTORY 3304 Islam in Africa
 #HISTORY 3365 Afghan History
 HISTORY 3404 Modern China 1750-1949
 HISTORY 3426 History of Modern Japan
 #HISTORY 3550 War in World History, 500-1650

#HISTORY 3551 War in World History, 1651-1899
 #HISTORY 3560 American Military History, 1607-1902
 +#HISTORY 3561 Citizenship and American Military History: 1902 to the Present
 +#HISTORY 3570 World War II
 #HISTORY 3575 Korean War
 #HISTORY 3641 Women and Gender in Early Modern Europe (1450-1750): Diversity in Context
 #HISTORY 3675 How to Stage a Revolution
 +#HISTORY 3676 Leadership in History
 +HISTORY 3680 Religion and Law in Comparative Perspective
 +#HISTORY 3701 History of American Medicine
 HISTORY 4125 Seminar in Latin American History
 HISTORY 4410 Seminar in Chinese History
 HISTORY 4675 Sem World History
 #ISLAM 2350 Islam Pol Society
 JEWSHST 3704 Women in the Bible and Beyond
 #MEDREN 4504 Arthurian Legends
 +PHILOS 2456 Philosophy of Sport
 +#PHILOS 2465 Death and the Meaning of Life
 +PHILOS 3210 History of Ancient Philosophy
 +RELSTDS 3680 Religion and Law in Comparative Perspective
 #RUSSIAN 2250.99 Russian Literature
 #RUSSIAN 2335.99 Russian Culture
 #RUSSIAN 3355.99 Vodka in Russian Society and Culture: Deconstructing Myths
 #RUSSIAN 3480.99 The Russian Spy: Cultures of Surveillance, Secret Agents, & Hacking from the Cold War through Today
 #RUSSIAN 3490.99 Russian Youth Culture
 +SASIA 3220 Citizenship in South Asia
 +SCANDVN 3354.01 From Viking Saga to Climate Fiction
 #SLAVIC 2230.99 Vampires, Monstrosity and Evil: From Slavic Myth to Twilight
 +#SLAVIC 2365.99 Sports, Socialists, and Society in Russia and Eastern Europe
 #SLAVIC 2995.99 Race and Gender in Eastern Europe and the US: A Transatlantic Comparison
 #SLAVIC 3333.99 Soviet Space Age
 #TURKISH 2241 Beyond Harems and Belly Dancers: Turkish Culture
 +TURKISH 3350 Contemporary Turkey
 WGSST 2215 Women Writers
 WGSST 2282 Intro to Queer Studies
 WGSST 2367.04 US Black Women Writers
 #WGSST 2750 Natives and Newcomers: Immigration and Migration in US History
 +WGSST 3084 Citizens Behind Bars: Black Leadership and Politics of Liberation
 WGSST 3280 Intro to Trans Studies
 WGSST 3370 Sexualities and Citizenship

Social and Behavioral Sciences

#AFAMAST 2218 Black Urban Experience

ANTHROP 2201 Intro to Archaeology
 ANTHROP 2202 Intro to Cultural Anthropology
 #ANTHROP 3027 Disasters & Health
 +ANTHROP 3302 Introduction to Medical Anthropology
 #ANTHROP 3554 Archaeology of North America
 +#CLAS 2206 Politics and Political Thought in the Ancient World
 #COMM 2110 Principles of Effective Public Speaking
 #COMM 2131 Business and Professional Speaking
 +#COMM 2331 Strategic Communication Principles
 +#COMM 2367 Persuasive Communication
 #COMM 2540 Introduction to Communication Technology
 +#COMM 2850 Media & Citizenship
 +COMM 2985 Media and Wellbeing
 #COMM 3325 Introduction to Organizational Communication
 #COMM 3331 Communication and Decision Making
 #COMM 3415 Sports, Mass Media & Society
 #COMM 3440 Mass Communication and Society
 +#COMM 3442 Violence in Society and Violence in the Media
 #COMM 3444 Advertising & Society
 #COMM 3466 Communication and Pop Culture
 #COMM 3513 Video Games & Society
 #COMM 3554 Social Implications of Communication Technology
 #COMM 3558 Social Media
 #COMM 3620 Interpersonal Communication
 #COMM 3628 Contemporary Persuasion Theory
 ECON 2001.01 Intro to Microeconomics
 ECON 2002.01 Intro to Macroeconomics
 ECON 4001.01 Intermediate Microeconomics
 ECON 4002.01 Intermediate Macroeconomics
 #GEOG 2100 Human Geography
 +GEOG 2400.01 Economic and Social Geography
 +INTSTDS 3350 Intro to Western Europe
 ^INTSTDS 3400 Analysis and Display of Data
 +INTSTDS 3450 Human Rights
 #INTSTDS 4700 Terror and Terrorism
 LINGUIST 2000 Intro to Linguistics
 LINGUIST 3701 Language and the Mind
 #PERSIAN 3350 Iranian Society Today: Internal Conflicts and Social Movements
 +#POLITSC 2110 American Government Culture and Behavior
 ^#POLITSC 3780 Data Literacy and Data Visualization
 #POLITSC 4200 Politics of Modern Democracy
 PSYCH 2220 Data Analysis in Psychology
 #PSYCH 3325 Intro to Social Psychology
 #PSYCH 3331 Abnormal Psychology
 PSYCH 3340 Intro to Lifespan Developmental Psychology

PSYCH 3371 Language and the Mind
 #PSYCH 3375 Stereotyping and Prejudice
 SOCIOL 2202 Social Problems and Public Policy
 #SOCIOL 2309 Intro to Law and Society
 +SOCIOL 2368 Urban Social Problems
 SOCIOL 2463 Social Inequality
 +SOCIOL 3200.01 Sociology of Immigration
 SOCIOL 3302 Technology and Global Society
 +SOCIOL 3306 Sociology of Poverty
 #SOCIOL 3380 Racial and Ethnic Relations in America
 SOCIOL 3410 Criminology
 +SOCIOL 3460 Environmental Justice
 SOCIOL 3487 Research Methods in Sociology
 #SOCIOL 3488 Intro to Sociological Theory
 ^SOCIOL 3549 Statistics in Sociology
 +SOCIOL 3597.01 World Problems in Global Context
 #SOCIOL 4100 Criminal Investigation
 SOCIOL 4507 The Criminal Justice System
 #SOCIOL 4511 Juvenile Delinquency
 +SPHHRNG 4530 Intro to ASD
 #WGSST 2306 Girlhood
 +WGSST 2325 Health and Inequality
 +WGSST 2326 Feminist Perspectives on Addiction
 WGSST 3101 Food and Gender

Natural and Mathematical Sciences (courses from Earth Science and Statistics count toward the 3000+ requirement at the 2000-level)

ANTHROP 2200 Intro to Physical Anthropology
 +ANTHROP 3301 Human Biological Diversity & Health
 +ASTRON 2140 Planets and the Solar System
 +EARTHSC 2204 Exploring Water Issues
 +EARTHSC 2205 The Planets
 +EARTHSC 3530 Learning from Disasters: Extreme Events
 #EEOB 3270 Infectious Disease Ecology, Evolution, and Transmission
 MOLGEN 4500.02 General Genetics
 ^STAT 2450.02 Introduction to Statistical Analysis I*
 ^STAT 2480.02 Statistics for Life Sciences*
 ^#STAT 5731 Intro to R for Data Science I: Basic R **
 ^#STAT 5732 Intro to R for Data Science II: Intermediate R **

*STAT 2450.02 and 2480.02 have a prerequisite of MATH 1131, 1141, 1151, 1156, 1161.xx or 1181H

**STAT 5731 and 5732 are 1 credit hour apiece. Both must be taken to be counted as the Embedded Literacy for Data Analysis. Students who take one or both of these courses must still reach a minimum of 30 hours in the major.

World Languages taught in the target language (counts toward 3000+ requirement in domain) - Students selecting this as their primary domain should fulfill their Embedded Literacy in Data Analysis with a course in another domain, preferably Humanities.

ARABIC 2104.02 Intermediate Modern Standard Arabic II: Intensive
#CHINESE 2151.61 Online Intensive Second Level - Written Chinese: Individualized
#CHINESE 4152.61 Online Intensive Level Three Chinese- Written: Individualized Track
#CHINESE 5101.61 Online Level 4 Chinese I: Individualized Instruction
#CHINESE 5102.61 Online Level 4 Chinese II: Individualized Instruction
#CHINESE 5105.61 Selected Readings in Scholarly Chinese Texts I: Individualized Track
#CHINESE 5106.61 Selected Readings in Scholarly Chinese Texts II: Individualized Track
#FRENCH 2101.61 Introduction to French and Francophone Studies Individualized DL
#JAPANESE 2102.61 Level 2 II Online Individualized Instruction
#JAPANESE 4101.61 Level 3-I Online Individualized Instruction
#JAPANESE 4102.61 Level 3-II Online Individualized Instruction
#KOREAN 2102.61 Level Two Korean II: Individualized Instruction-Distance
#KOREAN 4101.61 Level Three Korean I: Individualized Instruction-Distance
#KOREAN 4102.61 Level Three Korean II: Individualized Instruction-Distance
#RUSSIAN 2104.61 Intermediate Russian II (Self-paced/Individualized Distance Learning)
SPANISH 3403 Intermediate Spanish Composition
SPANISH 3404 Spanish Phonetics
SPANISH 3450 Intro to Literary and Cultural Studies in Spanish
TURKISH 2101 Intermediate Turkish 2
UZBEK 2101 Intermediate Uzbek 2
UZBEK 3102 Advanced Uzbek

Domain specific embedded literacy data courses⁶

Visual and Performing Arts

- ACCAD 5150 Emerging Trends in Data Visualization
- DESIGN 3305 Visualization as Thinking
- DESIGN 3505 Presentations as Thinking
- ARTED/THEATRE 2700 Criticizing Television

Humanities

- AFAMAST/HISTORY 3083 Civil Rights and Black Power Movements
- ARABIC 2241 Contemporary Arab Cultures: Arts, Mass Media, Society
- HISTORY 2800 Intro to the Discipline of History
- COMPSTD 2350/ENGLISH 2270 Introduction to Folklore
- ENGLISH 4572 English Grammar and Usage
- (maybe) ENGLISH 3306 Reviewing, Editing, and Testing Technical Documents
 - o https://ascnet.osu.edu/storage/request_documents/6249/English%203306%20Revised%2006-09-2025.pdf

Social and Behavioral Sciences

- INTSTDS/ECON 3400 Analysis and Display of Data
- POLITSC 3780 Data Literacy and Data Visualization
- SOCIOL 3549 Statistics in Sociology
- PSYCH 2220 Data Analysis in Psychology

Natural & Mathematical Sciences

- STAT 2450.02 Introduction to Statistical Analysis I*
- STAT 2480.02 Statistics for Life Sciences*
- STAT 5731 Intro to R for Data Science I: Basic R **
- STAT 5732 Intro to R for Data Science II: Intermediate R **
- EEOB 3270 Infectious Disease Ecology, Evolution, and Transmission

World Languages

⁶ This list includes currently approved data analysis EL courses that are currently available asynchronously. The college is working to add additional data analysis EL courses that are not currently available asynchronously.

The recommendation would be a Humanities (first choice) or Arts (second choice) option for students with this domain. It is most likely that students using this as the primary domain would be using past courses, not taking new courses given how language skills can decline over time.

Appendix B-student examples

Example student #1

A. enrolled at Ohio State University as a freshman in Winter Quarter 1987, coming from a rural school district in SE Ohio. He continued regular enrollment as an accounting major until Summer Quarter 1993 when he stopped out. He has been working in retirement plan benefits area of HR for 30+ years.

He inquired about returning to finish a business degree in 2021 but has not re-enrolled. He has 73 semester hours earned and a 2.397 GPA. He had remedial credits, so he has 64 hours counting toward the required 121 and needs 57 more. For the ASC upper division requirement, he has 13 hours earned and needs 26 more.

On the new GE, unless his prior credits are determined to be equivalent of completing the Ohio Transfer 36 (OT36), he would need the following courses:

- Connections Seminar – GENED 2601 (1 credit)
- Natural Science with Lab (4 credits)
- Race, Ethnicity, and Gender Diversity (3 credits)
- Citizenship for a Just and Diverse World Theme (4-6 credits)
- Second Theme of choice (4-6 credits)

= 16-20 hours for GE

He also needs to meet the college requirement for world language. He had the equivalent of Spanish 101 complete, so if permitted to take substitute courses for the remainder, he would need 9 new hours. Otherwise, it would be 12 hours for 1101-1103 of the language of choice.

= 9-12 hours for World Language

Major:

He has 3 courses that could potentially count toward the Domain requirements in the major with advisor/committee approval: English 280 (2280) for Humanities, Econ 200 and 400 (2001.01 and 2002.02 respectively) for Social Sciences.

= 21-30 hours for major.

Total hours needed, depending on decisions related to GE, language and major, are 57-62. Electives would only be needed if he is able to finish all 3 areas with the minimum number listed above or if he receives adjustments to his GE-N requirements based on having OT36 equivalence. It is also permitted to overlap 1 theme course per theme with the major.

NOTE: if he returned for the regional campus general business management degree as discussed in 2021, he would require an estimated 65+ more hours to complete that degree due to the Fisher College of Businesses's requirements for college and major.

See next page for term-by-term schedule projection.

Sample term-by-term schedule based on 6-7 hours/term and needing max in all areas and no overlaps with themes and major, assuming Social Science for the 3-course domain requirement:

Term #	Course #1	Course #2	Hours earned	Upper Division Hours earned
Term 1	GENED 2601	ARTSSCI 2900 Intro to Major	6	0
Term 2	REGD Foundation GE (3000+)	Social Science Domain (3000+)	6	6
Term 3	Natural Science Foundation GE with lab	Humanities Domain (3000+)	7	3
Term 4	World Language 1101	Social Science Domain (3000+)	7	3
Term 5	World Language 1102	Visual & Perf Arts Domain	7	0
Term 6	World Language 1103	Social Science Domain (3000+)	7	3
Term 7	Citizenship Theme #1 (3000+)	Social Science Domain + Data Embedded Literacy (3000+)	6	6
Term 8	Citizenship Theme #2 (3000+)	Domain of choice	6	3
Term 9	Theme Choice #1	Theme Choice #2	6	0
Term 10	ARTSSCI 4900 Capstone		4	4
			62 total hours (needed at least 57)	28 (needed at least 26)

Example student #2

B. was admitted to OSU as a transfer student within the past year into a fully online program but withdrew from classes in the first week and has not yet re-enrolled. She is in her late 30s and transferred a combined 30 credit hours from Columbus State Community College and the University of Cincinnati (UC). All her transfer credits were taken in 2010 and earlier. She graduated high school in one of the Columbus suburbs.

Due to how UC's course numbering system worked on quarters as well as how they structured the curriculum, the majority of the student's credits transferred as Special Credit (SPL) of 2 semester hours each, meaning courses are not matching anywhere in the GE. There are a couple of transfer credit petitions that could be submitted:

- Counting a combination of 2 courses of English SPL for 6 hours from UC to satisfy the Writing and Information Literacy foundation as it is due to a quirk in transfer rules that prevents equivalency for English 1110. She also has transfer credit for English 2367.01 from Columbus State which is not approved for the GE foundations.
- Counting a combination of 2 courses Psych SPL as Social Science Foundation as they are 2 of the 3 courses in a sequence that would have given her Psych 1100 equivalency + Psych SPL. The student did not complete the middle course of the sequence, but the 3 individual courses were transfer module courses.

For the major, she has 2 credits of Psych 2333 (human sexuality) and 2.67 credits of Psych 3340 (lifespan development) that transferred in. They could combine to replace one of her major courses in the Social Science domain but not two, due to insufficient hours.

Overall, she will need 97 total hours, of which 37 would need to be upper division. She will need her remaining GE including both bookends, world language, major, and any additional electives needed to reach the 121 minimum.

The term-by-term sample schedule below has the following assumptions:

- Both GE petitions listed above are approved
- Use of the 2 psych courses to replace one Social Science domain course on the major is approved
- Student overlaps 1 course in each theme with the major
- Student takes 6-7 credits per term (for comparison with other sample maps)
- Humanities as the 3-course domain

Term #	Course #1	Course #2	Hours earned	Upper Division Hours earned
Term 1 (rank 2/soph)	GENED 1201	ARTSSCI 2900 Intro to Major	6	0
Term 2	Literary, Visual and Performing Arts foundation GE	Historical & Cultural Studies foundation GE	6	0
Term 3	Math & Quantitative Reasoning or Data Analysis Foundation GE	Humanities domain (3000+) major course	6	3

Term 4	Natural Science with Lab Foundation GE	REGD Foundations GE	7	0
Term 5	World Language 1101	Citizenship Theme #1 to overlap with Humanities domain on major (3000+)	7	3
Term 6 (rank 3/junior)	World Language 1102	Arts Domain on major (3000+)	7	3
Term 7	World Language 1103	Humanities Domain (3000+)	7	3
Term 8	Citizenship Theme #2 (3000+)	Choice Theme #1 to overlap with a Domain of choice (3000+)	6	6
Term 9	Choice Theme #2 (3000+)	Humanities Domain to overlap with Data embedded literacy (e.g. History 2800)	6	3
Term 10	Elective (3000+)	ARTSSCI 4900 Major Capstone	7	7
Term 11 (rank 4/senior)	GENED 4001	Elective (3000+)	4	3
Term 12	Elective (3000+)	Elective	6	3
Term 13	Elective (3000+)	Elective	6	3
Term 14	Elective	Elective	6	0
Term 15	Elective	Elective	6	0
Term 16	Elective	Elective	4	0
			= 97 hours	= 37 upper division

NOTE: Ideally the major capstone would be taken in the final term. This schedule projection was written in this way to highlight how many electives this student would need given the assumptions above. This many electives would allow for completion of a minor, second major, or embedded certificate if the student desires and if the delivery method works for her. Care would need to be taken that she does not exceed maximum 10 hours allowed non-ASC coursework (all transferred courses are ASC) so continued advising will remain important beyond just major and GE course selections. Also, the student could graduate sooner if she took more than 2 courses per term.

Appendix C. Curriculum Map for the Arts and Sciences Online BA

The curriculum map for this program differs from more conventional programs for two reasons: a) a substantial portion of required coursework entails flexible perspective-building across the ASC disciplines (which have been grouped into “domains”); and b) the most distinctive goal for the program pertains to thoughtful integration of those multiple perspectives (Goal 3). The table below documents where program learning outcomes (PLOs) are treated at various levels in courses counting for program credit. The table uses these conventional indicators: B = Beginner; I = Intermediate; and A = Advanced. However, the unusual flexibility of this program’s structure warrants some additional explanation:

Perspective-building across the domains occurs in classes offered by academic departments across the college. While only one outcome focuses entirely on developing discipline-specific knowledge, 2.c, the other outcomes under Goals 2 and 3 entail the acquisition of discipline-specific competencies to serve as foundations for comparative discussion of disciplinary approaches, even if formal comparative work will not necessarily take place until the capstone class (4900, see below)—hence the mapping of domain courses as *B* or *I*, but not *A*, for most outcomes under Goals 2 and 3. Additionally, since the program’s introductory course cultivates a reflective approach to learning, which students should bring to their domain-area studies, the domain courses allow work on 1.a & 1.b.

The advanced achievement of outcomes across all four goals is the focus of the capstone class—ARTSSCI 4900. To build advanced competency in all these outcomes, ARTSSCI 4900 guides students through both an advanced research project, entailing integration of their domain studies (Goals 2 and 3), and the advanced development of portfolios integrating artifacts from their domain coursework, as well as other, professionally oriented artifacts originating in 4900 to fulfill Goals 1 and 4.

Goals	GOAL 1			GOAL 2				GOAL 3				GOAL 4			
Outcomes	1.a	1.b	1.c	2.a	2.b	2.c	2.d	3.a	3.b	3.c	3.d	4.a	4.b	4.c	4.d
CORE COURSES															
ARTSSCI 2900	I	I	I	I	B						B	B	I	I	I
ARTSSCI 4900	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A
DOMAIN COURSES															
2000-Level	I	I			B	B	B	B	B	B	B				
3000-Level	I	I			B	I	B	B	B	B	B				
4000-Level	I	I			I	A	I	I	I	I	I				
5000-Level	I	I			I	A	I	I	I	I	I				



Ohio State Online

Market Assessment – Bachelor of Science in Assistive and Rehabilitative Technology

September 2024

Contents

- I. Preface
- II. Program Trends
- III. Degree Completion Trends
- IV. Comparable Program Analysis
- V. Jobs Outlook
- VI. Profile Analytics
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Background

The School of Health and Rehabilitation Sciences is interested in understanding the market for a Bachelor of Science in Assistive and Rehabilitative Technology. This would be a new online program in this field with no on-campus equivalent. The school currently offers two certificates ([graduate](#) and [undergraduate](#)) in this space.

The objectives of this assessment are:

- Understand the current market and demand for the degree
 - Assistive Technology is an emerging field/goal is to get an understanding of the market - what programs exist, # of related programs, # of completions, top programs
 - Comparable programs - what is offered, how are they positioned (types of job outcomes), fieldwork requirements, accreditation, etc.
- Understand workforce opportunities for someone with a bachelor's in Assistive Technology
 - Current and future trends for job/job growth, skills, titles, etc.
 - Skills in demand
 - Degrees required

Insights & Recommendations

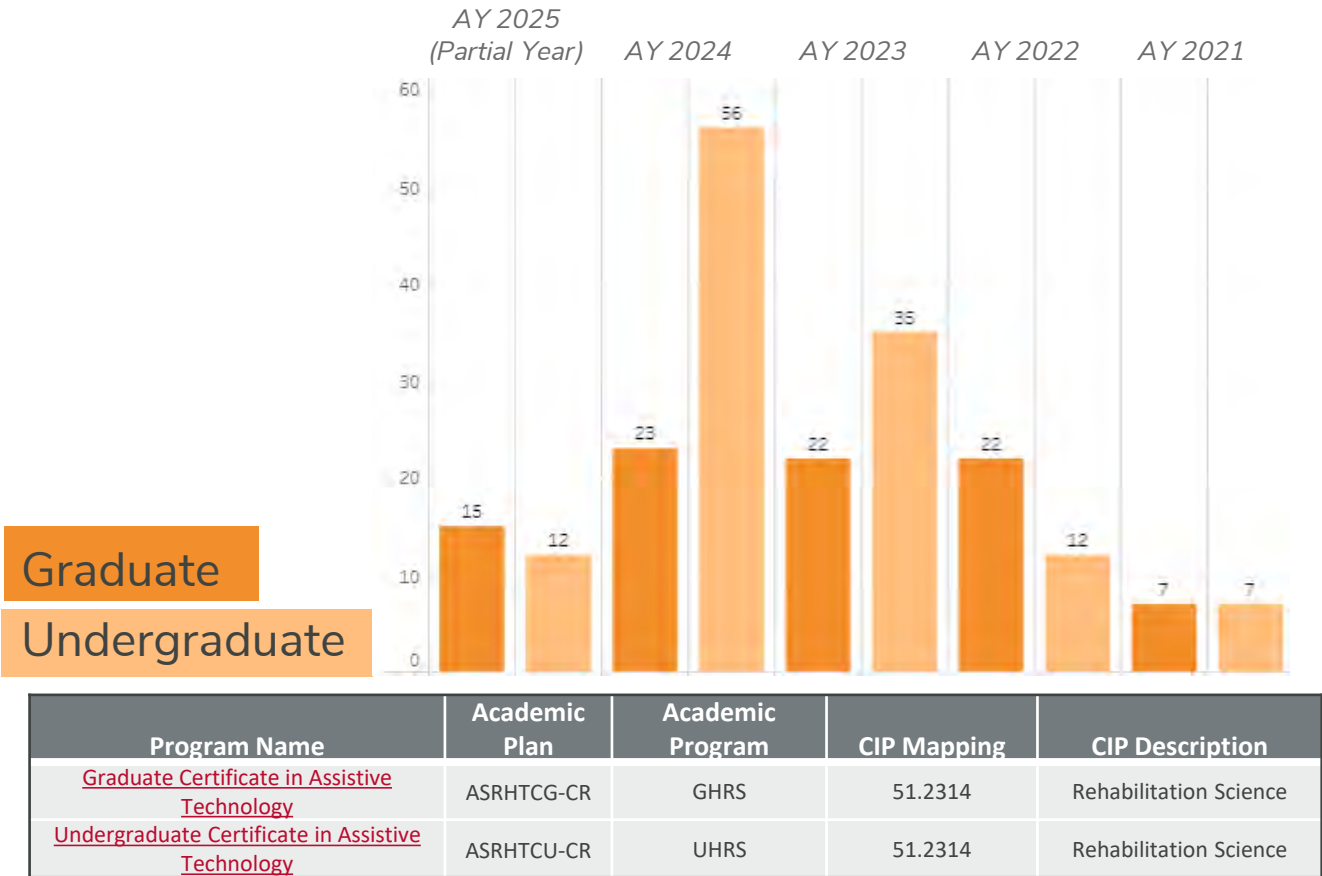
- Student interest in degrees in Rehabilitation Sciences and Assistive Technology is growing. We see this across multiple degree levels:
 - For bachelor's it is in Rehabilitation and Health Science degrees, so more general degrees that prepare students for broader outcomes.
 - For certificates it is adding these to broader undergrad or graduate degrees to meet requirements for a variety of job outcomes (rehabilitation manufacturers, occupational therapy, education, etc.).
 - At the master's level it is more specific to Assistive Technology, yet this market is the smallest and slowest growing of the three, which could indicate students are not interested or do not need a master's degree to gain these skills.
- While growing, it is important to note that completions in this space were roughly 1000 in 2022 and the preliminary data from 2023 is 960, so market size should be considered in future program estimates.
- Comparable programs incorporate assistive and rehabilitative technology coursework, credentials, and certificates into their broader curriculum to allow students to tailor their education. Many of the undergraduate programs profiled position themselves as stepping stones into graduate education, including Physical Therapy, Occupational Therapy, and other graduate programs in the medical field. These programs, even outside of the Assistive Technology certificate, generally require field experience, so this should be considered in program development and accreditation. Comparable Master's programs and certificates are generally focused on preparing for the certification through RESNA.
- Workforce demand, as well as specific Assistive Technology/Rehabilitation skills, are also growing. The analysis shows that these skills tend to be complementary to core roles and not directly associated with Assistive Technology roles. For example, the top job titles with skills related to this degree are Speech Language Pathologist, Occupational Therapist, and Special Education Teacher. Of the ~18k worker profiles, less than 2% have job titles like "Assistive Technology Specialist," "Rehabilitation Engineer," etc. It could be that this is still a growing field, but current data suggests Assistive Technology is additive to core roles.
- The market analysis points to multiple pathways to take advantage of the current growth and workforce demand:
 - 1) Move forward with the Bachelor's degree in Assistive Technology given the demand in this space and knowing that investment to launch is low given current online coursework in the BSHS, core curriculum, and the existing certificate. Ohio State could be a leader in this space and take advantage of an untapped market where the degree does not exist. Estimates of size should consider the current market of completions.
 - 2) Mirror other comparable programs and offer the current certificate more overtly as a concentration in the BSHS. This could encompass both on-campus and online BSHS to drive growth with this popular certificate, as well as the BSHS. An indication of this opportunity is that 90% of the UG certificate students in AU2023 were in the Bachelor of Health Science degree at OSU.

Program Trends

Application and enrollment trends at the academic plan level are compiled by the Ohio State Online Strategy and Analytics Team. Reports are constructed utilizing data from the Student Information System. Data was pulled in September 2024.

Certificate Census Counts

- Census counts of students at the undergraduate level continue to trend upward. Although the graduate certificate has seen some increases in the number of students in the program, it has remained at around 23 students for the past three academic years.
- Interest at the undergraduate level appears to be greater than interest at the graduate level. This may be due, in part, to the cost difference between the two certificates (~\$1k vs. \$2k for a 3-credit hour course).
- Both the graduate and undergraduate certificates are consistently the highest enrolling certificates in the Ohio State Online portfolio.
- In AU23, there were 46 distinct students enrolled in the undergraduate certificate. 90% (34) were also enrolled in the undergraduate Health Sciences major, indicating an appeal of an undergraduate degree in a health-related field with the certificate.



Degree Completion Trends

Lightcast provides data on college enrollments and graduates, as reported in the National Center for Education Statistics (NCES) IPEDS dataset. This includes gender and race/ethnicity data for enrollees by school; graduates by school, CIP code, award level and data on distance completions, as well as information on tuition and other student fees.

Program Mapping Analysis

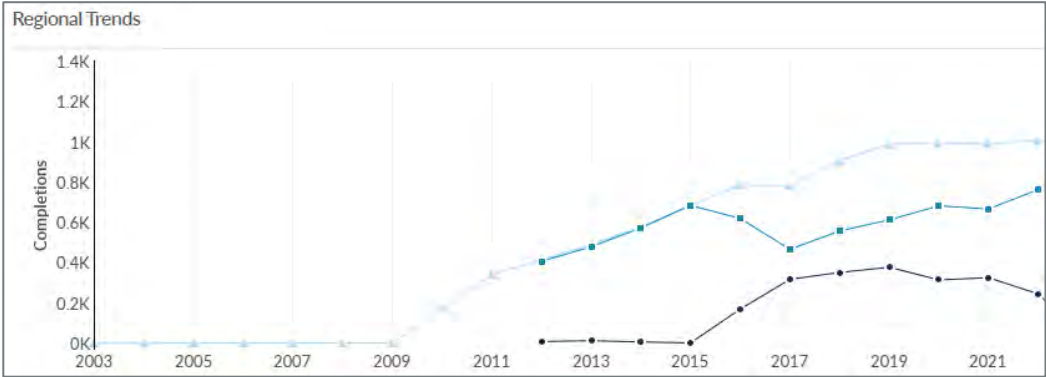
Publicly available data on institutions' [CIP codes](#) is sparse. Below are institutions that have publicly available data on CIP-to-program mapping and similar program offerings to the Ohio State program. Ohio State Online has identified a CIP code that each of these programs likely maps to in order to provide a reference for our completion trends analysis.

Institution	Modality	Program Name	CIP Mapping	CIP Description
University of Pittsburg	On-Campus	Bachelor of Science in Rehabilitation Science	51.2314	Rehabilitation Science
California State University Northridge	Online	M.S. Assistive Technology Studies and Human Services	51.2314	Rehabilitation Science
University of Pittsburgh	On-Campus	Assistive Technology in Rehabilitation Certificate	51.2312	Assistive/Augmentative Technology and Rehabilitation Engineering
University of Texas at El Paso	On-Campus	Bachelor of Science in Rehabilitation Sciences	51.2314	Rehabilitation Science
The Ohio State University	Online	Graduate/Undergraduate Certificate in Assistive and Rehabilitative Technology	51.2314	Rehabilitation Science

Programs related to the Bachelor of Science in Assistive and Rehabilitative Technology were found to map to a few different CIP codes in the market. To understand program viability in this market the following CIP codes were analyzed: 51.2314 (Rehabilitation Science) and 51.2312 (Assistive/Augmentative Technology and Rehabilitation Engineering).

National Market Trends: Related Fields - Bachelors

- Related fields included more generalized areas of rehabilitation sciences and health sciences. As mentioned in the supporting documents provided by the college, there are no undergraduate degree programs in assistive and rehabilitative technology.
- Overall, the market appears to be expanding with additional institutions entering the market to offer their programs. Market growth appears to be driven by both distance and non-distance programs, but of the 27 institutions reporting completions in this space, only four are reporting completions as distance. Those four institutions make up over 20% of the completions in 2022. This could indicate opportunity in the online space in this market.
- This market is expanding with room for growth, as the total market was roughly 1000 completions in 2022 with average completions at 37.2 per year.



	2012 Completions	2022 Completions	% Change
Distance Offered Programs	7	243	+3,371.4%
Non-Distance Offered Programs	405	762	+88.1%
All Programs	412	1,005	+143.9%



Market Share, Top Five Institutions – Related Fields - Bachelors

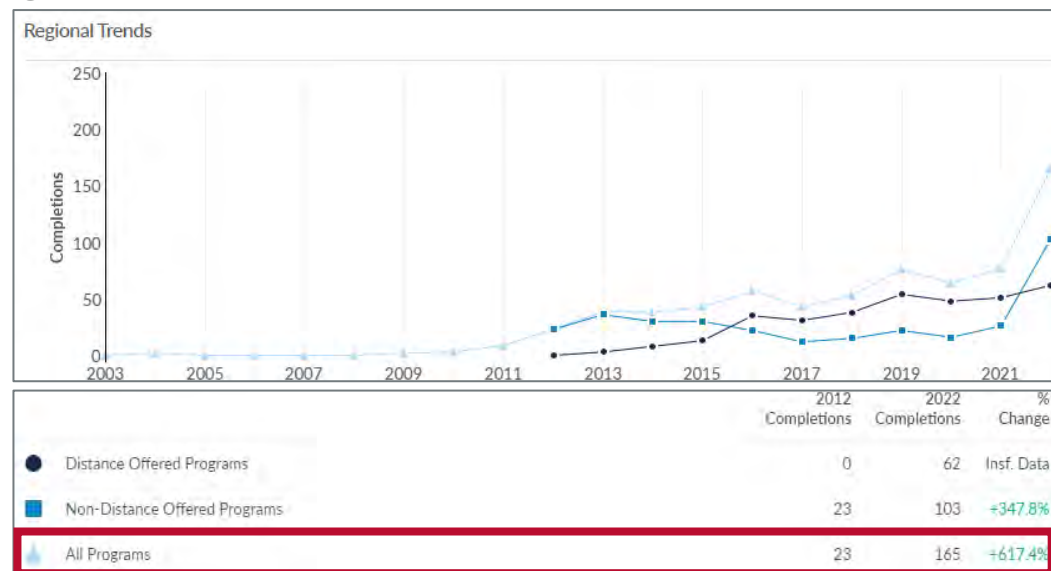
- Of the example [competitors identified by the college](#), two of those institutions are represented below: the University of Pittsburgh and the University of Illinois Chicago. The top five institutions in this market control close to 50% of completions in 2022.
- From 2018 to 2022, the number of competing institutions increased by 50%, while completions only increased by 11%. The influx of new entrants are likely responsible for some of the declines in top program completions.

Institutions	Reported Completions, 2017 - 2018 Academic Year	Market Share, 2017- 2018 Academic Year	Reported Completions, 2021 - 2022 Academic Year	Market Share, 2021 - 2022 Academic Year	Market Share Trends, 2018 - 2022	Completions Reported via Distance-Delivery, 2021-2022
University of Pittsburgh – Pittsburgh Campus	156	17.2%	143	14.2%	↓	Yes*
The University of Texas at El Paso	0	0.0%	98	9.8%	↑	No
The University of Texas Rio Grande Valley	239	26.4%	91	9.1%	↓	No
University of North Texas	83	9.2%	79	7.9%	↓	Yes
University of Illinois Chicago	29	3.2%	71	7.1%	↑	No

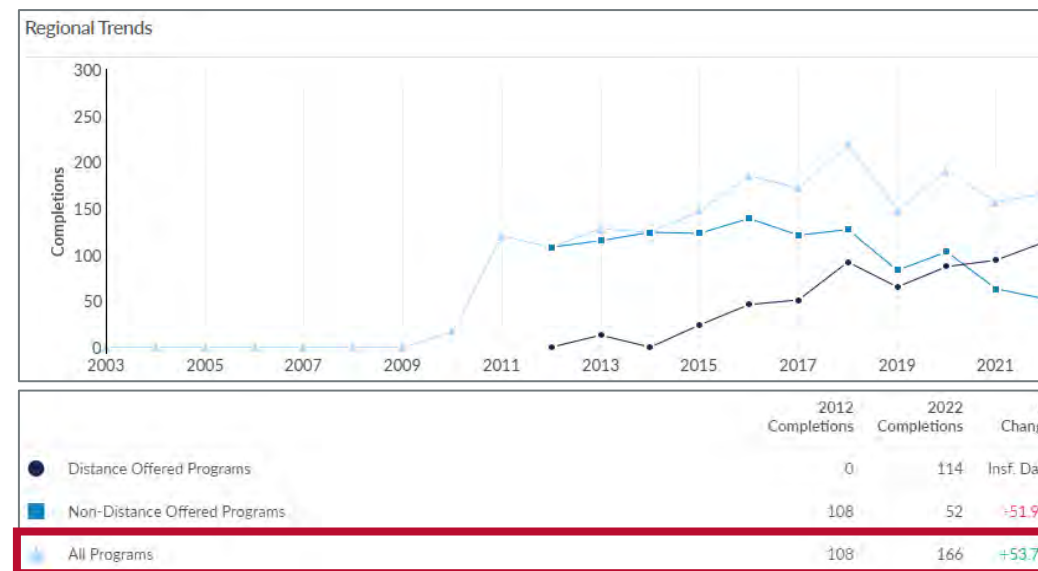
National Market Trends: Certificate and Master's

- Certificate and Master's markets had less than 200 completions each in 2022.
 - The certificate market appears to be increasing with growth driven by distance and non-distance programs
 - The masters' growth is at a much slower pace and driven by distance programming.
 - This could indicate that students interested in this field are opting for shorter certificate programs to gain these skills and/or satisfy the requirements for RESNA's ATP exam. These data support the hypothesis that masters' degrees are "overshooting" the need versus an undergraduate degree with a certificate.

Certificate Market*



Master's Market



Comparable Program Analysis

Comparable Program Rationale

Comparable institutions were identified because of their success in the marketplace as determined by the CIP code they report to. Completion and graduate data for institutions are provided when available. The data should be viewed with caution as some institutions may map multiple programs to the same CIP codes.

It should be noted that this comparable program analysis may include programs or institutions that the college does not consider as a “peer” or “competitor” but were chosen to show different offerings and comparisons.

Bachelor’s programs from related fields and certificate/master’s programs in assistive and rehabilitative technology were profiled to understand their program structure and offering. Many of the programs at the bachelor’s level that were profiled were Rehabilitation Sciences programs with options to obtain Assistive Technology education through various certificates, coursework, or specializations.

Bachelors Comparable Programs Analysis

Institution	Program Name	Modality	Estimated Tuition*	Completion Details	Program Value Proposition
University of Pittsburgh	Bachelor of Science in Rehabilitation Science	In-Person and Hybrid	Total Cost: ~\$129k (In-State) ~\$255k (Out-Of-State) Cost per Credit: ~\$1,078 (In-State) ~\$2,121 (Out-Of-State)	120 credits	“Immerse yourself in the interdisciplinary and dynamic field of rehabilitation science. This undergraduate program allows you to learn more about the challenges and issues that surround people with disabilities, and the technologies that can improve their quality of life. Follow a rigorous curriculum that includes elective and core courses in anatomy, physiology, kinesiology, research methodology, neuroscience, disability rights and more. If you’d like to specialize your degree, opt for one of three certificate programs in the areas of assistive technology, pathokinesiology or psycho-social issues in rehabilitation and personal care.”
University of Illinois Chicago	B.S. in Rehabilitation Sciences	In-Person and Hybrid	Total Cost: ~\$56k (In-State) ~\$133k (Out-Of-State) Cost per Credit: ~\$465 (In-State) ~\$1,113 (Out-Of-State)	120 credits	“UIC’s College of Applied Health Sciences is uniquely positioned to offer interdisciplinary programs in rehabilitation science. We tap in to the research and education expertise of the departments in the college to provide innovative and experiential learning built on the latest research in the area. Rehabilitation science focus on human function, disability, and rehabilitation from the perspectives of the health sciences, social sciences, psychology and assistive technology. We emphasize experiential learning to make sure all of our students are fully prepared to go on to be leaders in the field.”
University of North Texas	Bachelor of Science in Rehabilitation Studies	Online and In-Person	Total Cost: ~\$46k (In-State) ~\$96k (Out-Of-State) Cost per Credit: ~\$395 (In-State) ~\$803 (Out-Of-State)	120 credits	“Do you want a career that provides new experiences each day? Then you should pursue a Bachelor of Science degree in Rehabilitation Studies at the University of North Texas. Our bachelor’s degree program combines classroom curriculum with practical experience in community service and involvement, guiding students to a fulfilling career in the vast field of rehabilitation. Rehabilitation professionals serve individuals who have physical, mental and emotional disabilities and help them become productive and active citizens. The demand for new professionals is rising every year.”

University of Pittsburgh

Bachelor of Science in Rehabilitation Sciences

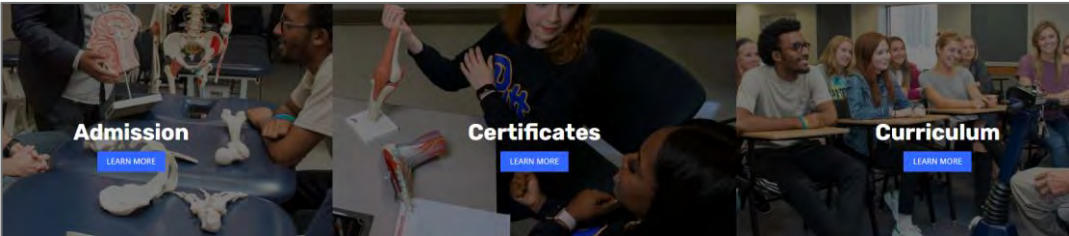
- Elective coursework includes four courses in assistive technology, including a field experience course. Although not required, a field experience or independent study course is strongly encouraged.
- Three certificate options are available to undergraduate students in the program including an Assistive Technology in Rehabilitation Certificate. The certificate requires a field experience in Assistive Technology and Rehabilitation.
- Tout this degree as a “stepping stone to graduate work in the areas of physical or occupational therapy, rehabilitation counseling or technology, physician assistant studies, prosthetics and orthotics or many other clinical degrees, including medicine and accelerated nursing and public health.”

Rehabilitation Science at Pitt SHRS

Your path to a graduate degree in physical therapy, occupational therapy, physician assistant studies assistive technology or another health care career starts here! Application opens Oct. 7.

APPLY NOW

REQUEST INFO



Rehabilitation Science (BS) Highlights



Interdisciplinary Curriculum



Three Certificates



Graduate Preparation



Learn from Interdisciplinary Faculty



Get Involved

Total Completions (Lightcast)					
Institution*	2018	2019	2020	2021	2022
University of Pittsburgh**	156	147	153	157	143

University of Illinois Chicago

B.S. in Rehabilitation Sciences

- Fieldwork is required during Synthesis in Health and Rehabilitation course. Students are required to develop a project that integrates their practical experiences in healthcare settings, research labs, or community centers with content learned in courses.
- Some courses are taught online, but this is primarily an in-person program.
- Required core classes include course on Assistive Technology and elective courses include a class on Adaptive Equipment Design and Fabrication.
- Many profiled alumni have continued to pursue additional education to become Occupational Therapists, Doctors, Nurse Practitioners, and Physical Therapists.

BS in Rehabilitation Sciences

Discover the principles of rehabilitation



Request info



Arrange a visit



Apply now

Meet our alumni



Andrea Adap '22

A special education paraprofessional supporting students with disabilities at Niles West High School while pursuing an entry-level occupational therapy doctorate at UIC.



Madeline Cardona '23

An inclusion aide for children with disabilities pursuing a graduate-entry MS in nursing at UIC with the goal of becoming a pediatric nurse practitioner.



Bryan Huerta '22

A clinical research coordinator at UIC and Spanish medical interpreter for CommunityHealth, a health center for low-income, uninsured and underinsured adults in Chicago, who is applying to medical school.

Total Completions (Lightcast)

Institution*	2018	2019	2020	2021	2022
University of Illinois Chicago**	29	60	88	78	71



University of North Texas

Bachelor of Science in Rehabilitation Studies

- One of the few BS Rehabilitation Studies programs found to be offered fully online.
- Students must complete a one semester practicum (requires 200 hours of experience in the field) in their final semester to graduate.
- The Career Center, Learning Center, and team of professional academic advisors are available to each student to help with internships, getting hands-on experience, study skills, time management, etc.
- Alumni of program hold positions with the Texas Health and Human Services Commission, the Texas Council for Developmental Disabilities, and the Texas Workforce Commission. The program highlights opportunities for networking with these types of organizations.



Rehabilitation Studies Online Bachelor of Science

Undergraduate degree program offered by the UNT College of Health and Public Service

Program type:	Format:	Est. time to complete:
Major	On Campus Online	4 years

40

Total Classes

120

Total Credit Hours

\$45.6K

Estimated TX Resident
Tuition & Fees

Subject to Change
Varies by State Residency

01/13

Next Start Date

Total Completions (Lightcast)					
Institution*	2019	2020	2021	2022	2023
University of North Texas**	83	74	77	70	79

**Institutions may map multiple programs to the profiled CIP code*
***Total may include online and on-campus completions*

Certificate/Masters Comparable Programs Analysis

Institution	Program Name	Modality	Estimated Tuition*	Completion Details	Program Value Proposition
Bowling Green State University	Assistive Technology Certificate	Online	Total Cost: ~\$5.6k Cost per Credit: ~\$375	15 credits	“The BGSU assistive technology certificate is designed to develop expertise in supporting people to use assistive technology, both high and low tech. It is an excellent opportunity for parents, caregivers, general educators, special educators, transition specialists, occupational therapists, physical therapists, speech-language pathologists, rehabilitation engineers and vocational rehabilitation counselors to gain recognition of their skills in this growing area of need.”
California State University - Northridge	Master of Science in Assistive Technology Studies and Human Services	Online	Total Cost: ~\$26k Cost per Credit: ~\$865	30 credits	“Internationally recognized for its expertise in disability services, CSUN created its online Assistive Technology Studies and Human Services (ATHS) program to meet the growing demand for skilled AT specialists, who can assess, assist, train, and empower those using assistive technology in their daily lives. As the first master’s degree of its kind in Southern California, CSUN’s ATHS program prepares students to synthesize the interconnections between human and technological factors, explain and interpret product design and function, assess AT users’ needs, interpret the legal and political history of assistive technology, and develop relevant delivery protocols. Offered in collaboration with CSUN’s College of Health and Human Development, this two-year, online, 10-course program prepares working professionals for rewarding careers that enhance the lives of those who rely on assistive-technology devices.
University of Pittsburgh	Master of Rehabilitation Technology	Online and In-Person	Total Cost: ~\$46k Cost per Credit: ~\$1.3k	35 credits	“Through our flexible online Master of Rehabilitation Technology program, you’ll learn to assess the applications of assistive devices and participate in hands-on clinical training. Work directly with end-users in this rehabilitation master’s centered around technology while also learning online. Students will be required to attend a hands-on lab in Pittsburgh over one or two days during the fall term. Thanks to specialized course credits in clinical rehab, you’ll reduce the number of work hours required to obtain Rehabilitation Engineering and Assistive Technology Society of North America’s (RESNA) Assistive Technology Professional (ATP) credential. Already working in rehab or assistive tech as a supplier or specialist? Let us help you advance your career!”

Bowling Green State University

Assistive Technology Certificate

- 100% online 7-week courses are targeted toward the adult working learner.
- No fieldwork requirements were found for this program.
- The certificate in Assistive Technology is embedded in the Special Education: Assistive Technology Masters Program and serves as a specialization to this program. Graduates from the certificate can pursue the master’s and have all credits transferred.
- This Special Education Master’s was found to be one of the most successful programs at the master’s level in this space, graduating more than 70 students in 2022.



Career paths	
Assistive Technology Specialist	Assistive Technology Consultant
Assistive Technology Rehab Aide	Director, Assistive Technology Department
Parents and Guardians	Educators and Administrators
Special Education Educators	

No GRE or GMAT Required ×

For English programs, applicants with a GPA below 3.0 must still complete the GRE as an admission requirement. Most doctoral programs do not require the GRE or GMAT.

Apply today!

Apply

Tuition Estimator

Request Information

Total Completions (Lightcast)

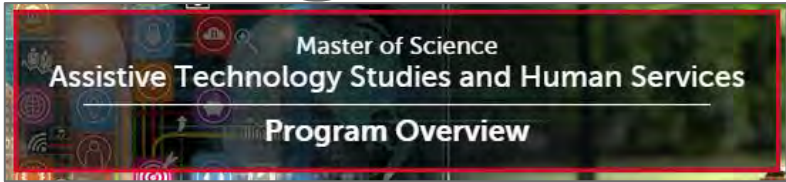
Institution*	2018	2019	2020	2021	2022
Bowling Green State University**	28	35	34	41	50

**Institutions may map multiple programs to the profiled CIP code*
***Total may include online and on-campus completions*

California State University – Northridge

Master of Science in Assistive Technology Studies and Human Services

- Culminating project, such as a paper or a case study, must be completed to graduate.
- No fieldwork requirements were found for this program.
- The program is administered in a cohort format where students enter and progress through the program as a group.
- Tout extensive alumni network and the ability of the program to connect students with employers including: Shriner’s Hospitals, U.S. Air Force, Good Samaritan Hospital, Washington State Department of Services for the Blind, State Farm, and others.



2

yr program

financial aid

online

cohort

APPLY

SPRING 2025 APPLICATION DATES

Priority Deadline: July 16, 2024

Final Deadline: October 22, 2024

ACCEPTING APPLICATIONS



Total Completions (Lightcast)

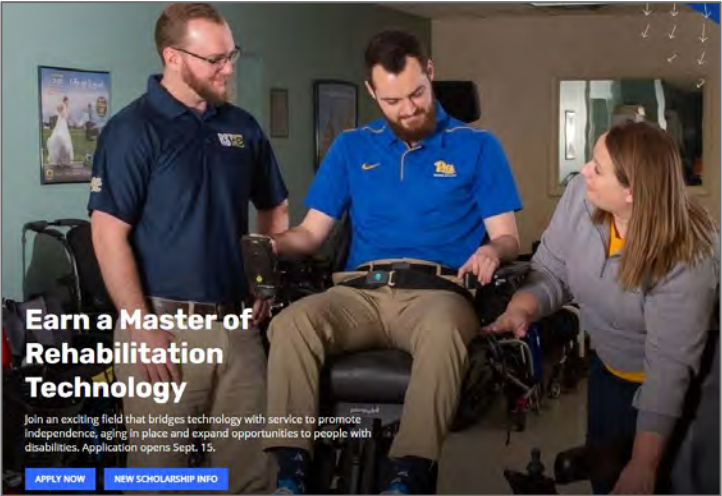
Institution*	2018	2019	2020	2021	2022
California State University – Northridge**	16	1	27	18	17

**Institutions may map multiple programs to the profiled CIP code*
***Total may include online and on-campus completions*

University of Pittsburgh

Master of Rehabilitation Technology

- Program can be completed full or part-time.
- Fieldwork requirement: Attend hands-on lab in Pittsburgh over one or two days in the fall term. Students are required to complete a 240-hour clinical practicum/internship during the summer.
- Specialized course credits in clinical rehab reduce the number of work hours to obtain the ATP credential.
- 100% ATP pass rate.
- Scholarships available to various student audiences, including former Pitt undergraduates and groups that are underrepresented in STEM and healthcare fields.



Master of Rehabilitation Technology (MRT) Highlights



100% Job Placement



One-Year Hybrid Program



State-of-the-Art Facilities



Clinical Internships



100% ATP Pass Rate



Total Completions (Lightcast)					
Institution*	2018	2019	2020	2021	2022
University of Pittsburgh**	70	51	59	47	38

**Institutions may map multiple programs to the profiled CIP code*
***Total may include online and on-campus completions*

Jobs Outlook

Lightcast's Job Posting Analytics aggregates publicly available job postings from more than 51,000 sources, including sites like LinkedIn and Monster.com.

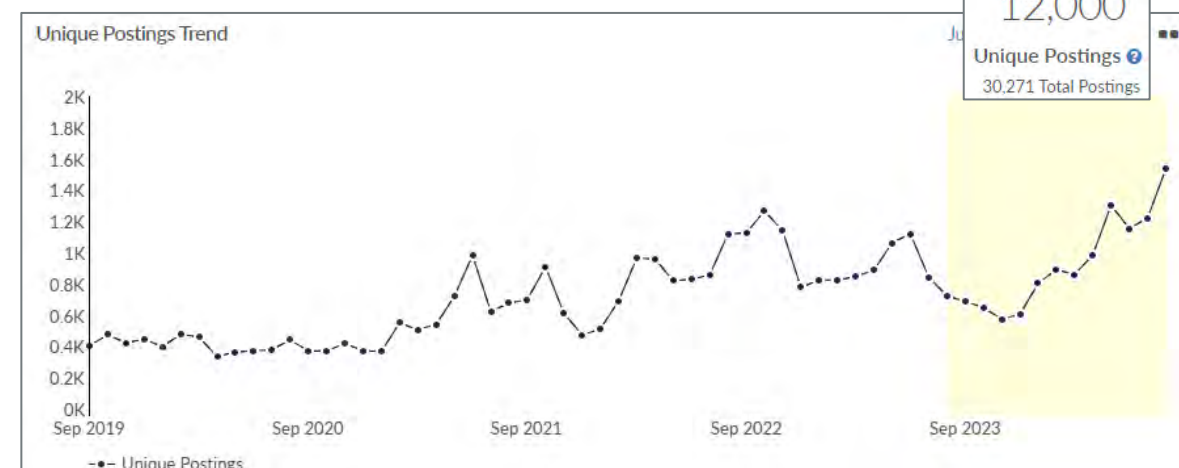
Timeframe unless otherwise specified: August 2023 – August 2024



AT Skills: Jobs Outlook

- Nationally, in the period analyzed there were about 12k unique job postings matching search criteria related to assistive and rehabilitative technology skills. 47% of all postings mention a bachelor's degree and 39% mention a master's, but only 38% of these postings **require** a bachelor's degree and 11% **require** a master's degree. It appears employers are more likely to require a bachelor's versus a master's.
- Unique monthly job postings appear to be trending upward with a peak number of postings in the most recent month of August with close to 1.5k jobs postings. This peak was led, in part, by a substantial number of postings from Walmart hiring individuals in the software engineering space who were familiar with assistive technology and web accessibility standards. Top occupations mentioned included special education teachers, teaching assistants, and speech-language pathologists.
- Top skills mentioned in the profiled job postings include Special Education, Individualized Education Programs, Web Content Accessibility Guidelines, and Data Collection. Skills gaps appear in skills related to Web Accessibility Guidelines and Data Collection.
- Both the Rehabilitation Technology and the Assistive Technology skills are projected to rapidly grow over the next two years, but both of these skills are mentioned in a relatively small number of job postings, which could be indicative of a niche market for these skills.

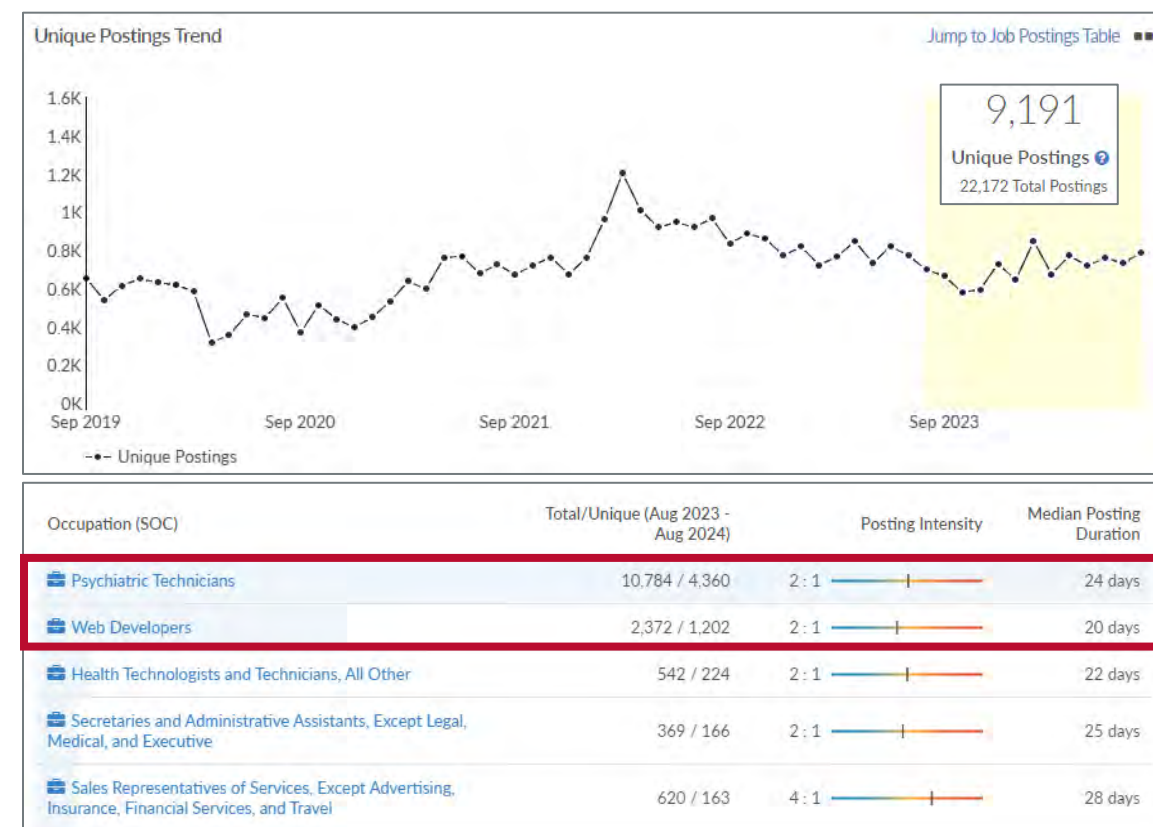
Skill or Qualification	Unique Postings from Aug 2023 - Aug 2024	Projected Skill Growth	Skill Growth Relative to Market
Assistive Technology	11,661	+27.7%	Rapidly Growing
Rehabilitation Technology	356	+26.3%	Rapidly Growing
Assistive Technology Professional (ATP) Certification	295	0.0%	Lagging
Certified Seating And Mobility Specialist (SMS)	31	Insf. Data	Insf. Data



Minimum Education Breakdown			
Minimum Education Level	Unique Postings (minimum)	Unique Postings (max advertised)	% of Total (minimum)
High school or GED	1,948	0	16%
Associate's degree	1,248	664	10%
Bachelor's degree	4,515	651	38%
Master's degree	1,378	2,831	11%
Ph.D. or professional degree	83	695	1%

Select Job Titles: Jobs Outlook

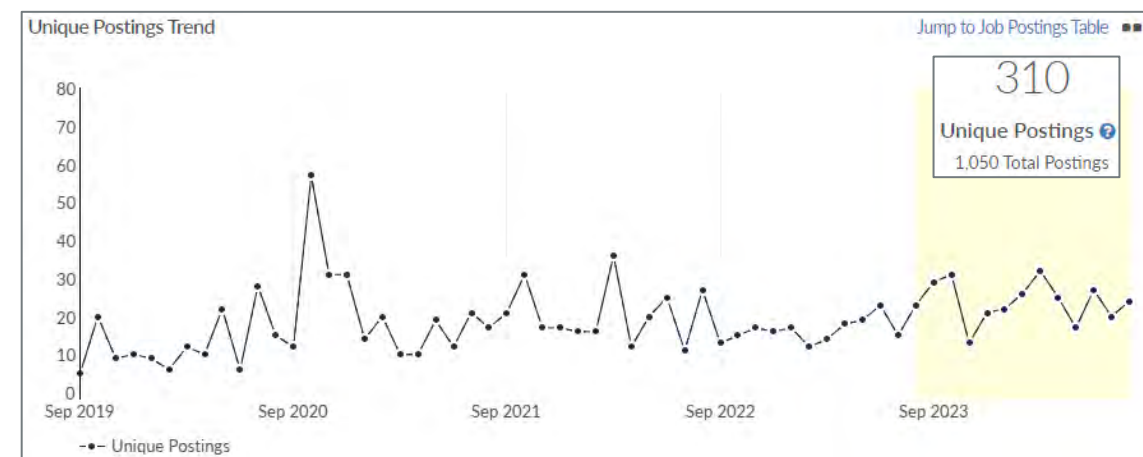
- To provide a different view of potential graduate outcomes, specific job titles were selected to understand the size of the market for graduates. Job titles used can be found [here](#) and are supported by the [document](#) provided by college partners.
- Over half the postings map to occupations like Psychiatric Technicians and Web Developers. Rehabilitation Technician and Accessibility Analyst were the job titles likely to map to these occupations.
- When removing these occupations, about 3.6k jobs remained, with over 30% of these jobs requiring a minimum of a high school diploma. Top companies posting include Numotion, LifePoint Health, and Mobilityworks.
- Overall postings related to these job titles appear to be slightly increasing but remain relatively stable month to month.
- Most of these postings are coming from the “General Medical and Surgical Hospitals” and the “College, Universities, and Professional Schools” industries supporting the idea that many of the current roles will be in companies within the medical model.



Credentials: Jobs Outlook

- Nationally, in the period analyzed there were about 310 unique job postings matching search criteria related to credentials that graduates could pursue, such as the [Assistive Technology Professional \(ATP\) certification](#). Nationally, in August of 2024, there were only 24 job postings mentioning these types of credentials.
- 46% of these postings require a bachelor's degree while only 2% require a master's degree, supporting that jobs requiring these credentials do not require a graduate degree.
- Ohio had 16 job postings during the period analyzed and was identified as the state with the fourth most unique job postings. Two Ohio-based organizations, Opportunities for Ohioans with Disabilities and The Ohio State University, are two of the top posting organizations in the United States.

Skill or Qualification	Unique Postings from Aug 2023 - Aug 2024	Projected Skill Growth	Skill Growth Relative to Market
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Rehabilitation Technology	356	+26.3%	Rapidly Growing
Assistive Technology Professional (ATP) Certification	295	0.0%	Lagging
Certified Seating And Mobility Specialist (SMS)	31	Insf. Data	Insf. Data



Job Postings Regional Breakdown

State	Unique Postings (Aug 2023 - Aug 2024)
California	39
Texas	30
Oregon	17
Ohio	16
New York	14

Jump to Job Postings by Location

Profile Analytics

Lightcast's Profile Analytics is built from individual profiles of over 120 million workers in the United States. Profiles are obtained from sites like LinkedIn and Indeed.

Timeframe unless otherwise specified: Profiles updated since 2018

AT Skills: Worker Profiles

18,025

Profiles (updated since 2018)

- Nationally, in the period analyzed there were about 18k unique profiles matching search criteria related to AT skills and credentials.
- Top job titles include Speech Language Pathologists, Occupational Therapists, and Special Education Teachers. About 1.3% of all worker profiles (~240) list themselves as Assistive Technology Specialists.
- Companies listed on worker profiles include Departments of the Federal Government and large technology companies. Of the top 10 companies listed on worker profiles, five of them are schools districts.
- Top schools mentioned on worker profiles include California State University Northridge, University of Pittsburgh, and Ohio State University.

Top Companies Give Feedback				
Company	Profiles	Percent		
Nyc Department Of Education	108	0.60%		
United States Department of Veterans Affairs	78	0.43%		
Stabilus	55	0.31%		
Google	47	0.26%		
Amazon	39	0.22%		

Top Job Titles				
Job Title	Profiles	Percent		
Speech Language Pathologists	2,300	12.76%		
Occupational Therapists	832	4.62%		
Special Education Teachers	490	2.72%		
Owners	268	1.49%		
Assistive Technology Specialists	241	1.34%		

Contact

Joe Kline

Market Research Analyst

Ohio State Online – Office of Academic Affairs

kline.374@osu.edu

Nancy Reilly

Senior Director of Online Market Research

Ohio State Online – Office of Academic Affairs

reilly.334@osu.edu

Appendix

A Note on the Report

Assumptions on occupations, skills, and classification of instructional program (CIP) codes were made based on the **CIP codes identified by Ohio State Online, Ohio State's current program mappings, and conversations with College Partners.**

Due to the self-reported nature of the data obtained through the National Center for Education Statistics (NCES), some comparable and competitor programs may report completions for **bachelor-level Assistive and Rehabilitative Technology** programs under a different CIP code not included in this analysis, including The Ohio State University. Further, additional online programs may exist that are not captured in NCES data, as not all institutions report online completions separately from face-to-face program completions

Data and accompanying analyses are to be used for directional purposes only. Curricula and tuition information are based on publicly available information and may not be comprehensive. Additionally, this report does not evaluate the costs associated with launching an online program. Administrators should consider costs before deciding to launch an online program.

Classification of Instructional Program (CIP) Codes

The CIP taxonomy is organized on three levels:

1. Two-digit series (e.g., 12) - represents the most general groupings of related programs
2. Four-digit series (e.g., 12.01) – represents the intermediate groupings of programs that have comparable content and objectives
3. Six-digit series (12.0101) – represents the most granular level
4. Overall, CIP codes, are not intended to correspond exclusively to any specific degree or program level.

Lightcast

Lightcast's Profile Analytics is built from individual profiles of over 120 million workers in the U.S. (aggregated from sites such as LinkedIn).

Lightcast's Job Posting Analysis aggregates publicly available job postings from more than 51,000 sources, including sites like LinkedIn and Monster.com

Lightcast defines a skill as any competency or attribute that an employer may use to distinguish one role from another, or similarly that a candidate may add to their resume to distinguish themselves from other candidates.

Distance Offered Program: A program for which all of the required coursework is able to be completed via distance education courses. All completions of this program are considered distance offered completions, even if some students chose not to enroll in distance education courses.

Job Search Criteria

- Skills searched were identified by examining the top skills and job titles associated with potential graduate outcomes.
- Job titles used for search criteria:
 - Rehabilitation Technicians, Rehabilitation Engineers, Assistive Technology Professionals, Assistive Technology Specialists, Assistive Technology Coordinators, Assistive Technology Consultants, Accessibility Specialists, Accessibility Consultants, Accessibility Analysts, Accessibility Coordinators
- Credentials used for search criteria:
 - Assistive Technology Professional (ATP)
 - Certified Seating and Mobility Specialist (SMS)
- Skills used for search criteria:
 - Assistive Technology (Specialized Skill)
 - Rehabilitation Technology (Specialized Skill)

Subject: Re: Proposal for Assistive Technology and Accessibility Undergraduate Major - Concurrence
Date: Thursday, July 3, 2025 at 4:36:49 PM Eastern Daylight Time
From: Siston, Robert
To: Digiovine, Carmen, Metzler, Sandra (OSU)
Attachments: image001[82].png

Carmen,

Congratulations on this milestone. Yes, Jane would be pleased.

Consider this my concurrence in whatever level of formality you would like it to be. If you need us to complete that Word doc, I'm sure Sandra can work on it in the next few weeks.

Rob



Robert A. Siston, PhD

Professor and Chair, Department of Mechanical and Aerospace Engineering
Department of Orthopaedics (by courtesy)
School of Health and Rehabilitation Sciences (by courtesy)
N350 Scott Lab, 201 W19th Ave, Columbus, OH 43210
614-247-2721 Office
siston.1@osu.edu / [@ProfSiston](https://nmb1.osu.edu/)
<https://nmb1.osu.edu/>
<https://mae.osu.edu/people/siston.1>

Executive Assistant: Tiffany McGough (mcgough.22@osu.edu)

From: Digiovine, Carmen <Carmen.Digiovine@osumc.edu>
Date: Thursday, July 3, 2025 at 1:29 PM
To: Siston, Robert <siston.1@osu.edu>, Metzler, Sandra <metzler.136@osu.edu>
Subject: Proposal for Assistive Technology and Accessibility Undergraduate Major - Concurrence

Sandra and Rob:

The informal request.

I'm excited to let you know that we are finally submitting a proposal for an Assistive Technology and Accessibility undergraduate major in the School of Health and Rehabilitation Sciences. After over 15 years at OSU of taking 2 steps forward and 1 step back, we are at a point to undertake this new endeavor. I often think about the

capstone projects and rehabilitation engineering specialization that was the precursor to this major. We wouldn't be at this point without your support and collaboration throughout the years. I like to think that Jane Case-Smith would think this is pretty cool. That said, I'd like to get your concurrence for the new major. Let me know if you have any questions or concerns.

The formal request:

The Occupational Therapy Division in the School of Health and Rehabilitant Sciences is in the process of developing a new undergraduate major in Assistive Technology and Accessibility (ATA). The genesis for the undergraduate program was based on the success of the Assistive and Rehabilitative Technology Certificate program, which started in 2020. The ATA program will be the first UG program in the nation to provide students with a formal pathway into the field of assistive technology and accessibility, and help meet the workforce demand for Assistive Technology Professionals (ATPs), who play a critical role in supporting the technology needs of individuals with disabilities.

Given that the ATA undergraduate program hits at the intersection of accessibility, technology, and individuals with disabilities, and the fact that we have had several engineering students complete the ARTC program, we thought it was important to request concurrence from the Department of Mechanical and Aerospace Engineering. Therefore, after reviewing the provided materials, we hope that you would provide a concurrence statement in the next two weeks. If you do not respond in the next two weeks, then we will assume your concurrence for the new program. For your convenience, you can provide concurrence by replying to this email or completing the attached form.

Please feel free to reach out to me if you have any questions.

Have a wonderful 4th of July weekend.

Carmen

Carmen P. DiGiovine, PhD ATP/SMS RET RESNA Fellow
Pronouns: He, Him, His

Professor-Clinical
Director, Occupational Therapy Division
School of Health and Rehabilitation Sciences
The Ohio State University

Director of Rehabilitation Science and Technology
Assistive Technology Center
The Ohio State University Wexner Medical Center

406 Atwell Hall
453 W. 10th Ave.
Columbus, OH 43210

614-293-7876

carmen.digiovine@osumc.edu

digi01@osumc.edu (OSU/OSUWMC MS Teams Chat)

[Assistive and Rehabilitative Technology Certificate Program](#)

[Book time to meet with me](#)

Students: Please contact me via CanvasMail for a faster response.

OSU/OSUWMC Colleagues: Please send me a message via MS Teams Chat (DIGI01) if you need a response within 2 business days.

Memorandum of Understanding

Online Program

Between

Bachelor of Science of Assistive Technology and Accessibility
School of Health and Rehabilitation Sciences, College of Medicine
The Ohio State University

And

Ohio State Online
The Ohio State University

Purpose

The purpose of this Memorandum of Understanding (MOU) is to acknowledge that **Bachelor of Science of Assistive Technology and Accessibility** has met or exceeded the modality substantive change threshold—making the program an online (ONL) program or is a new online (ONL) program for the university and will meet the requirements for an online program in partnership with Ohio State Online.

Term of MOU

This MOU will become effective upon obtaining all necessary signatures and will remain in effect for the life of the program.

Services Provided for Program Launch

As an online (ONL) program this program will receive Ohio State Online support, such as market research, student acquisition of online (ONL) program students, ongoing online (ONL) program student support, online (ONL) program and course design and development, and state authorization and licensure research and disclosures (if applicable). The initial marketing and staffing support will depend on the funding request support agreed to in the funding MOU. Per OAA funding guidelines for new online programs, there will be a separate funding request (funding MOU) to support the start-up of these services until the revenue attribution is recognized via the Ohio State budget model. Without this funding, the program's launch will not be as strong or robust as desired.

Based on pre-approval planning conversations, this program may leverage the following Ohio State Online services:



Online Enrollment Services: Generating and finding quality prospective online (ONL) program students dependent on initial funding, selling prospective students on the online (ONL) program and Ohio State, helping re-enroll and retain online (ONL) program students each term to help them reach graduation, and supporting the college to achieve steady-state revenue streams.

Online Instruction Services: Reviewing and recommending evidence-based online (ONL) program curricular design to best meet and support the intended audience and enrollment goals; providing and encouraging online (ONL) program instructor professional learning opportunities; and partnering with instructors for initial online (ONL) program course design, development, and ongoing course updates.

Ohio State Online and college program relationship contacts listed below will have ongoing check-ins and strategy sessions to evolve online (ONL) program services and programs to achieve shared goals. Service activities will be aligned for the online (ONL) program during these meetings.

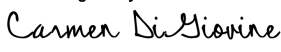
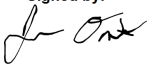
Table of Program Relationship Contacts

Units	College / Department / Campus	Ohio State Online
Organization Oversight	Carol Bradford, College Dean	Jason Lemon, Dean
Administrative Oversight	- Alex Grieco, Interim Vice Dean for Education - James Onate, Interim Director of HRS and Vice Dean, College of Medicine - Lindy Weaver, Director of Academic Affairs	- John Muir, Director, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment
Program Oversight	Carmen DiGiovine, Division & Program Director	- John Muir, Director, Online Learning and Innovation - Brandi Bittner, AVP, Online Enrollment
Course Oversight	Carmen DiGiovine, Division & Program Director	Assigned OSO program / course design director, assigned Instructional Designer
Student Support Oversight	Lisa Di Tommaso, Director of Student Services	Assigned Reenrollment Team
Marketing/Recruiting Oversight	- Lynn Howell, Director of Marketing & Communications - Lauren Jay, Program Director	Assigned Marketing Manager and Recruiting lead
Fiscal Oversight	Bryan Pyles, AVP	Jon Rucker, Director, Online Financial Strategy and Analysis



Signatories

By signing this MOU, all groups agree to be active partners and to abide by this agreement:

Program Director	DocuSigned by:  F1ECD96BF46546D...	Date: 12/04/2025
Department Chair	Signed by:  05F1676DDA99422...	Date: 12/04/2025
College Fiscal Officer	DocuSigned by:  ABADB5331CEC4A4...	Date: 12/05/2025
Curricular Associate Dean	DocuSigned by:  2B261AF5F82447B...	Date: 12/05/2025
Dean	Signed by:  A85E2887243B451...	Date: 12/08/2025
Vice Provost and Dean of Online Learning	DocuSigned by:  9C19184E034F41C...	Date: 12/08/2025



Online Program Attributes

Program Working Title:	Bachelor of Science of Assistive Technology and Accessibility
Anticipated CAA approval date for ONL modality:	SP26
Anticipated ODHE approval date for ONL modality:	SP / SU 26

Program level:	☐ Associate	☒ Undergraduate	☐ Graduate	☐ Professional

Approval type:	☒ New program	☐ Change of delivery	☐ Certificate Type:	☐ Stackable	☐ Other

If applicable, will the program continue to offer an on-ground version? (Note, notification to CAA and Ohio State Online will be necessary if an approved program modality is no longer offered.)	☐ Yes	☐ No
Percentage of courses offered online for this program?	100%	
If other, please explain:		

Anticipated term for first enrollment intake:	AU27
(Note, marketing and recruitment will begin about 6 months prior to first enrollment term.)	

Will this program have a differential fee structure?	☐ Yes	☒ No
If yes, please explain justification:		

Total credit hours for program:	120 – 127

Does this program have mandatory onsite training components? (e.g., practicum, residency, or internship)	☐ Yes	☒ No
If yes, please explain:		

Does this program have any non-mandatory onsite training components? (e.g., orientation)	☐ Yes	☒ No
If yes, please explain:		

Has the funding MOU for this program been signed?	☐ Yes	☒ No
Funding level provided by the college:	☐ Full	☐ Partial
Launch funding accelerates enrollment growth and ROI. Without it, ramp-up slows and financial sustainability is uncertain.		



Online Program Courses

The online program course delivery strategy at launch is outlined in the table below.

Note: the information in the first row of the table is included only to provide an example of how the information should be formatted.

Course Code and Name	Current Delivery Mode(s)* (how course has been offered previously: in person, hybrid, distance learning, N/A - new course)	Core or Elective	Asynchronous or Synchronous or Both	First Term and Session (if applicable) this Course will be Offered as part of this Online Program	Other terms and sessions (if applicable) this course be offered (None, AU25, SP25, SU25)
GE Launch Seminar	Distance Learning	Core	Asynchronous	N/A	
English 1110.01	Distance Learning	Core	Asynchronous	N/A	
Minimum of Math 1148	Distance Learning	Core	Asynchronous	N/A	
Foundations: Literacy, Visual and Performing Arts	Distance Learning	Core	Asynchronous	N/A	
Foundations: Historical & Cultural Studies	Distance Learning	Core	Asynchronous	N/A	
BIO 1101	Distance Learning	Core	Asynchronous	N/A	
PSYCH 1100	Distance Learning	Core	Asynchronous	N/A	
SOCIO 1102	Distance Learning	Core	Asynchronous	N/A	
Theme: Citizenship for a Diverse & Just World	Distance Learning	Core	Asynchronous	N/A	
Theme: Student Choice	Distance Learning	Core	Asynchronous	N/A	
HTHRHSC 3400	Distance Learning	Core	Asynchronous	N/A	
HTHRHSC 4001	Distance Learning	Core	Asynchronous	N/A	
STAT 1350	Distance Learning	Core	Asynchronous	N/A	
ANATOMY 2300 or 3300	In-Person	Core	Synchronous	N/A	
EEOB 2520 or PHYSIO 3200	In-Person	Core	Synchronous	N/A	
HDFS 2400 or HTHRHSC 3500	Distance Learning	Core	Asynchronous	N/A	
HTHRHSC 2500	Distance Learning	Core	Asynchronous	N/A	
HTHRHSC 5500	Distance Learning	Core	Asynchronous	AU26	SP27, SU27
HTHRHSC 5900	Distance Learning	Core	Asynchronous	AU26	SP27, SU27
HTHRHSC 5100	Distance Learning	Core	Asynchronous	AU26	SP27, SU27
HTHRHSC 5200	Distance Learning	Core	Asynchronous	SP27	None
HTHRHSC 5400	Distance Learning	Core	Asynchronous	AU26	None
HTHRHSC 5450	Distance Learning	Core	Asynchronous	SP27	None
HTHRHSC 5860	Distance Learning	Core	Asynchronous	SP27	None



Assistive Technology for Cognition and Mental Health	Distance Learning	Core	Asynchronous	SP27	None
Accessibility and Inclusive Design	Distance Learning	Core	Asynchronous	AU26	None
Digital Accessibility	Distance Learning	Core	Asynchronous	AU26	None
Assistive Technology for Transportation	Distance Learning	Core	Asynchronous	AU27	None
Assistive Technology for Children & Adolescents	Distance Learning	Core	Asynchronous	AU27	None
Introduction to Assistive Technology Design, Development, & Testing	Distance Learning	Core	Asynchronous	AU27	None
Accessibility in Video Games	Distance Learning	Core	Asynchronous	AU27	None
Assistive Technology: Policy, Advocacy, Entrepreneurship	Distance Learning	Core	Asynchronous	SP28	None
Assistive Technology & Applied AI	Distance Learning	Core	Asynchronous	SP28	None
Assistive Technology Capstone	Distance Learning	Core	Asynchronous	SP28	None
HTHRHSC 4000	Distance Learning	Elective	Asynchronous	N/A	
HTHRHSC 4200	Distance Learning	Elective	Asynchronous	N/A	
HTHRHSC 4300	Distance Learning	Elective	Asynchronous	N/A	
HTHRHSC 4320	In person	Elective	Synchronous	N/A	
HTHRHSC 4370	Distance Learning	Elective	Asynchronous	N/A	
HTHRHSC 4400	Distance Learning	Elective	Asynchronous	N/A	
HTHRHSC 4590	Distance Learning	Elective	Asynchronous	N/A	
ESSPED 5150	Distance Learning	Elective	Asynchronous	N/A	
Minor or Certificate Course	Distance Learning	Elective	Asynchronous	N/A	



State Authorization

Ohio State Online will support necessary steps for state authorization approvals and notifications, and the program will abide by federal and state laws and disclosure requirements, for items selected yes.		
Will this program enroll students located outside Ohio?	☒ Yes	☐ No
Is this program designed to lead to professional licensure or certification in any state?	☐ Yes	☒ No
If yes, what is the name of the professional licensure or certification? ATP and SMS certifications are provided by RESNA, not state.		
If yes, is professional licensure or certification required to obtain employment/advancement in the field?	☐ Yes	☒ No
Will this program conduct on-ground supervised field experiences such as clinicals, practicums, student teaching or internships?	☐ Yes	☒ No



Certificate Of Completion

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Subject: Complete with Docusign: HRS Assistive Technology and Accessibility - OSO MOU

Source Envelope:

Document Pages: 7

Signatures: 6

Envelope Originator:

Certificate Pages: 3

Initials: 0

Jonathan Mark Rucker

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Columbus, OH 43210

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rucker.78@osu.edu

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Holder: Jonathan Mark Rucker

Location: DocuSign

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rucker.78@osu.edu

Signer Events

Carmen DiGiovine

digiovine.1@osu.edu

Professor - Clinical

The Ohio State University

Security Level: Email, Account Authentication (None), Login with SSO

Signature

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James Arthur Onate

onate.2@osu.edu

Interim School Director, SHRS

The Ohio State University

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Electronic Record and Signature Disclosure:

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Bryan Pyles

pyles.133@osu.edu

Assoc Vice President for Finance

Security Level: Email, Account Authentication (None), Login with SSO

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C. Alexander Grieco

grieco.11@osu.edu

The Ohio State University

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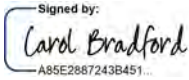
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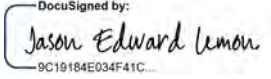
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Carol Bradford bradford.885@osu.edu Dean, College of Medicine The Ohio State University Security Level: Email, Account Authentication (None), Login with SSO	Signed by:  A85E2887243B451... Signature Adoption: Pre-selected Style Using IP Address: 140.254.70.169	Sent: 12/5/2025 10:59:44 AM Viewed: 12/8/2025 8:59:09 AM Signed: 12/8/2025 8:59:48 AM

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Jason Edward Lemon lemon.297@osu.edu Vice Provost and Dean The Ohio State University Security Level: Email, Account Authentication (None), Login with SSO	DocuSigned by:  9C19184E034F41C... Signature Adoption: Pre-selected Style Using IP Address: 128.146.234.102	Sent: 12/8/2025 8:59:50 AM Viewed: 12/8/2025 10:43:38 AM Signed: 12/8/2025 10:43:49 AM

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Certified Delivery Events	Status	Timestamp

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Brandi N Bittner bittner.102@osu.edu Security Level: Email, Account Authentication (None), Login with SSO	COPIED	Sent: 12/8/2025 10:43:52 AM Viewed: 12/8/2025 10:51:00 AM

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Erin R McLaughlin mclaughlin.556@osu.edu Security Level: Email, Account Authentication (None), Login with SSO	COPIED	Sent: 12/8/2025 10:43:53 AM Viewed: 12/8/2025 10:44:52 AM

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Kathryn Marie Reed reed.901@osu.edu The Ohio State University Security Level: Email, Account Authentication (None), Login with SSO Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 12/8/2025 10:43:56 AM Viewed: 12/17/2025 3:08:52 PM
Lisa N Delaney delaney.177@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 12/8/2025 10:43:57 AM
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Hua Zhong zhong.74@osu.edu The Ohio State University Security Level: Email, Account Authentication (None) Electronic Record and Signature Disclosure: Not Offered via DocuSign	COPIED	Sent: 12/8/2025 10:43:59 AM

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Notary Events	Signature	Timestamp

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Completed	Security Checked	12/8/2025 10:43:59 AM

Payment Events	Status	Timestamps

Proposal: Undergraduate Specialization in Supply Chain Management

Faculty of the Departments of Marketing & Logistics (M&L) and Operations & Business Analytics (OBA)

May 2025

1. Executive Summary

The faculty of the Departments of Marketing & Logistics (M&L) and Operations & Business Analytics (OBA) at the Fisher College of Business propose the creation of a new 21-credit hour Undergraduate Specialization in Supply Chain Management (SCM). The objective of this specialization is to create a unified curriculum that aligns with evolving industry expectations, enhances student recruiting, provides clearer branding, and leverages existing departmental strengths in logistics, operations, and purchasing. The specialization will combine coursework and faculty from both departments in a balanced manner, culminating in a jointly taught capstone course.

The proposed implementation date for the SCM specialization is Autumn 2027. The SCM specialization will serve as an additional comprehensive alternative to the existing separate specializations of Logistics Management and Operations Management (which has both an operations track and a purchasing track). The intent of maintaining the existing specializations is to maintain individual department strengths and to give students more options.

2. Rationale

Here, we first explain why we seek to keep the existing specializations and then justify the new specialization.

2.1 Maintenance of existing specializations:

The Fisher College of Business (FCOB) and The Ohio State University are well known for the strength of its existing specializations in Operations & Logistics:

- Per the 2025 U.S. News and World Report rankings, FCOB is ranked #10 in Operations and #5 in Supply Chain Management/Logistics (in spite of not having an SCM specialization).
- The faculty's research output in operations and logistics is impressive. Operations management output is ranked #4 in the three operations management journals on the UT Dallas list (UT Dallas Rankings, 2020-2024); logistics output is #2 in the Journal of Business Logistics (2020-2024); obtained from the SCM journal list.

- The existing operations and logistics management specializations are unique, offering students the opportunity to specialize and focus, at a lower credit hurdle than the proposed SCM specialization (15 versus 21). This increases students' ability to engage in programs like industry immersions, or to double-specialize.
- Operations and logistics specializations allow interested students to focus more deeply on their individual activities and emerging sub-areas of focus (for example, sales of logistics services or operational excellence (OpEx)).

As such, the SCM specialization is not being presented as a replacement for existing specializations. Rather, it is seen by the faculty as a complement to the overall portfolio of specializations offered to our students. The Operations and Logistics specializations will continue to allow students to concentrate and focus on their interests.

2.2 Addition of the SCM specialization

While maintaining the existing specializations, we believe that adding an SCM specialization will be beneficial. Specifically, we believe the SCM specialization will:

- Allow interested students to learn a more general and broad treatment of the supply chain.
- Offer a highly recognizable SCM specialization that reflects current industry terminology and expectations.
- Support the strength of the pre-existing market-leading Operations and Logistics specializations, while offering a new option to students looking for a broader specialization.
- Improve internal and external visibility and brand recognition.
- Support coordinated growth across both departments, enabling greater resource efficiency and scale.
- Increase attractiveness to recruiters seeking SCM talent from a recognized program and institution.
- Support fundraising, research, and national rankings through clearer identity.
- Align Fisher with peer institutions that already offer SCM specializations, thereby remaining competitive.

The proposed curriculum will build on existing core requirements and share content across departments to ensure cohesion and avoid redundancy.

3. Market Demand

SCM has always been a critical function for most businesses, and that need was both highlighted and accelerated by the COVID-19 pandemic. The pandemic raised awareness of the critical nature of the supply chain for parents, students, academic advisors and other stakeholder groups.

According to Fisher's Office of Career Management (July 2025):

- Average salaries for students who self-reported career outcomes wherein their title or job description included the phrase "supply chain" rose by 12%:
 - o 2022 - \$66,435
 - o 2023 - \$68,433
 - o 2024 - \$70,500
 - o 2025 - \$74,427
- Handshake is Ohio State's university-wide position posting system, where students have access to search and apply for part-time jobs, internships, co-ops, and full-time career opportunities. Thousands of jobs, internship and career opportunities are posted in Handshake as well as information on upcoming career fairs and on-campus recruiting events. Over the same four-year period, job with titles or descriptions indicating a "supply chain" alignment grew by a staggering 94%:
 - o 2022 – 5,895
 - o 2023 – 4,343
 - o 2024 – 8,095
 - o 2025 – 11,465

M&L and OBA believe that this is a clear indicator of market demand, both from inbound students and for hiring companies.

4. Students Served

The SCM specialization is designed for undergraduate students pursuing a BSBA degree at the Fisher College of Business. It is expected to:

- Attract students who may have selected another specialization but would have had interest in a SCM specialization had it been available.
- Serve as a clearer pathway for those seeking roles in supply chain functions across industries.
- Benefit students seeking careers in integrated SCM.
- Attract students to Ohio State and Fisher who may have instead attended a school with an SCM program.
- Complement Fisher's Master of Supply Chain Management (MSCM) program inaugurated in 2023.

The specialization will be promoted via Fisher's advising office, marketing initiatives, and targeted outreach to prospective students and recruiters.

5. Learning Objectives

Upon successful completion of the SCM specialization, students will be able to:

1. Analyze and improve end-to-end supply chain processes.
2. Integrate logistics, operations, and sourcing strategies into cohesive plans.
3. Demonstrate proficiency in supply chain analytics and decision-making.
4. Collaborate across business functions to create value through the supply chain.
5. Evaluate ethical, global, and sustainability considerations in supply chain design.

6. Curricular Structure

The specialization requires a total of twenty-one (21) credit hours, with content equally split between the Departments of Marketing & Logistics (M&L) and the Department of Operations and Business Analytics (OBA).

Taken by All Fisher Students (4.5 credit hours):

BUSINESS CORE

- BUSML 3380 - Logistics in the Supply Chain (1.5 CH) – Renamed from current “Logistics Management” business core course; coordinated with OBA.
- BUSOBA 3230 – Introduction to Operations Management (3 CH) – Aligned to core content; coordinated with M&L.

Required Courses (21 credit hours):

SUPPLY CHAIN CORE

From the Operations specialization curriculum, the following course will be required:

- BUSOBA 4232 – Operations Planning & Control (3 CH)

In addition, one course from the following courses in the Purchasing Track (3 CH) will be required:

- BUSOBA 4261 – Purchasing and Supply Management (3 CH)
- BUSOBA 4262 – Purchasing Strategy (3 CH)
- BUSOBA 4263 – Global Sourcing (3 CH)

From the Logistics specialization curriculum, the following courses will be required, totaling six (6.0) credits:

- BUSML 4380 – Advanced Logistics Management (1.5 CH)
- BUSML 4383 – Supply Chain Management (1.5 CH)
- BUSML 4384 – Logistics & Supply Chain Decision-Making Tools (1.5 CH)
- BUSML 4386 – Fundamentals of Supply Chain Technology (1.5 CH)

BUSADM 4XXX (Course Number to Be Assigned) - SCM Capstone – Integrated Supply Chain Project (3 CH) – Jointly/team taught by M&L and OBA faculty, this course will be a capstone experience for graduating students in the specialization. The course will be experiential, potentially consisting of a project, simulation or case experience; to be determined. We believe that an experiential capstone course for a specialization is a differentiator at Fisher.

ELECTIVES

Electives totaling six (6.0) credit hours, with three (3.0) drawn from Logistics specialization electives, and three (3.0) drawn from Operations specialization core or electives (Operations, Purchasing, or both):

From Logistics:

- BUSML 4381 – Logistics Execution I (3 CH)
- BUSML 4382 – Logistics Analytics (3 CH)
- BUSML 4385 – Sustainable Supply Chains (1.5 CH)
- BUSML 4387 – Lean Logistics (1.5 CH)
- BUSML 5389 – Logistics Decision-Making (3.0 CH)
- BUSML XXXX – International Logistics (1.5 CH, Proposed Course)

From Operations:

- Any of the three “Purchasing Track” courses listed above, not already taken as part of the core (BUSOBA 4261, BUSOBA 4262, BUSOBA 4263)
- BUSOBA 4237 – International Operations Management (3 CH)
- BUSOBA 4239 – Managing Process Improvement (3 CH)
- BUSOBA 4250 – Six Sigma Principles (3 CH)
- BUSOBA 4240 – Management of Technology (3 CH)
- BUSOBA 4233 – Operations Management Analytics (3 CH)
- BUSOBA 4234 – Service Operations (3 CH)
- BUSOBA 4251 – Six Sigma Projects (3 CH)** (Requires BUSOBA 4250 as a pre-requisite, therefore requires 3 extra CH beyond the specialization)
- BUSOBA 4253 – Sustainable Operations (3 CH)
- BUSOBA 4254 – Projects in Sustainable Supply Chains (3 CH)** (Requires BUSOBA 4253 or BUSML 4255 or BUSML 4385 or BUSADM 3642.01 or ADECON 3105, therefore requires 3 extra CH beyond the specialization)

Elective offerings may be updated periodically in response to industry needs and faculty expertise.

7. Curriculum Map

The following table outlines how each required course and elective supports the learning objectives. Electives omitted for simplicity. Each course contributes to one or more objectives at a beginning (B), intermediate (I), or advanced (A) level:

Course	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5
BUSML 3380 - Logistics in the Supply Chain	B	I			
BUSOBA 3230 - Introduction to Operations Management	B	I			
BUSOBA 4232 – Operations Planning & Control	I	I	I		
BUSOBA 4261 – Purchasing & Supply Management	I	I	I		
BUSOBA 4262 – Purchasing Strategy	I	I	I		
BUSOBA 4263 – Global Sourcing	I	I	I		I
BUSML 4381 – Logistics Execution I	I	I	I		
BUSML 4382 – Logistics Analytics	I	A	A		
BUSML 4383 - Supply Chain Management	A	A	A	I	I
BUSML 4384 – Logistics & Supply Chain Decision-Making Tools	I	I	I		
BUSML 4386 – Fundamentals of Supply Chain Technology	I	I	I	I	
BUSADM XXXX - SCM Capstone	A	A	A	A	A

8. Administration and Resource Plan

Program Oversight

The specialization will be jointly overseen by the Departments of Marketing & Logistics (M&L) and the Department of Operations & Business Analytics (OBA). A cross-departmental faculty committee will be responsible for curricular updates and program assessment. No new department creation is required.

Faculty Resources

Apart from the Capstone course, all the proposed courses already exist within current departmental offerings. The Capstone will be co-taught by faculty from both the M&L and OBA departments. Also, faculty teaching the business core courses (BUSML 3380 and BUSOBA 3230) will be expected to consider the existence of the SCM specialization, in addition to the operations and logistics specializations, when designing their core classes, since there will be no SCM core. Further, as enrollment grows, additional sections or new course development may be needed. These changes will be subject to budgetary approval and resource availability.

Advising

Advising will be provided through Fisher's existing Undergraduate Programs Office (UPO), with support from both academic departments. Outreach to students will ensure awareness and guidance in choosing elective tracks. Training will also be provided to advising staff.

Projected Enrollment

Initial enrollment is projected at fifty (50) students in year one, with an expected increase to 150 students by year three (or an incremental growth of 50 students per academic year). This includes students who would have previously selected Logistics or Operations specializations as well as new students drawn to the unified SCM program. The Specialization Committee will monitor program size to ensure quality programming, especially the capstone course, and to assess and address attrition/cannibalization from existing specializations. We expect the total number of students, and therefore credit hours needed to cover classes, for the three specializations (SCM, logistics, and operations) to be greater than the current numbers with only the two specializations.

Specialization Entry

Freshmen entering Fisher in Autumn 2027 may directly select Supply Chain Management as their specialization. If approval is not gained in time to add the specialization to the Common Application for Autumn 2027, marketing materials and informational events will be used to raise awareness of the specialization (Freshman Orientation will be an important part of this effort).

Students who are already enrolled at Fisher in Autumn 2027 may change their specialization to Supply Chain Management or add it as an additional specialization. These specialization change windows are already a part of Fisher's standing academic processes and occur three times an academic year.

While there will be no publicized grade point average (GPA) minimum for the Supply Chain Management Specialization, the oversight committee will monitor average GPA of students

and may use GPA to coordinate with Advising on whether or not students (existing and interested) are appropriate for transition to the Supply Chain Specialization.

College-Wide Support

There is broad support for the specialization from the staff at offices across the Fisher College of Business. Some testimonials:

Mark Wilson (Senior Director, Recruiter Relations & Technology; Office of Career Management)

“Employers consistently seek ‘Supply Chain’ students. I often find that I am explaining how our specializations of Logistics Management and Operations Management fit with the programs for which they are recruiting. I often wonder how many times employers make decisions about where they will recruit talent for their supply chain management programs, and we are left out of the discussion because Supply Chain is not directly connected to our programs by name or label. Additionally, I have observed that our logistics and operations students are competing with engineering students for supply chain jobs and internships. It seems the engineering students have an edge over the business students. Therefore, I am supportive of creating a program that combines elements of Operations and Logistics, labeled as Supply Chain Management. The employers will gravitate to it.”

Jamie Matthews-Mead (Senior Director, Career Management; Office of Career Management)

“Adding a Supply Chain Management specialization that combines logistics and operations training reflects the integrated nature of the field and will resonate more directly with employers who increasingly seek candidates with supply chain-specific skill sets and experience, strengthening our graduates' marketability and alignment with workforce demand.”

Jana Lithgow (Executive Director, Undergraduate Programs; Fisher Undergraduate Office)

“A supply chain specialization can be a significant undergraduate recruiting differentiator for Fisher, providing an opportunity for prospective students to compare our BSBA to supply chain majors or concentrations at peer institutions before making an admissions decision. On the career outcomes side, steady demand for well-trained supply chain professionals is accompanied by steadily increasing and competitive salaries for entry-level roles. The supply chain specialization can be leveraged to strengthen existing employer relationships and pave the way for new experiential learning, internship, and full-time employer partnerships.”

9. Approvals and Concurrences

- Voting Faculty of Marketing & Logistics – Unanimous approval, 5 May 2025.
- Voting Faculty of Operations & Business Analytics – Unanimous approval, 17 May 2025.
- Undergraduate Curriculum Committee, Fisher College of Business – Approved, 24 September 2025
- Office of Academic Affairs – Pending UCC approval.
- OSU Senate Program Committee – Pending OAA approval.
- Board of Trustees – Pending Senate Approval.
- Ohio Chancellor – Pending Approval by Board of Trustees and Concurring Colleges & Universities.

Bachelor of Science

Major: Business Administration [*Specialization: Supply Chain Management*]

Students in this major will complete a minimum of 121 hours outlined as follows.

General Education Requirements ^{a, b}		
*These GE Requirements can be fulfilled by business foundation courses listed below		
Requirement	Course Options	Hours
GE Launch Seminar	GENED 1201	1
Foundations: Writing and Information Literacy	Student Choice *	3
Foundations: Mathematical & Quantitative Reasoning/Data Analysis	Student Choice *	3-5
Foundations: Literary, Visual and Performing Arts	Student Choice	3
Foundations: Historical & Cultural Studies	Student Choice	3
Foundations: Natural Science	Student Choice	4-5
Foundations: Social & Behavioral Sciences	Student Choice *	3
Foundations: Race, Ethnic and Gender Diversity	Student Choice	3
Theme: Citizenship for a Diverse & Just World ^b	Student Choice	4-6
Theme: Student Choice ^b	Student Choice	4-6
GE Reflection	GENED 4001	1
General Education Credit Hours:		32-39

Required Non-Major Coursework: Business Foundation Courses		
Requirement	Course Options	Hours
WRITING & INFORMATION LITERACY	ENGLISH 1110 (WIL) ^c	3
ADVANCED WRITING LITERACY	Choose from list on page 3	3
CALCULUS	MATH 1131/1151 OR EQUIV (MQRDA) ^c	5
STATISTICS	STAT 1430 (MQRDA)	4
MICROECONOMICS	ECON 2001 (SBS)	3
MACROECONOMICS	ECON 2002 (SBS)	3
COMPUTER SCIENCE	CSE 2111 (MQRDA)	3
FINANCIAL ACCOUNTING	ACCTMIS 2200+	3
MANAGERIAL ACCOUNTING	ACCTMIS 2300+	3
STATISTICAL TECHNIQUES	BUSOBA 2320+	3
BUSINESS ANALYTICS	BUSOBA 2321+	1.5
Credit Hours:		35.5
With GE Overlap Total Hours:		24.5

Major Coursework		
Course	Title	Hours
Major Core		

BUSMHR 2292+	Business Skills & Environment	3
BUSMHR 2000	Introduction to International Business	1.5
BUSFIN 3500	Legal Environment of Business	1.5
BUSML 3380+ [^]	Logistics Management	1.5
BUSFIN 3220	Business Finance	3
BUSOBA 3230+ [^]	Introduction to Operations Management	3
BUSML 3250	Marketing Management	3
BUSMHR 3200	Organizational Behavior	3
BUSMHR 4490	Strategic Management	3
Major Core Credit Hours		22.5
Specialization		
Required Courses: (12-credit hours)		
BUSML 4380	Advanced Logistics Management	1.5
BUSML 4383	Supply Chain Management	1.5
BUSML 4384	Logistics & Supply Chain Decision Making Tools	1.5
BUSML 4386	Fundamentals of Supply Chain Technology	1.5
BUSOBA 4232	Operations Planning & Control	3
BUSADM 4XXX	SCM Capstone-Integrated Supply Chain Project	3
Pick one of the following: (3-credit hours)		
BUSOBA 4261	Purchasing and Supply Management	3
BUSOBA 4262	Purchasing Strategy	3
BUSOBA 4263	Global Sourcing	3
SPECIALIZATION ELECTIVES	3-hours logistics, 3-hours operations – see page 2	6
Specialization Credit Hours:		21
Program Electives		
BUSADM 1100	College Survey	1
	Electives	13-20
Total Degree Hours:		121

These GE requirements can be fulfilled by business foundation courses

^a Some coursework required by the major or college may satisfy GE requirements. There is no limit to the number of courses that may overlap between the GE Foundations and the rest of the academic program

^b Students complete either a 4-credit course or two 3-credit courses in each of two General Education Theme areas: Citizenship for a Diverse & Just World (required), and the student's choice of available GE Themes.

^c Students must earn a grade of C or higher in these courses

[^] Supply Chain Management students must earn a grade of C- or higher in this course

+ These are prerequisite courses to specialization classes

PREREQUISITE STRUCTURE FOR SCM:

REQUIRED COURSES	TITLE	HRS	PREREQUISITES
BUSML 4380	Advanced Logistics Management	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4383	Supply Chain Management	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4384	Supply Chain Management Tools	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4386	Logistics and Supply Chain Technology	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSOBA 4232	Operations Planning & Control	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSOBA 3230
BUSADM 4XXX	SCM Capstone-Integrated Supply Chain Project	3	TBD
Pick one:			
BUSOBA 4261	Purchasing & Supply Chain Management	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSOBA 3230
BUSOBA 4262	Purchasing Strategy	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSOBA 3230
BUSOBA 4263	Global Sourcing	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSOBA 3230

Select 3 hours of Logistics Electives			
LOGISTICS ELECTIVES	TITLE	HRS	PREREQUISITES
BUSML 4381	Logistics Execution I	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4382	Logistics and Supply Chain Analytics	3	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4385	Building a Sustainable Supply Chain	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 4387	Lean Logistics	1.5	BUSML 4380
BUSML 4388	Logistics Execution II	1.5	BUSML 4381 or 5381
BUSML 4389	Logistics Technology & Application II-ERP Systems	1.5	BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321; BUSML 3380
BUSML 5389	Logistics and Supply Chain Decision Making	3	BUSML 4380 or concurrent

Select 3 hours of Operations Electives (Not to repeat required pick-one operations course)			
OPERATIONS ELECTIVES	TITLE	HRS	PREREQUISITES
BUSOBA 4251	Six Sigma Projects	3	BUSOBA 4250
BUSOBA 4233	Operations Management Analytics	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4253	Sustainable Operations	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4254	Projects in Sustainable Supply Chains	3	Prereq or Concur: BUSOBA 3230 or BUSML 3380
BUSOBA 4261	Purchasing & Supply Chain Management	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4262	Purchasing Strategy	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4237	International Operations Management	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4234	Service Operations	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4240	Management of Technology	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321
BUSOBA 4263	Global Sourcing	3	BUSOBA 3230; BUSMHR 2292; ACCTMIS 2200; ACCTMIS 2300; BUSOBA 2320; BUSOBA 2321

The prerequisite structure for this specialization will require a minimum of two (2) semesters to complete.

It is the responsibility of the student to know the published policies governing the curriculum, as well as the regulations and procedures of the college and the university. For potential updates visit fisher.osu.edu or contact an Academic Advisor

Policies and General Requirements for Degree

- A minimum of 121 total credit hours. Remedial coursework (English 1109; EDUTL 1001, 1002, 1003, 1004, 1005, 1006, 1007, 1010; Mathematics 1040, 1050, 1073, 1074, 1075) do not count toward the 121-hour minimum requirement for the BS degree.
- If a major-required course or major elective is a GE Theme course, two 3-4 cr courses (no more than one per theme area) is permitted to double count in the GE and major hours. There is no limit on overlap between the GE Foundations courses and other coursework.
- Students are encouraged to participate in education abroad opportunities. Consult with your advisor for how education abroad credit applies to your degree.
- Courses required in the major (including major-supporting courses and major electives) may **not** be taken pass/non-pass.
- Coursework taken as open electives may include a maximum of 4 credit hours of physical activity courses (all 1139-1197 courses), and a maximum of 4 credit hours of campus music organizations.
- A maximum of six hours of individual studies courses (x193) can be applied toward graduation; some majors may have a lower maximum.
- A cumulative 2.0 GPA is required
- An application for degree must be submitted online at <https://fisher.osu.edu/undergraduate/graduation>

Policies and General Requirements for Specialization:

- A grade of C or higher is required in English 1110 and Math 1131/1151
- A grade of C- or higher is required in BUSML 3380 & BUSOBA 3230
- A specialization GPA of 2.0 or higher is required

Policies and General Requirements for Minors/Minor Equivalent

- The minor/minor equivalent must contain a minimum of 12 credit hours distinct from the major and/or additional minors (i.e., if a minor requires more than 12 credit hours, a student is permitted to overlap those hours beyond 12 with the major or with another minor).
- A 2.00 cumulative point-hour ratio is required in the minor/minor equivalent with a minimum C- grade for any course to be listed in the minor or minor equivalent (includes transfer credit).
- For programs requiring a minor: minors should be declared by the time students complete 60 hours.
- A student is permitted to count up to 6 credit-hours of transfer and/or EM credit in the minor or minor equivalent.
- Coursework graded Pass/Non-Pass cannot count in the minor. No more than 3 credit-hours of course work graded S/U may count toward the minor. Maximum of 3 credit-hours of xx93 are allowed to count in the minor.

List of Advanced Writing Literacy Classes:

- Economics 2367.01, 2367.02
- English 2367.01, 2367.01H, 2367.02, 2367.04, 3304, 3305
- Political Science 2367

GRADUATION APPLICATION DEADLINES:

Students must submit a graduation application one year before their anticipated graduation date. Failure to submit an application by the deadline may result in a delay in graduation. Find specific deadline dates and apply online here: https://fisher.osu.edu/undergraduate/graduation	
Graduation Term	Application Deadline
Autumn	To receive a graduating senior priority scheduling appointment for your final term: Apply by the end of Autumn semester one year prior to intended graduating semester
Spring	To receive a graduating senior priority scheduling appointment for your final term: Apply by the end of Spring semester one year prior to intended graduating semester
Summer	To receive a graduating senior priority scheduling appointment for your final term: Apply by the end of Summer semester one year prior to intended graduating semester

APPROVAL TO REVISE PROGRAM CURRICULA

MASTER OF SOCIAL WORK DEGREE
NEAR EASTERN AND SOUTH ASIAN LANGUAGES AND CULTURES UNDERGRADUATE MAJOR
FRENCH AND ITALIAN UNDERGRADUATE MAJOR

Synopsis: Approval of revisions to the Master of Social Work curriculum, the Near Eastern and South Asian Languages and Cultures undergraduate major, and the French and Italian undergraduate major are proposed.

WHEREAS the Master of Social Work curriculum is being revised to ensure the program remains current with professional standards and continues to provide high-quality training for students entering the field; and

WHEREAS the revision restructures existing areas of emphasis into three formal advanced practice specializations to align with the Council of Social Work Education's requirement that MSW programs clearly define specializations, articulate advanced competencies, and demonstrate developmental progression from generalist to advanced practice; and

WHEREAS the Department of Near Eastern and South Asian Languages and Cultures (NESA) proposes to merge its three current majors — Arabic, Islamic Studies, and Hebrew/Jewish Studies — into a single Near Eastern and South Asian Languages and Cultures major; and

WHEREAS the revised major will offer four distinct specializations (Ancient Near East/Modern Middle East Studies, Arabic/Islamic Studies, Hebrew/Jewish Studies, and South Asia Studies) to better reflect student demand and interdisciplinary faculty expertise; and

WHEREAS the Department of French and Italian proposes to merge four existing majors — French, French and Francophone Studies, Italian, and Italian Studies — into a single major with four tracks; and

WHEREAS the French and Italian major revision aims to strengthen curricular cooperation, bring disparate tracks into better alignment and allow for a more robust annual assessment process with a larger student cohort; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs between March 25, 2026, and April 22, 2026; and

WHEREAS Section 3345.457 of the Ohio Revised Code provides that the Board of Trustees has ultimate authority to establish and modify program curricula:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the revisions to the Master of Social Work curriculum, the Near Eastern and South Asian Languages and Cultures undergraduate major, and the French and Italian undergraduate major.



THE OHIO STATE
UNIVERSITY

COLLEGE OF SOCIAL WORK

MASTER OF SOCIAL WORK (MSW) PROGRAM REVISION PROPOSAL

Proposed Implementation: Autumn 2026

FULL INTEGRATED PROPOSAL DOCUMENT

(Version prepared for Graduate School, CAA, CCGS, and ODHE)

January 23, 2026

Dr. Maria Miriti, Associate Dean for Academic Excellence
The Ohio State University Graduate School
250 University Hall
230 N. Oval Mall
Columbus, OH 43210

Dear Dr. Miriti,

On behalf of the College of Social Work, I am pleased to submit a revised version of the Master of Social Work (MSW) curriculum proposal in response to feedback from the Graduate School and Council on Academic Affairs.

The proposal has been updated to address the requested revisions as follows:

1. **Old vs. New Program Requirements Table Added**
A side-by-side comparison table outlining the current MSW curriculum, the proposed revisions (marked), and the clean revised curriculum has been added to Section 2 (Curricular Information) to clearly document the scope and nature of program changes.
2. **Explicit Elective Options Clarified by Specialization**
Approved elective lists for each specialization—Children, Youth, and Families (CYF), Behavioral Health Practice Specialization (BHPS), and Community, Organizational, and Policy Practice (COPP)—are now fully detailed in Section 2.4 (Electives). These lists identify eligible courses and clarify the selection of advisor-guided electives.
3. **Transition Plan Clarified and Clearly Labeled**
The transition plan has been clarified and explicitly labeled in Section 2.6 (Proposed Date of Implementation) and Section 3.5 (Multi-Term Enrollment and Implementation Timeline). These sections now clearly distinguish between students admitted prior to Autumn 2026, who will remain under the current curriculum, and students admitted in Autumn 2026 and beyond, who will follow the revised curriculum.

We appreciate the opportunity to revise and clarify the proposal and respectfully submit the updated materials for re-review.

Thanks,



David Jenkins
Dean and Professor

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EXECUTIVE SUMMARY

The College of Social Work proposes a comprehensive revision of the Master of Social Work (MSW) program to strengthen academic quality, enhance curricular coherence, and align fully with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). This revision restructures the existing Mental Health/Substance Use Disorder (MH/SUD), Child and Family (CYF), and Community and Social Justice Areas of Emphasis into three formal advanced practice specializations to align with CSWE's requirement that MSW programs clearly define their specializations, articulate advanced competencies, and demonstrate developmental progression from generalist to advanced practice.

Purpose of Revision

This redesign enhances advanced practice preparation by restructuring specializations into three clearly defined pathways:

- Children, Youth, and Families (CYF)
- Behavioral Health Practice Specialization (BHPS)
- Community, Organizational, and Policy Practice (COPP)

These pathways improve student decision-making, licensure readiness, and alignment with Ohio's priority workforce needs in mental health, substance use, child welfare, juvenile justice, school-based practice settings, and community-based practice.

Together, these specializations modernize the MSW advanced curriculum, strengthening its alignment with EPAS expectations and Ohio's critical workforce needs across clinical, youth-serving, community, and policy sectors.

Key Features

- Curriculum fully aligned with CSWE 2022 EPAS standards
- Advanced coursework that builds on generalist practice foundations
- Maintains the program's existing three entry points (Autumn, Spring, Summer) to support accessibility and flexible student enrollment planning
- Strong fidelity to field education, the profession's signature pedagogy
- No additional faculty lines, facilities, or university resources required
- Improved branding and market competitiveness regionally and nationally

Impact and Outcomes

The revised curriculum enhances:

- Workforce pipeline readiness in high-demand service sectors
- Student recruitment and program visibility
- Licensure and employment outcomes

- Academic coherence and student progression
- Engagement with community and statewide behavioral health initiatives

The College of Social Work is fully prepared to implement the revised curriculum starting in Autumn 2026.

SECTION 1: INTRODUCTORY MATERIAL

1.1 Background and Rationale

The Master of Social Work (MSW) degree is the flagship graduate program of the College of Social Work at The Ohio State University. It prepares graduates for advanced professional practice across behavioral health, healthcare, child welfare, school systems, and community settings (including organizational and policy-focused roles).

Since the last major MSW curriculum revision, multiple developments have necessitated a comprehensive update:

- The CSWE 2022 EPAS standards emphasize competency-based assessment, research integration, and evidence of student learning outcomes.
- Ohio workforce shortages in mental health, crisis response, school-based support, and child welfare, as well as community leadership, nonprofit management, and policy advocacy, require more specialized competency development
- Employer feedback indicates a need for graduates with stronger skills in:
 - o Assessment and differential diagnosis
 - o Trauma-informed practice
 - o Evidence-based behavioral health interventions
 - o Cross-system navigation
 - o Interprofessional collaboration
 - o Community engagement, policy analysis, and organizational leadership
- Student feedback indicated a desire for clearly defined specialization pathways informed by career outcomes.
- Growth in online and hybrid enrollment requires consistent curricular architecture across delivery modalities.

This revision addresses these needs by modernizing the advanced clinical curriculum and restructuring specializations into clearer, workforce-aligned pathways.

1.2 Consultation and Development Process

This proposal is the result of a year-long, multi-stakeholder curriculum redesign process led by the MSW Program Committee. Contributors included:

- CYF Specialization Committee
- BHPS Committee
- COPP Specialization Committee and macro practice faculty
- Field Education leadership and stakeholders
- Community agency advisory groups
- Representatives from K–12 schools, hospitals, child welfare, behavioral health, and macro practice settings
- Community organizations, nonprofit leaders, and policy-focused partners
- Faculty retreats and academic council review
- Student Success Partner and advising staff insights
- Consultation with the Graduate School on proposal guidelines

The following bodies reviewed and approved the revision:

- MSW Program Committee
- College Curriculum Committee

- Full Faculty of the College of Social Work

The revision reflects broad stakeholder collaboration and governance approval.

1.3 Workforce Relevance

Ohio faces substantial shortages in multiple key social work sectors, including:

- Behavioral health clinicians (mental health, crisis response, substance use disorder treatment)
- School-based mental health professionals
- Child welfare case workers and supervisors
- Juvenile justice and diversion program personnel
- Integrated behavioral health roles in primary care and hospital settings
- Community organizers, nonprofit administrators, and policy advocates
- Leaders in program development, evaluation, and systems-change initiatives

The Behavioral Health Practice Specialization (BHPS) and Children, Youth, and Families (CYF) pathways were intentionally designed to address:

- Preparation for clinical licensure
- Trauma and crisis interventions
- Youth- and family-centered practice
- Cross-system navigation across education, behavioral health, and juvenile justice
- Evidence-based assessment and intervention strategies
- Interprofessional collaboration with medical and educational teams
- Motivational interviewing and recovery-oriented care
- Pharmacotherapy and psychotropic medication collaboration

The Community, Organizational, and Policy Practice (COPP) specialization was designed to address workforce needs in:

- Community practice and capacity building
- Nonprofit and public-sector leadership
- Policy analysis, legislative advocacy, and civic engagement
- Program planning, implementation, and evaluation
- Organizational improvement and change management
- Coalition building and community-led systems transformation

These pathways align directly with Ohio workforce priorities identified by ODJFS (the Ohio Department of Job and Family Services), the Ohio Department of Education, statewide healthcare partners and the Ohio Department of Development, local governments, and nonprofit coalitions.

1.4 Comparative and Market Positioning

Peer program review demonstrates that Ohio State's MSW program must remain competitive with institutions that clearly brand advanced practice pathways, such as:

- University of Michigan - "Interpersonal Practice" & "Welfare of Children and Families."
- University of Pittsburgh - "Children, Youth & Families" specialization
- Indiana University - "Mental Health & Addictions" concentration

- University of Michigan and University of Washington – “Community Change” / “Community-Centered Integrative Practice” pathways
- Columbia University – “Leadership, Management, and Entrepreneurship for Social Justice” track

Rebranding our specialization titles strengthens market clarity and improves student recruitment through:

- Clear signaling of post-graduation roles
- Stronger alignment with licensure-focused competencies
- Improved visibility for employer partnerships
- Better differentiation of advanced macro practice training for students pursuing community leadership, organizational practice, or policy careers

The revised curriculum positions the Ohio State University as a leading provider of advanced practice workforce readiness in Ohio and nationally.

1.5 Enrollment Impact

The revision does not increase total program credit hours or resource demand.

Expected positive impacts include:

- Increased yield due to clearer specialization branding
- Stronger recruitment into areas of workforce shortage
- Enhanced workforce preparation through clearly defined, competency-aligned advanced practice pathways
- Stable or increased enrollment growth across both in-person and online modalities
- Higher student satisfaction and retention through simplified program structure
- Expanded appeal to students seeking advanced macro, leadership, and policy careers through the addition of the Community, Organizational, and Policy Practice (COPP) specialization
- Improved balance of clinical and macro enrollment across the program, supporting long-term sustainability and meeting statewide employer needs in community-based organizations and government systems

This revision supports sustainable enrollment and advances the College's role in developing Ohio's social work workforce, including in clinical, youth-serving, and macro/community and policy practice sectors.

SECTION 2: CURRICULAR INFORMATION

2.1 Degree Description

Degree:

- Master of Social Work (MSW)

Total Credits:

- 63 (Traditional 2-Year)
- 44 (ASAP / Advanced Standing Program)

Delivery modalities:

- P – In person
- DL – Fully Distance Learning (100% online)

The curriculum consists of:

- A 25-credit generalist year, and
- An advanced year where students complete one specialization in:
 - Children, Youth, and Families (CYF)
 - Behavioral Health Practice Specialization (BHPS)
 - Community, Organizational, and Policy Practice (COPP)

2.1a Credit Hour Verification Summary

The table below confirms compliance with the Graduate School and the Ohio Department of Higher Education's minimum credit requirements for graduate degree programs.

Program Pathway	Total Credits
Two-Year Program – CYF	63
Two-Year Program – BHPS	63
Two-Year Program – COPP	63
ASAP Program – CYF	42–46
ASAP Program – BHPS	42–44
ASAP Program – COPP	42–44

All pathways meet or exceed ODHE minimum degree requirements.

2.2 New and Revised Courses

New Courses

- SWK 7501 - Frameworks for Effective Social Work Practice
- SWK 7622 – Intervening in Behavioral Health
- SWK 7632 – Child & Youth Serving Systems

Revised Courses

- SWK 7500 - Professional Development
- SWK 7511 – Clinical Social Work with Children and Adolescents
- SWK 7513 – Clinical Social Work with Groups
- SWK 7515 – Trauma & Crisis Interventions
- SWK 7518 – Advanced Case Management
- SWK 7520 – Pharmacotherapy & Behavioral Health

2.3 Course Status & Registrar Compliance Table

The table below summarizes the status of courses included in the revised curriculum, including new, revised, and unchanged designations in accordance with University Registrar requirements.

Course Number	Title	Credits	Status	Notes
SWK 7400	Research and Evaluation in Social Work	2	Discontinued	Removed as part of specialization restructuring
SW 7500	Professional Development	3	REVISED	ASAP Bridge Course; additional content led to an increase from 2 to 3 credits
SW 7501	Frameworks for Effective Social Work Practice	3	NEW	BHPS Required course
SWK 7622	Intervening in Behavioral Health Practice		NEW	BHPS Required course
SWK 7632	Child & Youth Serving Systems	3	NEW	CYF required course
SWK 7518	Advanced Case Management	1.5	UNCHANGED	
SWK 7511	Social Work with Children & Adolescents	3	REVISED	Expanded practice skills
SWK 7513	Clinical Social Work with Groups	3	REVISED	CYF content added
SWK 7515	Crisis & Trauma Interventions	3	REVISED	Trauma-specific content
SWK 7516	Assessment & Diagnosis	3	REVISED	DSM-5-TR alignment
SWK 7519	Motivational Interviewing	1.5	UNCHANGED	BHPS and CYF required course
SWK 7520	Pharmacotherapy & Behavioral Health	3	REVISED	Additional content led to an increase from 1.5 to 3 credits
SWK 7534	Prevention Strategies	1.5	UNCHANGED	Broadened population focus
SWK 7531	Resource Acquisition for Human Service Organizations	3	UNCHANGED	COPP specialization
SWK 7550	Community Practice and Development	3	UNCHANGED	COPP specialization

SWK 7551	Strategic planning for organizational and community change	3	UNCHANGED	COPP specialization
SWK 7570	Policy analysis and social legislation processes	3	UNCHANGED	COPP specialization
SWK 7640	Integrative seminar on community and social justice practice I	3	UNCHANGED	COPP specialization
SWK 7641	Integrative seminar on community and social justice practice II	3	UNCHANGED	COPP specialization
All other MSW courses	—	—	UNCHANGED	Sequencing updated

All course updates will be submitted through the University Registrar's standard course approval process upon Graduate School approval.

2.4 Approved Elective Options by Specialization

The MSW program offers structured elective options aligned with each specialization. Electives are selected in consultation with an academic advisor to ensure coherence with specialization competencies, career goals, and licensure preparation. While the lists below identify approved and commonly selected electives, they are not exhaustive; additional electives may be approved through advising based on relevance and availability.

Children, Youth, and Families (CYF) — Approved Electives

CYF electives emphasize child, youth, and family systems across behavioral health, education, child welfare, and community-based practice.

Approved CYF electives include, but are not limited to:

- **SWK 5007** — Child Welfare I
- **SWK 5008** — Child Welfare II
- **SWK 5014** — Youth and the Juvenile Justice System
- **SWK 5028** — Macro Practice in Community Youth Development
- **SWK 5517 / 7517** — Social Work Practice in Schools I & II
- **SWK 7530** — Needs Assessment and Program Design
- **SWK 7550** — Community Practice and Development

Students select CYF electives that align with their intended professional focus (e.g., school social work, child welfare, youth behavioral health).

Behavioral Health Practice Specialization (BHPS) — Approved Electives

BHPS electives support advanced clinical preparation for mental health and substance use practice and are organized across four elective pathways. Students complete **9 credits of BHPS electives**.

Pathway I: Mental Health Practice

- **SWK 7510** — Strengths-Based Clinical Social Work with Individual Adults
- **SWK 7511** — Clinical Social Work with Children and Adolescents
- **SWK 7512** — Clinical Social Work Practice with Couples and Families
- **SWK 7513** — Clinical Social Work with Groups

Pathway II: Leadership and Organizational Practice

- **SWK 7530** — Needs Assessment and Program Design
- **SWK 7531** — Resource Acquisition for Human Service Organizations
- **SWK 7532** — Supervision and Human Resource Management
- **SWK 7533** — Financial Management
- **SWK 7534** — Prevention Strategies in Social Work Practice (1.5 credits)

Pathway III: Substance Use Practice

- **SWK 5805** — Theories and Biological Basis of Substance Misuse
- **SWK 5806** — Diagnosis and Treatment of Substance Use Disorders
- **SWK 5807** — Preventing Substance Misuse
- **SWK 5808** — Group and Relationship Approaches in Substance Use Treatment
- **SWK 5809** — Intervening with Individuals Regarding Substance Misuse
- **PHR 6600** — Opioid Use Disorder (Interdisciplinary)

Pathway IV: Individualized Practice

- Advisor-approved electives from any department that support advanced behavioral health competencies.

Community, Organizational, and Policy Practice (COPP) — Approved Electives

COPP electives focus on macro-level practice, leadership, policy, advocacy, and community systems change.

Approved COPP electives include, but are not limited to:

- **SWK 5004** — International Social Work
- **SWK 5030** — Global Social Work Perspectives on Poverty and Inequality
- **SWK 5015** — Social Work Practice and the Law
- **SWK 5028** — Macro Practice in Community Youth Development
- **SWK 5026** — Community Food Strategies (*in development*)
- **SWK 7530** — Needs Assessment and Program Design
- **SWK 7533** — Financial Management
- **SWK 7534** — Prevention Strategies in Social Work Practice (1.5 credits)
- **SWK 7550** — Community Practice and Development

- **Forthcoming** — Climate Justice, Communities, and Sustainable Futures: Implications for Social Work

Electives may also be selected from other academic units with advisor approval when aligned with COPP competencies.

2.5 Typical Time to Completion

Students enrolled in the Traditional Two-Year Program complete the degree in the equivalent of four semesters of full-time study (typically across two academic years, with the option of summer enrollment depending on start term and course sequencing).

Students who are admitted through the ASAP (Advanced Standing Alternative Plan) pathway typically complete the degree in three semesters of full-time study. ASAP students enter directly into the specialization year, with advanced-standing credit granted for accredited BSW preparation.

Part-time and alternative pacing options are available in consultation with academic advisors. All students are required to meet Graduate School timelines for the maximum time-to-degree.

2.6 Proposed Date of Implementation

The revised Master of Social Work curriculum is proposed to take effect beginning in Autumn 2026.

- All newly admitted students for Autumn 2026 and beyond will enroll under the revised curriculum.
- Students who began before Autumn 2026 will be allowed to complete their degree under the existing curriculum, with individualized advising to ensure a smooth transition and timely progression.

This approach minimizes disruption while allowing for clean implementation and catalog clarity.

2.7 Admission Pathways and Multiple Start Terms

The MSW program will continue to support multiple admission pathways:

- Traditional Two-Year Program for students without a BSW
- ASAP (Advanced Standing) for students who have completed a CSWE-accredited BSW

- Multiple start terms (Autumn, Spring, and Summer), subject to course availability and advising

The advising sheets (Appendix A) and Registrar tables (Appendix B) are structured to accommodate multiple start terms by using "Semester 1, Semester 2, etc." rather than naming specific academic terms. Academic advisors and the MSW Program Office will guide students into appropriate sequencing patterns for their chosen start term and pathway.

SECTION 3: PROGRAM IMPLEMENTATION PLAN

3.1 Advising and Student Communication Plan

Students will be informed of the revised curriculum through:

- Orientation sessions
- Degree planning meetings with academic advisors
- Updated program website and recruitment marketing
- Specialization-specific advising sheets (Appendix A)
- Direct communication from the MSW Program Office
- Targeted transition plans for currently enrolled students

The advising team and Student Success Partner will be trained on updated pathways, sequencing models, and support for specialization decision-making to ensure students transition smoothly and receive accurate degree guidance.

3.2 Assessment and Accreditation Alignment

The assessment structure fully aligns with the 2022 CSWE EPAS standards and includes:

- Signature assignments linked to specific EPAS competencies
- Field education evaluation of all EPAS competencies
- Annual review of competency attainment data
- Alignment of course-level learning objectives with specialization competencies
- Triennial review of each specialization by the MSW Program Committee
- Oversight from the Graduate Studies Committee to ensure academic rigor

Field education will remain the signature pedagogy and primary advanced competency assessment for mastery.

3.3 Resource Impact and Operational Capacity

The fiscal impact analysis confirms:

- No new faculty lines or staff positions are required
- Existing instructional faculty are sufficient to deliver revised courses
- Field Education maintains over 1,800 active partnerships to support placements
- Classroom and online learning infrastructure are fully adequate
- Minor development time is allocated for hybrid and online course shells

Full fiscal details are provided in Appendix E.

3.4 Impact on Other Units and Concurrence

The revised curriculum:

- Does not duplicate any degree program at The Ohio State University or other Ohio public institutions
- Maintains all instruction within the College of Social Work
- Is specific to social work professional competencies
- Includes CYF, BHPS, and COPP as distinct, non-overlapping specializations

3.5 Multi-Term Enrollment and Implementation Timeline

The revised curriculum will take effect beginning Autumn 2026 for all new admits. Students may begin their program in Autumn, Spring, or Summer terms, with advising sheets designed to support structured progression regardless of entry point.

Students admitted before Autumn 2026 will continue under the current curriculum with individualized advising to ensure timely degree completion.

3.6 Program Success Monitoring

Program success will be evaluated using:

- Course-embedded assessment results
- Advanced field evaluation scores
- Retention and graduation rates
- First-destination employment outcomes
- Student and employer satisfaction surveys
- Licensure exam performance

Findings will inform ongoing enhancements through the MSW Program Committee.

3.7 Transition Plan

Transition Plan for Students Admitted Prior to Autumn 2026

Students admitted to the MSW program prior to Autumn 2026 will complete their degree under the current curriculum requirements in effect at the time of admission.

Students admitted Autumn 2026 and thereafter will enroll under the revised MSW curriculum described in this proposal.

Students will not be required or permitted to switch curricula. Individualized advising will be provided to ensure timely degree completion and clear communication of requirements.

This approach ensures curricular integrity, catalog clarity, and minimal disruption to enrolled students.

SECTION 4: ODHE / CCGS REQUIREMENTS

4.1 Program Change Threshold

This revision exceeds the 50% change threshold for a graduate program, as defined by the Ohio Department of Higher Education's Chancellor's Council on Graduate Studies (CCGS) guidelines (Ohio Revised Code §3333). Therefore, this proposal requires full ODHE approval as part of the statewide review process.

4.2 Duplication and Competitive Analysis

No other MSW program in Ohio offers three distinct advanced specializations that integrate:

- Clinical behavioral health and trauma-focused interventions (BHPS), and
- Advanced child and youth practice competencies across child welfare, schools, juvenile justice, and youth-serving systems (CYF)
- Community, organizational, and policy practice preparation for macro-level leadership and systems change (COPP)

Peer program benchmarking, included in Section 1 and Appendix G, indicates:

- The CYF specialization structure is unique in Ohio
- The BHPS specialization is differentiated through:
 - Motivational interviewing certification alignment
 - Psychopharmacology and interprofessional collaboration preparation
 - Crisis intervention and trauma specialization
- The COPP specialization is differentiated through:
 - Community practice and capacity building
 - Nonprofit and public-sector leadership and administration
 - Policy analysis, advocacy, and systems-change competencies

No duplication or conflict with existing graduate degree programs at other Ohio public institutions. This revision enhances program distinction across the state and supports prospective MSW students' choice.

4.3 Resource Adequacy

The College of Social Work has sufficient:

- Faculty expertise to deliver revised advanced coursework
- Advising capacity through the MSW Program Office and Student Success Partners
- Field infrastructure supporting 1800+ statewide agency partnerships
- Technology resources supported by The Ohio State University

The fiscal review (Appendix E) confirms that no new permanent resources are required for implementation.

4.4 Workforce and Economic Development Need

Workforce needs from the Ohio Department of Job and Family Services, OhioMHAS, and the U.S. Department of Education emphasize:

- Hiring demands for mental health clinicians across behavioral health agencies
- A statewide shortage of school-based mental health professionals
- High vacancy rates in child welfare and youth-serving systems
- Need for advanced trauma-informed crisis response capacity
- Need for community-based leadership, nonprofit administration, and policy advocacy roles
- Opportunity to strengthen clinical licensure pipelines in Ohio

The proposed specializations align directly with these needs and enhance graduate readiness for high-demand employment sectors.

CONCLUSION AND REQUEST FOR APPROVAL

The revised Master of Social Work curriculum:

- Strengthens academic quality and advanced practice preparation
- Aligns with the CSWE 2022 EPAS accreditation requirements
- Enhances workforce readiness and economic impact for the State of Ohio
- Clearly defines pathways for student success and licensure preparation
- Supports fiscal sustainability and enrollment competitiveness

The College of Social Work respectfully requests review and formal approval by:

1. The Graduate School
2. The Council on Academic Affairs
3. The Chancellor's Council on Graduate Studies (CCGS)
4. The Chancellor of the Ohio Department of Higher Education for implementation effective Autumn 2026.

APPENDIX A: ADVISING SHEETS

How to Read These Advising Sheets

The advising sheets in Appendix A provide a clear and comprehensive overview of the recommended semester-by-semester course sequences for students enrolled in the Master of Social Work (MSW) program. These advising guides support students, advisors, faculty, and reviewers in understanding the structure, credit distribution, and progression of coursework within both the Traditional (Two-Year) and Advanced Standing (ASAP) pathways.

Each advising sheet is organized by semester (Semester 1, Semester 2, etc.) rather than by academic term (Autumn, Spring, Summer). This format allows flexibility for students who begin the program in multiple terms throughout the academic year.

Each table includes the following components:

- **Semester:** Indicates the recommended sequence in which students complete their coursework.
- **Course Number and Course Title:** Reflect the official OSU Registrar course listings.
- **Credits:** Shows the number of credit hours for each course.
- **Notes:** Provides additional guidance regarding field placements, elective options, or sequencing considerations.

Field education courses (SWK 6188, SWK 6189, SWK 7189) are embedded throughout the advising sheets to demonstrate how practicum requirements align with academic coursework. Students complete a generalist field in the first year (for Traditional students) and an advanced field during their specialization year.

Electives listed as CYF Elective, BHPS Elective, or COPP Elective must be specialization-specific elective lists in Section 2.4. Students work with their advisors to choose electives that align with their professional goals.

Together, these advising sheets demonstrate that the revised MSW curriculum provides a coherent, feasible, and accreditation-aligned pathway to degree completion.

CYF ASAP ADVISING SHEET

Year	Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
1	7500: Professional Development	3	7189: Field Practicum	4	7189: Field Practicum	4
	7516: Assessment & Diagnosis	3	7401: Evaluating Social Work Practice	3	7402: Applied Practice Evaluation	3
	7511 Clinical Social Work with Children and Adolescents	3	7513: Clinical Social Work with Groups	3	7512: Clinical Social Work with Couples and Families	3
	7632: Child and Youth Serving Systems -Policy, Practice and Advocacy	3	7534: Prevention Strategies in Social Work Practice	1.5	7515 Crisis Intervention & Trauma Treatment	3
	7519 Motivational Interviewing	1.5	5007 (Child Welfare I), 5517 (Social Work Practice in Schools), or Choose Your Own Elective	3	5008 (Child Welfare II), 7517 (Social Work Practice in Schools), or Choose Your Own Elective	3
	Total Credit Hours	13.5	Total Credit Hours:	14.5		16
	44 Credit Hours					

CYF TWO-YEAR ADVISING SHEET

Yr	Semester 1	Cr	Semester 2	Cr
1	6201: Social Justice, Social Systems and Social Problems	3	6202: Culturally Responsive Social Work	3
	6301: Developmental Changes Across Lifespan	3	6302: Organizational and Community Services	3
	6401: Engaging with Evidence	3	6189: Field Practicum	2
	6501: Generalist Practice with Individuals, Families & Groups	3	7516: Assessment & Diagnosis	3
	6188: Field Preparation Course	1	7632: Child and Youth Serving Systems -Policy, Practice and Advocacy	3
	6601: Professional Values & Ethics	1	7511 Clinical Social Work with Children and Adolescents	3
	Total Credit Hours	14	Total Credit Hours:	17
Yr	Semester 3	Cr.	Semester 4	Cr.
2	7189: Field Practicum	4	7189: Field Practicum	4
	7401: Evaluating Social Work Practice	3	7402: Applied Practice Evaluation	3
	7512: Clinical Social Work with Couples and Families	3	7513: Clinical Social Work with Groups	3
	7519 Motivational Interviewing	1.5	7515 Crisis Intervention & Trauma Treatment	3
	7534: Prevention Strategies in Social Work Practice	1.5		
	Elective Pathway Courses: 5007 (Child Welfare I), 5517 (Social Work Practice In Schools), or Choose Your Own Elective	3	Elective Pathway Courses: 5008 (Child Welfare II), 7517 (Social Work Practice In Schools), or Choose Your Own Elective	3
	Total Credit Hours	16	Total Credit Hours	16
63 Credit Hours				

BHPS MSW ASAP: SPECIALIZATION

Year	Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
1	7500: Professional Development	3	7189: Field Practicum	4	7189: Field Practicum	4
	7516: Assessment & Diagnosis	3	7401: Evaluating Social Work Practice	3	7402: Applied Practice Evaluation	3
	Specialization course SW 7501: Frameworks for Effective Social Work Practice	3	Specialization course SWK 7622: Intervening in BH Practice	3	Elective Pathway Course	3
	Specialization course SW 7515: Crisis Intervention and Trauma Treatment	3	Specialization course SW 7520: Pharmacotherapy in Social Work	3	Elective Pathway Course	3
	Specialization course SWK 7519: Motivational Interviewing	1.5	Specialization course SWK 7518: Advanced Case Management	1.5	Elective Pathway Course	3
	Total Credit Hours	13.5	Total Credit Hours:	14.5		16
44 Credit Hours						

BHPS TWO-YEAR ADVISING SHEET

Year	Semester 1	Credits	Semester 2	Credits
1	6201: Social Justice, Social Systems and Social Problems	3	6202: Culturally Responsive Social Work	3
	6301: Developmental Changes Across Lifespan	3	6302: Organizational and Community Services	3
	6401: Engaging with Evidence	3	6189: Field Practicum	2
	6501: Generalist Practice with Individuals, Families, and Groups	3	7516: Assessment & Diagnosis	3
	6601: Professional Values & Ethics	1	Specialization course SW 7501: Frameworks for Effective Social Work Practice	3
	6188: Field Preparation Course	1	Specialization course SW 7515: Crisis Intervention and Trauma Treatment	3
	Total Credit Hours	14	Total Credit Hours:	17
Year	Semester 3	Credits	Semester 4	Credits
2	7189: Field Practicum	4	7189: Field Practicum	4
	7401: Evaluating Social Work Practice	3	7402: Applied Practice Evaluation	3
	Specialization course SWK 7622- Intervening in BH Practice	3	Elective Pathway Course	3
	Specialization course SW 7520: Pharmacotherapy in Social Work	3	Elective Pathway Course	3
	Specialization course SWK 7518: Advanced Case Management	1.5	Elective Pathway Course	3
	Specialization course SWK 7519: Motivational Interviewing	1.5		
	Total Credit Hours	16	Total Credit Hours	16
63 Credit Hours				

COPP TWO-YEAR ADVISING SHEET

Yr	Semester 1	Credits	Semester 2	Credits
1	SWK 6201: Social Justice, Social Systems & Social Problems	3	SWK 6202: Culturally Responsive Social Work Practice	3
	SWK 6301: Developmental Changes Across the Lifespan	3	SWK 6302: Organizational & Community Services	3
	SWK 6401: Engaging with Evidence	3	SWK 6189: Field Practicum	2
	SWK 6501: Generalist Practice with Individuals, Families, & Groups	3	SWK 7516: Assessment & Diagnosis	3
	SWK 6188: Field Preparation	1	SWK 7550: Community Practice and Development	3
	SWK 6601: Professional Values & Ethics	1	SWK 7570: Policy analysis and social legislation processes	3
	Total Credit Hours	14	Total Credit Hours	17
2	Semester 3		Semester 4	
	SWK 7189: Field Practicum	4	SWK 7189: Field Practicum	4
	SWK 7401: Evaluating Social Work Practice	3	SWK 7402: Applied Practice Evaluation	3
	SWK 7551: Strategic planning for organizational and community change	3	SWK 7531 – Resource acquisition for human service organizations	3
	SWK 7640 – Integrative seminar on community and social justice practice I	3	SWK 7641 - Integrative seminar on community and social justice practice II	3
	COPP Elective	3	COPP Elective	3
	Total Credits:	16	Total Credits:	16
63 credits				

COPP MSW ASAP ADVISING SHEET

Semester 1	Credits	Semester 2	Credits	Semester 3	Credits
7500: Professional Development	3	7189: Field Practicum	4	7189: Field Practicum	4
7550: Community Practice and Development	3	7401: Evaluating Social Work Practice	3	7402: Applied Practice Evaluation	3
7516: Assessment & Diagnosis	3	7551: Strategic planning for organizational and community change	3	7531 – Resource acquisition for human service organizations	3
7570: Policy analysis and social legislation processes	3	7640 – Integrative seminar on community and social justice practice I	3	7641 - Integrative seminar on community and social justice practice II	3
COPP Elective	3			COPP Elective	3
Total Credit Hours	15		13		16
Total Credit Hours 44					

APPENDIX B: REGISTRAR TABLES

CYF Two-Year — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 6201	Social Justice, Social Systems & Social Problems	3
Semester 1	SWK 6301	Developmental Changes Across Lifespan	3
Semester 1	SWK 6401	Engaging with Evidence	3
Semester 1	SWK 6501	Generalist Practice	3
Semester 1	SWK 6601	Professional Values & Ethics	1
Semester 1	SWK 6188	Field Preparation	1
	TOTAL		14

CYF Two-Year — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 6202	Culturally Responsive Social Work	3
Semester 2	SWK 6302	Organizational & Community Services	3
Semester 2	SWK 6189	Field Practicum	2
Semester 2	SWK 7516	Assessment & Diagnosis	3
Semester 2	SWK 7632	Child & Youth Serving Systems	3
Semester 2	SWK 7511	Social Work with Children & Adolescents	3
	TOTAL		17

CYF Two-Year — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7401	Evaluating Social Work Practice	3
Semester 3	SWK 7512	Social Work with Couples & Families	3
Semester 3	SWK 7634	Prevention Strategies in Social Work Practice	1.5
Semester 3	SWK 7519	Motivational Interviewing	1.5

Semester 3	SWK 7189	Field Practicum (Advanced)	4
Semester 3	CYF Elective		3
	TOTAL		16

CYF Two-Year — Semester 4

Semester	Course Number	Course Title	Credits
Semester 4	SWK 7515	Crisis & Trauma	3
Semester 4	SWK 7513	Clinical Groups	3
Semester 4	SWK 7402	Applied Practice Evaluation	3
Semester 4	CYF Elective		3
Semester 4	SWK 7189	Field Practicum	4
	TOTAL		16

CYF ASAP — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 7516	Assessment & Diagnosis	3
Semester 1	SWK 7511	Children & Adolescents	3
Semester 1	SWK 7632	Child & Youth Serving Systems	3
Semester 1	SWK 7519	Motivational Interviewing	1.5
	TOTAL		13.5

CYF ASAP — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 7401	Evaluating Social Work Practice	3
Semester 2	SWK 7513	Clinical Practice with Groups	3
Semester 2	SWK 7534	Prevention Strategies in Social Work Practice	1.5
Semester 2	SWK 7189	Field Practicum	4
Semester 2	CYF Elective		3
	TOTAL		14.5

CYF ASAP — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7402	Applied Practice Evaluation	3
Semester 3	CYF Elective	Approved CYF Elective	3
Semester 3	SWK 7189	Field Practicum (Cont.)	4
Semester 3	SWK 7512	Clinical Social Work with Couples and Families	3
Semester 3	SWK 7515	Crisis Intervention & Trauma Treatment	3
	TOTAL		16

BHPS Two-Year — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 6201	Social Justice, Social Systems & Social Problems	3
Semester 1	SWK 6301	Developmental Changes Across Lifespan	3
Semester 1	SWK 6401	Engaging with Evidence	3
Semester 1	SWK 6501	Generalist Practice	3
Semester 1	SWK 6601	Professional Values & Ethics	1
Semester 1	SWK 6188	Field Preparation	1
	TOTAL		14

BHPS Two-Year — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 6202	Culturally Responsive Social Work	3
Semester 2	SWK 6302	Organizational & Community Services	3
Semester 2	SWK 6189	Field Practicum	2
Semester 2	SWK 7516	Assessment & Diagnosis	3
Semester 2	SWK 7501	Frameworks for Effective Practice	3
Semester 2	SWK 7515	Crisis & Trauma	3
	TOTAL		17

BHPS Two-Year — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7189	Field Practicum	4
Semester 3	SWK 7401	Evaluating Social Work Practice	3
Semester 3	SWK 7622	Intervening in BH Practice	3
Semester 3	SWK 7520	Pharmacotherapy in Social Work	3
Semester 3	SWK 7518	Advanced Case Management	1.5
Semester 3	SWK 7519	Motivational Interviewing	1.5
	TOTAL		16

BHPS Two-Year — Semester 4

Semester	Course Number	Course Title	Credits
Semester 4	SWK 7189	Field Practicum	4
Semester 4	SWK 7402	Applied Practice Evaluation	3
Semester 4	BHPS Elective	Approved BHPS Elective	3
Semester 4	BHPS Elective	Approved BHPS Elective	3
Semester 4	BHPS Elective	Approved BHPS Elective	3
	TOTAL		16

BHPS ASAP — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 7500	Professional Development	3
Semester 1	SWK 7516	Assessment & Diagnosis	3
Semester 1	SWK 7501	Frameworks for Effective Practice	3
Semester 1	SWK 7515	Crisis & Trauma	3
Semester 1	SWK 7519	Motivational Interviewing	1.5
	TOTAL		13.5

BHPS ASAP — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 7401	Evaluating Social Work Practice	3
Semester 2	SWK 7622	Intervening in BH Practice	3
Semester 2	SWK 7520	Pharmacotherapy in Social Work	3
Semester 2	SWK 7518	Advanced Case Management	1.5
Semester 2	SWK 7189	Field Practicum	4
	TOTAL		14.5

BHPS ASAP — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7402	Applied Practice Evaluation	3
Semester 3	BHPS Elective	Approved BHPS Elective	3
Semester 3	BHPS Elective	Approved BHPS Elective	3
Semester 3	BHPS Elective	Approved BHPS Elective	3
Semester 3	SWK 7189	Field Practicum	4
	TOTAL		16

COPP Two-Year — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 6201	Social Justice, Social Systems & Social Problems	3
Semester 1	SWK 6301	Developmental Changes Across Lifespan	3
Semester 1	SWK 6401	Engaging with Evidence	3
Semester 1	SWK 6501	Generalist Practice	3
Semester 1	SWK 6601	Professional Values & Ethics	1
Semester 1	SWK 6188	Field Preparation	1
	TOTAL		14

COPP Two-Year — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 6202	Culturally Responsive Social Work	3
Semester 2	SWK 6302	Organizational & Community Services	3
Semester 2	SWK 6189	Field Practicum	2
Semester 2	SWK 7516	Assessment and Diagnosis	3
Semester 2	SWK 7550	Community Practice and Development	3
Semester 2	SWK 7570	Policy analysis and social legislation processes	3
	TOTAL		17

COPP Two-Year — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7189	Field Practicum	4
Semester 3	SWK 7401	Evaluating Social Work Practice	3
Semester 3	SWK 7551	Strategic planning for organizational and community change	3
Semester 3	SWK 7640	Integrative seminar on community and social justice practice I	3
Semester 3	COPP Elective	Approved COPP Elective	3
	TOTAL		16

COPP Two-Year — Semester 4

Semester	Course Number	Course Title	Credits
Semester 4	SWK 7189	Field Practicum	4
Semester 4	SWK 7402	Applied Practice Evaluation	3
Semester 4	SWK 7531	Resource acquisition for human service organizations	3
Semester 4	SWK 7641	Integrative seminar on community and social justice practice II	3
Semester 4	COPP Elective	Approved COPP Elective	3
TOTAL			16

COPP ASAP — Semester 1

Semester	Course Number	Course Title	Credits
Semester 1	SWK 7500	Professional Development	3
Semester 1	SWK 7550	Community Practice and Development	3
Semester 1	SWK 7516	Assessment & Diagnosis	3
Semester 1	SWK 7570	Policy analysis and social legislation processes	3
Semester 1	COPP Elective	Elective	3
	TOTAL		15

COPP ASAP — Semester 2

Semester	Course Number	Course Title	Credits
Semester 2	SWK 7401	Evaluating Social Work Practice	3
Semester 2	SWK 7551	Strategic planning for organizational and community change	3
Semester 2	SWK 7640	Integrative Seminar on Community and Social Justice I	3
Semester 2	SWK 7189	Field Practicum	4
	TOTAL		13

COPP ASAP — Semester 3

Semester	Course Number	Course Title	Credits
Semester 3	SWK 7402	Applied Practice Evaluation	3
Semester 3	SWK 7531	Resource acquisition for human service organizations	3
Semester 3	SWK 7641	Integrative Seminar on Community and Social Justice II	3
Semester 3	COPP Elective	Approved COPP Elective	3
Semester 3	SWK 7189	Field Practicum (Cont.)	4
	TOTAL		16

APPENDIX C: CURRICULUM MAPS

Introduction

The following curriculum maps illustrate how the revised Master of Social Work (MSW) curriculum aligns with the Council on Social Work Education (CSWE) 2022 Educational Policy and Accreditation Standards (EPAS). These maps demonstrate where each course provides opportunities for students to Develop (I – Introduced), Deepen (R – Reinforced), and Demonstrate (A – Assessed) professional competence across the nine required CSWE competencies.

Curriculum maps are presented for:

1. The Generalist Curriculum (Year 1) – required for all Two-Year students
2. CYF Specialization (Children, Youth, and Families) – Two-Year and ASAP
3. BHPS Specialization (Behavioral Health Practice Specialization) – Two-Year and ASAP
4. COPP Specialization (Community, Organizational, and Policy Practice Specialization) – Two-Year and ASAP
5. ASAP Program Maps – competency alignment for BSW Advanced Standing students

These maps provide evidence that the revised curriculum:

- Ensures developmental scaffolding from generalist to advanced practice
- Embeds assessment points in coursework and field education
- Aligns with specialization-specific practice behaviors
- Prepares graduates for roles across behavioral health, youth services, health systems, justice systems, community practice, and interdisciplinary settings
- Demonstrates consistency with accreditation expectations for rigor and learning outcomes

Field Education (SWK 6189, 7189) functions as the signature pedagogy, evaluating all competencies in applied settings.

CSWE 2022 EPAS — Summary of the Nine Competencies

To provide context for the curriculum maps, the following summarizes the nine competencies that guide MSW education and assessment.

Competency 1: Demonstrate Ethical and Professional Behavior

Applies the NASW Code of Ethics, relevant laws, ethical decision-making models, and critical thinking. Maintains professionalism, appropriate boundaries, and ethical use of technology. Uses supervision and reflection to guide judgment and behavior. Integrates human rights, self-awareness, and anti-oppressive lenses into practice.

Competency 2: Advance Human Rights and Social, Racial, Economic, and Environmental Justice

Identifies systemic inequities, evaluates the distribution of power and privilege, and advocates for human rights at all system levels. Works to eliminate structural barriers and promote dignity, equity, and justice in policy and practice.

Competency 3: Engage Anti-Racism, Diversity, Equity, and Inclusion (ADEI) in Practice

Demonstrates cultural humility and anti-racist practice. Recognizes how identity, intersectionality, and systemic oppression shape experiences. Applies self-awareness and critical reflection to address bias, power, and privilege.

Competency 4: Engage in Practice-Informed Research and Research-Informed Practice

Uses ethical, culturally informed, anti-oppressive research approaches. Critically evaluates evidence to inform practice and applies practice insights to guide research. Uses quantitative and qualitative methods and interprets findings to support practice effectiveness.

Competency 5: Engage in Policy Practice

Analyzes and critiques policy across systems using rights-based and anti-oppressive frameworks. Applies critical thinking to advocate for policies that advance equity, justice, and access to social services.

Competency 6: Engage with Individuals, Families, Groups, Organizations, and Communities

Applies human behavior theories, person-in-environment, and interprofessional frameworks to engagement. Builds relationships using empathy, reflection, and interpersonal skills. Engages diverse client systems in culturally responsive ways.

Competency 7: Assess Individuals, Families, Groups, Organizations, and Communities

Uses theory, person-in-environment perspectives, and interprofessional approaches to conduct culturally responsive assessment. Collaborates with clients to define goals and develop mutually agreed-upon plans while reflecting on bias and power dynamics.

Competency 8: Intervene with Individuals, Families, Groups, Organizations, and Communities

Implements culturally responsive, evidence-informed interventions. Works collaboratively across disciplines, advocates for client needs, and facilitates transitions and endings. Applies negotiation, mediation, and interprofessional collaboration.

Competency 9: Evaluate Practice with Individuals, Families, Groups, Organizations, and Communities

Uses qualitative and quantitative methods to evaluate processes and outcomes. Applies evaluation findings to improve effectiveness while integrating anti-racist and anti-oppressive perspectives throughout the evaluation process.

(Both CYF, BHPS, and COPP share the same generalist year)

[illegible]

CYF Specialization – Competency Map

[illegible]

C.2.2 — CYF Two-Year Semester-to-Competency Map

Semester 3 (Specialization Term 1)

- SWK 7511 → Human Rights & Justice (2), Assessment (7), Intervention (8)
- SWK 7632 → Human Rights & Justice (2), ADEI Practice (3), Policy Practice (5), Intervention (8), Evaluation (9)
- SWK 7516 → Assessment (7)
- Field 6189 → A (All Competencies)

Semester 4

- SWK 7515 → Human Rights & Justice (2), Assessment (7), Intervention (8)
- SWK 7513 → Human Rights & Justice (2), Intervention (8), Systems Collaboration
- SWK 7518 → Human Rights & Justice (2), Assessment (7), Policy Practice (5), Intervention (8), Evaluation (9)
- CYF Elective → varies
- Field 7189 → A (All Competencies)

C.3 — BHPS Specialization Curriculum Map

C.3.1. – BHPS Competency Map (All required courses)

[illegible]

C.3.2 — BHPS Two-Year Semester-to-Competency Map

Semester 2

- SWK 7516 → Assessment (7)
- SWK 7501 → Human Rights & Justice (2), Engagement (6), Intervention (8), Evaluation (9)
- SWK 7515 → Human Rights & Justice (2), Assessment (7), Intervention (8)
- Field 6189 → A (All Competencies)

Semester 3

- SWK 7401 → Evaluation (9)
- SWK 7622 → Human Rights & Justice (2), Research–Practice Integration (4), Intervention (8), Evaluation (9)
- SWK 7515 → Human Rights & Justice (2), Assessment (7), Intervention (8)
- Field 7189 → A (All Competencies)

Semester 4

- SWK 7402 → Evaluation (9)
- BHPS Electives → varies
- Field 7189 → A (All Competencies)

C.3.3 — BHPS ASAP Semester-to-Competency Map

Semester 1

- SWK 7500 → Ethics & Professionalism (1)
- SWK 7515 → Human Rights & Justice (2), Assessment (7), Intervention (8)
- SWK 7501 → Human Rights & Justice (2), Engagement (6), Intervention (8), Evaluation (9)
- SWK 7516 → Assessment (7)
- SWK 7519 → Assessment (7), Intervention (8)
- Field 7189 → A (All Competencies)

Semester 2

- SWK 7401 → Evaluation (9)
- SWK 7622 → Human Rights & Justice (2), Research–Practice Integration (4), Intervention (8), Evaluation (9)
- SWK 7518 → Assessment (7), Intervention (8), Evaluation (9)

- SWK 7520 → Assessment (7), Intervention (8)
- Field 7189 → A (All Competencies)

Semester 3

- SWK 7402 → Evaluation (9)
- BHPS Elective
- BHPS Elective
- Field 7189 → A (All Competencies)

C.4 — COPP SPECIALIZATION CURRICULUM MAP

C.4.1 — COPP Competency Map

[illegible]

C.4.2 — COPP Two-Year Semester-to-Competency Map

Semester 2

- SWK 7516 → Assessment (7)
- SWK 7550 → Human Rights & Justice (2), ADEI Practice (3), Policy Practice
- 7570 → Human Rights & Justice (2), Policy Practice (5), Evaluation (9)

Semester 3

SWK 7401 → Evaluation (9)

- SWK 7551 → Engagement (6), Policy Practice (5), Evaluation (9)
- SWK 7640 → Human Rights & Justice (2), ADEI Practice (3), Research–Practice Integration (4), Policy Practice (5), Intervention (8), Evaluation (9)
- Field 7189 → A (All Competencies)

Semester 4

- SWK 7402 → Evaluation (9)
- SWK 7531 → Policy Practice (5), Engagement (6), Assessment (7), Evaluation (9)
- SWK 7641 → Research–Practice Integration (4), Policy Practice (5), Intervention (8), Evaluation (9)
- Field 7189 → A (All Competencies)

C.4.3 — COPP ASAP Semester-to-Competency Map

Semester 1 – Advanced Standing Start

SWK 7500 → Ethics & Professionalism (1)

- SWK 7550 → Human Rights & Justice (2), ADEI Practice (3), Engagement (6), Intervention (8)
- SWK 7516 → Assessment (7)
- SWK 7570 → Policy Practice (5), Human Rights & Justice (2), Evaluation (9)
- COPP Elective → varies
- Field 7189 → A (All Competencies)

Semester 2 – Advanced Macro Practice

- SWK 7401 → Evaluation (9)
- SWK 7551 → Policy Practice (5), Engagement (6), Evaluation (9)

- SWK 7640 → Human Rights & Justice (2), ADEI Practice (3), Research–Practice Integration (4), Policy Practice (5), Intervention (8), Evaluation (9)
- Field 7189 → A (All Competencies)

Semester 3 – Leadership & Policy Application

- SWK 7402 → Evaluation (9)
- SWK 7531 → Policy Practice (5), Engagement (6), Assessment (7), Evaluation (9)
- SWK 7641 → Research–Practice Integration (4), Policy Practice (5), Intervention (8), Evaluation (9)
- COPP Elective → varies
- Field 7189 → A (All Competencies)

APPENDIX D: PROGRAM IMPLEMENTATION MATERIALS

D.1 — Student Awareness and Program Launch

The revised MSW program will be implemented beginning in Autumn 2026 for all new admits. Students admitted for Spring 2027 and thereafter will enroll under the revised curriculum. Communication strategies include:

- Updates to the College of Social Work website and online application portal
- Prospective student webinars and information sessions
- Automated communication for applicants
- Announcements via email and social media platforms
- Updated academic bulletin and advising materials

Academic advisors will guide applicants and new students through program options, sequencing, and specialization pathways.

D.2 — Advising and Student Support Systems

Academic advising will be delivered by the MSW Program Office team, with support from:

- Structured advising sheets for Two-Year and ASAP pathways (Appendix A)
- The Graduate Bridge Program (GBP) for students needing additional support
- Early alert monitoring and success planning
- Collaboration with Field Education staff for placement and seminar support

This process ensures students receive proactive guidance on academic requirements and professional readiness.

D.3 — Faculty and Instructional Staffing

The revised curriculum will be taught by existing faculty with advanced practice experience in children, youth, and behavioral health practice settings. Instructional resources include:

- Tenure-track and clinical faculty with specialization expertise
- Affiliated professionals serving as part-time instructors
- Instructional faculty development through university teaching and learning supports

No additional faculty hiring is required to deliver the revised curriculum.

D.4 — Field Education Capacity

The College maintains over 1,800 active field placement partnerships that span a wide range of practice settings, including schools, hospitals, behavioral health agencies, and community-based organizations. Placement resources adequately support the revised specializations, with:

- Partnership agreements already aligned to specialization competencies
- Updated learning agreements and evaluation tools
- Dedicated field staff to support matching, success monitoring, and evaluation

No new field sites are required to support the revision.

D.5 — Resource Sufficiency and Technology

The revision requires no new physical space or infrastructure. Current university-supported learning technologies meet instructional needs, including:

- CarmenCanvas learning management system
- Zoom for synchronous online and hybrid instruction
- Library access to extensive digital academic resources
- OTDI support for online programming compliance, if needed

Existing budget resources support all course revision and delivery needs.

D.6 — Impact on Other Units and Concurrence

All revised courses remain within the College of Social Work. No negative impact on other Ohio State University units is anticipated.

D.7 — Success Measurement and Continuous Improvement

Program success will be assessed through:

- Course-embedded assessments mapped to CSWE competencies
- Field evaluation data as the signature pedagogy assessment
- Retention and graduation rates
- Licensure exam performance
- First-destination employment outcomes

Findings are reviewed annually by the MSW Program Committee to ensure ongoing quality improvement.

D.8 — Multi-Term Enrollment Starts

Students may begin the program in Autumn, Spring, or Summer terms. Advising sheets ensure proper sequencing and timely progression for each start term. Program administration monitors course capacity each term to ensure access and availability.

D.9 — Summary

Existing infrastructure, faculty expertise, field partnerships, and student support systems fully support the proposed revisions. The College of Social Work is well-positioned to implement this revised curriculum beginning in Autumn 2026.

APPENDIX E: FISCAL IMPACT STATEMENT

E.1 — Overview of Fiscal Impact

The revised Master of Social Work program reorganizes existing curriculum into three specialization pathways focused on (1) Children, Youth, and Their Families (CYF), (2) Behavioral Health Practice Specialization (BHPS), and (3) Community, Organizational, and Policy Practice (COPP). These revisions do not require new faculty lines, additional staffing, or new physical resources. All course instruction will be delivered by existing tenure-track, clinical, and affiliated faculty.

As such, the fiscal impact of this proposal is neutral and sustainable within current resource allocations.

E.2 — Instructional Resources

The College of Social Work has sufficient faculty expertise to deliver the revised curriculum:

- Advanced practice and clinical instruction are already staffed
- Field educational infrastructure is fully established
- Faculty participating in curriculum redesign and course revision
- Instructional loads remain within existing faculty capacity

No reduction to instructional quality or student support services is anticipated.

E.3 — Facilities and Technology

The proposal does not require:

- Additional classroom or office space
- New infrastructure or renovation
- New technology expenditures

Existing centrally supported tools (CarmenCanvas, Zoom, library resources, OTDI support) will continue to meet program needs.

E.4 — Enrollment and Tuition Revenue

The revised curriculum:

- Maintains existing credit hour requirements for both Two-Year and ASAP pathways
- Supports enrollment stability and growth in workforce-identified specializations
- Positions OSU to remain competitive regionally and nationally in the MSW market

Projected tuition revenue will remain stable, with potential increases driven by more explicit specialization definitions and stronger recruitment messaging.

E.5 — External Funding and Accreditation

Grant funding, training contracts, and continued CSWE accreditation strengthen program visibility and alignment with workforce needs. No changes to accreditation fees or staffing are required as a result of the revision.

E.6 — Total Fiscal Impact

Category	Impact
Operating budget	Neutral – No increase required
Faculty and staffing	Neutral – Current staffing is sufficient.
Facilities	Neutral – No additional space needed
Technology	Neutral – Existing supported assets are sufficient.
Tuition revenue	Stable or increased based on market demand

Summary Statement:

The proposed curriculum revision is financially sustainable and requires no new university resources for successful implementation beginning Autumn 2026.

APPENDIX F: BRANDING & RECRUITMENT STRATEGY

F.1 — Branding and Market Positioning

The revised MSW curriculum is grounded in national workforce priorities and students' demand for clearly defined advanced practice pathways. The three new specialization names —Children, Youth, and Families (CYF); Behavioral Health Practice Specialization (BHPS); and Community, Organizational, and Policy Practice (COPP) create clear market differentiation in alignment with:

- Ohio's projected growth in behavioral health workforce needs
- National demand for licensed mental health practitioners
- Increased state and federal emphasis on youth behavioral health and care coordination
- Employer expectations for practice-ready, specialized clinicians

These specialization titles represent high-visibility, workforce-relevant professional identities, ensuring strong brand presence in student recruitment materials, licensure pathways, and employer communication.

Updated branding includes:

- Revised website and recruitment collateral
- Streamlined pathways visualizations (see Appendix A and Graphic Slides)
- Digital marketing with targeted specialization in language

This positioning elevates OSU's presence in a competitive MSW marketplace and supports sustained enrollment growth.

F.2 — Recruitment Strategy for Specialization Pathways

Prospective student messaging will emphasize:

- Practitioner readiness in behavioral health and youth services
- OSU's top-tier CSWE-accredited education
- Multiple entry points: Autumn, Spring, and Summer
- Flexible modality options (onsite, online, hybrid)
- Access to over 1,800 field sites statewide
- Preparation for Ohio LSW and LISW licensure eligibility

Recruitment channels include:

- College fairs, regional community college partnerships, and agency outreach
- Digital campaigns and follow-up inquiry through Ohio State Online
- Targeted recruitment of:
 - BSW graduates seeking advanced standing

- K–12 school workforce members
- Credential-seeking behavioral health technicians
- Military and career changers

The revisions increase clarity for career outcomes and reduce confusion inherent in the previous track structure, leading to improved yield and retention.

F.3 — Alignment with Workforce Development Priorities

The revised curriculum directly addresses:

- Ohio's Pediatric Behavioral Health Initiative
- U.S. Department of Education mental health pipeline grants
- ODJFS workforce expansion in family-serving agencies
- Substance Use Disorder treatment workforce growth

Graduates are prepared to serve:

Setting	High-demand roles
Hospitals & integrated care	Behavioral health clinician, care coordinator
K–12 schools	School social worker, crisis response
Child & family agencies	Family intervention specialist
Community mental health	LISW clinician, group therapist
Juvenile justice & youth services	Reentry specialist, diversion program clinician

This alignment strengthens the College's partnerships and enhances post-graduation placement outcomes.

F.4 — Enrollment Growth and Sustainability

The specialization rebranding and recruiting strategy aims to:

- Improve clarity in student choice and decision-making
- Increase conversion from inquiry → application → enrollment
- Maintain affordability and high value through efficient time-to-degree progress
- Expand pathways for dual degree and certificate collaborations

These changes sustain and increase graduate credit hour production without additional cost.

F.5 — Summary

The revised branding and recruitment strategy:

- Enhances visibility of specialization strengths
- Aligns with state and national workforce demands

- Improves recruitment funnel efficiency and yield
- Supports enrollment growth and long-term financial sustainability

Student success and workforce readiness are the primary drivers of this revision, positioning The Ohio State University as a leader in advanced social work education.

APPENDIX G: MARKET ANALYSIS & WORKFORCE ALIGNMENT

G.1 — National Workforce Trends

The U.S. Bureau of Labor Statistics (BLS) reports that the employment of social workers is projected to grow by 11% from 2022 to 2032, faster than the average for all occupations. Specifically:

- Clinical, counseling, and school social workers are expected to increase by 12% in that same period.
- Mental health and substance abuse social workers are projected to grow by 18%.
- SAMHSA data indicate over 27 million Americans received behavioral health treatment in 2022, with a significant gap in service availability and provider capacity.

This national demand underscores the relevance of advanced practice social work specializations.

G.2 — Ohio Supply-Demand Analysis

Studies conducted by the Ohio Department of Job & Family Services and Ohio's Behavioral Health Workforce Initiative indicate:

- More than 30% of Ohio's behavioral health agencies report difficulty recruiting licensed clinicians (LISW, LICSW).
- The Ohio Department of Education estimates a shortage of 2,400 school social workers statewide over the next decade.
- The ODJFS child welfare division cites 400+ vacancies in family-serving agencies that require advanced social work credentials.
- Municipal and nonprofit organizations report shortages in community organizers, policy analysts, and program managers, reinforcing the importance of macro-practice education

These shortages directly correlate to the demand served by the CYF and BHPS specializations.

G.3 — OSU Online Market & Competitive Analysis

An internal OSU Online market analysis indicates:

- Programs with clearly defined specialization branding (e.g., "Behavioral Health Practice") receive 25% higher conversion (inquiry → applicant) than non-specialized MSW pathways.

- Peer institutions offering CYF-style specializations saw enrollment growth of 15% per annum between 2021 and 2024.
- The proposed OSU MSW revision positions the institution to compete effectively based on specialization names, flexible delivery modalities (including DH and DL), and multiple start terms.
- Specialized macro-practice pathways such as COPP are increasingly in demand for students pursuing policy, advocacy, nonprofit leadership, and community change roles
- The proposed MSW revisions strengthen OSU's competitiveness with top-tier schools nationally and within Ohio.
-

G.4 — Summary Table – Key Demand Indicators

Indicator	National / Ohio	Impact on OSU MSW Program
Social Worker Employment Growth 2022-2032	11% (national)	Strong national market
Mental Health & SUD Social Worker Growth	18% (national)	Direct BHPS relevance
Ohio School Social Worker Shortage	2,400+	CYF specialization relevance
Ohio Licensed Clinical Social Worker Vacancy	30%+ agencies	BHPS specialization relevance
Higher Conversion for Specialized Programs	+25%	Enrollment and sustainability
Community & Policy Roles (macro practice)	Rising due to public health & justice initiatives	Direct alignment with COPP specialization
Higher Conversion for Specialization-Branded Programs	+25% applicant conversion	Enrollment sustainability and growth

G.5 — Conclusion

The revised MSW program at The Ohio State University aligns strategically with both national and Ohio-specific workforce demands.

With three workforce-targeted specializations (CYF, BHPS, COPP), flexible delivery modalities, and clearly defined career pathways, the program is positioned for:

- Strong market competitiveness
- Enrollment stability and growth

- Improved student success outcomes
- Direct responsiveness to Ohio's behavioral health, youth services, and community development workforce needs

The specialization structure enhances clarity, relevance, and long-term sustainability for the MSW program.

APPENDIX H: COMPARISON OF CURRENT AND REVISED MSW PROGRAM REQUIREMENTS

Table H.1 — MSW Program Structure: Current vs. Revised

Element	Current MSW Program	Revised MSW Program (Effective AU26)
Program Degree	Master of Social Work (MSW)	Master of Social Work (MSW)
Total Credits (Two-Year)	63	63
Total Credits (ASAP)	43	42–44
Structure	Generalist Year + Areas of Emphasis	Generalist Year + Formal Specializations
Advanced Focus	MH/SUD, Child & Family, Community, Aging & Health, & Social Justice (Areas of Emphasis)	CYF, BHPS, COPP (Specializations)
Specialization Definition	Informal, overlapping	Clearly defined, competency-aligned
Required Advanced Courses	Varies by emphasis	Defined per specialization
Electives	Broad, loosely defined	Explicit specialization-specific lists
Field Education	Generalist + Advanced	Generalist + Specialization-aligned
CSWE EPAS Alignment	Pre-2022 EPAS	Fully aligned with 2022 EPAS

Component	Current Curriculum	Revised Curriculum
Specialization Identity	Emphasis areas	Workforce-aligned specializations
Course Sequencing	Flexible but inconsistent	Structured, developmental
Competency Mapping	Partial	Full 9-competency mapping
Evaluation Courses	Present but inconsistently sequenced	Explicit placement (7401/7402)
Integrative Seminars	Varies	Defined per specialization

Licensure Alignment	Implicit	Explicit



December 1, 2025

Dear Vice-Provost Randy Smith,

The Department of Near Eastern and South Asian Languages and Cultures (NESA) has developed the attached proposal to revise our existing majors in Arabic, Hebrew & Jewish Studies, and Islamic Studies into a single **Near Eastern and South Asian Languages and Cultures major**. This proposal has been developed by Undergraduate Studies Chair Naomi Brenner and Acting Chair Ila Nagar, in coordination with our faculty, staff, academic advisor, and colleagues in related departments and programs. We believe this revised program of study reflects the interdisciplinary strengths of our department and provides students with the opportunity to specialize in the languages, cultures, and traditions of the Near East, Middle East, and South Asia.

Sincerely,

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Name of proposed major: Near Eastern and South Asian Languages & Cultures (NESA)

Degree + Specializations for Transcript:

Near Eastern and South Asian Languages & Cultures: Ancient Near East/Modern Middle East

Near Eastern and South Asian Languages & Cultures: Arabic/Islamic Studies

Near Eastern and South Asian Languages & Cultures: Hebrew/Jewish Studies

Near Eastern and South Asian Languages & Cultures: South Asia Studies

Degree: B.A.

Proposed semester of implementation: Autumn 2026

Academic Unit: Department of Near Eastern and South Asian Languages and Cultures, College of Arts & Sciences

Rationale

The Department of Near Eastern and South Asian Languages and Cultures (NESA) plans to merge its three current majors (Arabic, Islamic Studies, Hebrew/Jewish Studies) into a single program of study with four distinct specializations: Ancient Near East/Modern Middle East Studies, Arabic/Islamic Studies, Hebrew/Jewish Studies, and South Asia Studies. The specializations cover fields of study represented in NESA's existing majors and provide two new areas of study. These changes reflect student demand as well as evolving faculty expertise over the last decade.

The revised NESA major will draw on interdisciplinary strengths within OSU's College of Arts and Sciences. The program allows students to specialize in specific languages and geographic regions within the fields of study encompassed by the department. It encourages students to consult with their faculty advisors as they work together to shape an academic program that meets their academic interests and professional goals. The new major will institute a set of core courses for *all* majors. The new major will also include a capstone course in which *all* majors will reflect on their academic experience and skills that they have developed as majors and their applicability to future professional pathways. These elements were missing in the previous iterations of NESA major offerings and will enrich the student experience while making it more cohesive as a major.

Currently, students who take courses in several fields actively taught by NESA faculty have no pathway to a major, including Hebrew Bible, pre-Islamic Arabic, Ancient Egyptian and Mesopotamian cultures, Persian culture, South Asian cultures, and Turkish culture. The revised major creates specializations in the study of the Ancient Near East/Modern Middle East and South Asia such that students taking classes in these areas have a path to a major which aligns with their interests and NESA faculty expertise.

In 2021, faculty in the Department of Near Eastern Languages and Cultures voted to change its name to the Department of Near Eastern and South Asian Languages and Cultures. This change reflected significance of the study of the cultures of South Asia and a commitment to further developing the field of South Asian Studies at OSU. Since that time, NESA has added a lecturer in South Asia Studies (75% FTE) and six new undergraduate courses have been created. Other departments, including the Department of Theatre and Film Studies and History of Art have hired faculty members with expertise in South Asia Studies. The South Asia Studies specialization, designed as an interdisciplinary program of study, will provide OSU undergraduates with the opportunity to major in this field and gain expertise in the languages and cultures of South Asia. At the same time, all NESA majors will complete at least one core

course in South Asia Studies and one in the study of the Ancient Near East and/or Middle East, reflecting the department's commitment to the study of the Near East, Middle East, and South Asia.

These revisions have been developed in consultation with NESA faculty, staff, and students. Faculty are concerned about the growing number of courses taught in the department that are excluded from the current majors. In graduation surveys, NESA graduates have noted the challenges of scheduling specific advanced language courses, particularly for those who elect Arabic or Hebrew as a second major. The department has experienced challenges implementing a robust assessment program because of the small number of majors divided across the three current majors. By creating a single departmental major with different specialization paths and by instituting a required capstone course, the department plans to implement more effective direct assessment to improve students' experiences and the department's curriculum.

As an interdisciplinary department, NESA strives to equip student with skills in language, critical thinking, analysis, research methodology, and intercultural competency while also encouraging them to take advantage of the broad range of related courses across the College of Arts and Sciences. Within the framework of the revised NESA major, students can take breadth elective courses from other ASC departments. We have generated a list of electives in consultation with fifteen different departments and programs. We expect that undergraduate students will consider the revised NESA as a good second major to combine with the study of Business, Classics, Computer Science and Engineering, History, International Studies, Neuroscience, Religion, and other fields because of its interdisciplinarity and global scope. We will advertise and promote the revised major with these students in mind.

In a time in which the Middle East and South Asia regularly appear in headlines around the world, it is imperative that The Ohio State University continue to provide paths for undergraduate students to specialize in the languages, cultures, and religious traditions of the Middle East and South Asia. We are the only public university in Ohio in which students can major in the study of the breadth of languages, cultures, and traditions of the Ancient Near East, Modern Middle East, Central Asia, and South Asia. A NESA major will prepare students with the intercultural competencies to be engaged global citizens in line with the goals President Carter has set for the University and to contribute to local, state, national, and global communities. NESA majors are well equipped for any career that relies on critical thinking and analysis, pursuing careers in public service, translation and interpreting, law, national and international security, business, education, medicine and religious vocations. They also prepared for future graduate and professional study in fields such as history, literature, linguistics, archaeology, public policy, and law.

Curricular Requirements for the Revised NESA Major

The revised NESA major reflects the existing curriculum and staffing in NESA. The only curricular change is the establishment of a new capstone course for all majors. Current Arabic, Hebrew & Jewish Studies, and Islamic Studies majors will be able to decide if they prefer to complete their degree following the existing requirements or the new requirements. No more than seven students will be affected by this change. All undergraduate students who declare a major from Autumn 2026 onwards will complete the major with the newly established requirements.

Core Courses Require for Proposed NESA Major

Requirement	Courses + Credits	Description	Comparison to existing major	New course?
One intermediate/advanced NESA language course	Specific courses depend on student language proficiency and areas of interest. 3-5 credits. Languages include: • Akkadian • Arabic • Aramaic • Hebrew • Hindi • Persian • Phoenician • Sanskrit • Syriac • Turkish • Ugaritic • Urdu • Uzbek • Yiddish	All students will take at least one NESA language course at the 2000 level or above	All majors had to complete 4th semester language course in Arabic, Hebrew, Persian or Turkish. This new requirement expands options to include both modern and ancient languages.	No. All language courses currently exist and are taught regularly or based on student demand. Students may also fulfill this requirement via the Big Ten Academic Alliance (BTAA) if necessary.
One course in Ancient Near Eastern or Modern Middle Eastern culture & society	Choose one of the following courses (3 credits): Arabic 2241 Contemporary Arab Cultures; Hebrew 2241(H)/Jewish Studies 2242(H) Culture of Contemporary Israel; Hebrew/Jewish Studies 2700 Introduction to the Hebrew Bible/Old Testament; Islamic Studies 3501 Traditions of Islam; Jewish Studies 2201 Introduction to Jewish Thought, Culture, and Practice; NELC/IS 2200 Introduction to the Modern Middle East; NELC/History 2211 The Ancient Near East; NELC/Anthropology 2241 The Middle East Close Up; Persian 2241 Persian Culture; Turkish 2241 Beyond Harems and Belly dancers: Turkish Culture	All students will take at least one course in Ancient Near Eastern or Middle Eastern cultures and society, taught in English	Required in current majors, but this proposal expands the number of courses that fulfill this requirement. This requires all NESA majors to gain expertise in the study of the Ancient Near East or Middle East and global perspectives on culture.	No. All existing courses.
One course in South Asian culture & society	SASIA/CompStudies 2220 Introduction to South Asia Studies; SASIA 2230 Living Everyday Lives: Systems of Discrimination in the United	All students will take at least one course in South Asian cultures	Not currently required. This requires all NESA majors to gain expertise in the study	No. All existing courses.

	States and South Asia; SASIA 3220 Citizenship in South Asia	and society, taught in English. Embedded Literacies Requirements will be satisfied by these courses	of South Asia and global perspectives on culture.	
One NESA capstone course	NELC 4900	All majors will complete a seminar that focuses on their independent research interests, reflects on their major, and explores professional pathways.	New requirement to facilitate cohesion among majors and allow students to put together portfolio for direct assessment and future professional and academic endeavors.	New course. Proposal submitted to ASC Curriculum Committee

Note: all courses satisfying the South Asian Cultures requirement will fulfill the NESA Embedded Literacies requirement, addressing Data Analysis, Advanced Writing, and Technology.

Specializations

In addition to completing the core courses, each major must choose one specialization in consultation with their faculty advisor. Specialization pathways include:

1. Ancient Near East/Modern Middle East Studies (ANE/MME)
2. Arabic/Islamic Studies (AIS)
3. Hebrew/Jewish Studies (HJS)
4. South Asian Studies (SAS)

We ask that these specializations be included on student transcripts to communicate the expertise in specific geographical regions, languages, and traditions that students have acquired as NESA majors.

Students will complete courses in the following categories according to the specialization they select:

- Specialization Requirements (0-2 courses)
- Specialization Electives (2-5 courses)
- Specialization Breadth Electives (0-1 course)

The different requirements for each specialization reflect the nature of each field of study. All NESA majors will complete both language courses and culture courses in their specialization, but the balance between those courses depends on the pathway they choose and the demands of different languages and disciplines.

We want to ensure that NESA majors can explore courses from across the College of Arts and Sciences related to their NESA specializations. We have generated a list of breadth electives for each specialization in consultation with fifteen ASC departments and programs. All electives have been checked to ensure that they are regularly offered by NESA and other ASC departments. Faculty advisors will help NESA majors identify potential electives available each year, particularly as new courses on the Ancient Near

East, Middle East, and South Asia are created. Note that the AIS specialization involves significant credit hours in Arabic language (3 5-credit courses), so they do not need to complete a Breadth Elective, but students may choose to replace one Specialization Elective with a Breadth Elective in consultation with the NESA Undergraduate Studies Committee.

Please see the Specialization Chart and Breadth Elective lists in the appendix for details.

Program Goals and Learning Outcomes (PLOs) and their Assessment

1. **Language Competency.** Students develop intermediate competency or higher in at least one language of the Ancient Near East, Middle East, or South Asia.
 - a. Interpretation: Students can interpret written and spoken texts accurately, reflecting intermediate or higher proficiency in the target language.
 - b. Fluency: For modern spoken languages, students can engage in substantive dialogue using the target language. For ancient languages, students can engage in substantive dialogue about the forms and practices of the target language.
2. **Cultures and Communities.** Students analyze historical and contemporary cultures and communities of the Ancient Near East, Middle East, and South Asia.
 - a. Students identify and explain key features of cultures and communities of the Ancient Near East, Middle East, and South Asia.
 - b. Students analyze how ideas and cultural practices influence human beliefs and communal and social norms in the Ancient Near East, Middle East, and South Asia.
3. **Critical Thinking and Analysis.** Students develop the ability to read critically and interpret texts, material artifacts and/or traditions from the Ancient Near East, Middle East, and South Asia.
 - a. Students can read and interpret primary sources and material artifacts from the Ancient Near East, Middle East, and South Asia.
 - b. Students can explain and analyze academic scholarship on the literatures, cultures, and traditions of the Ancient Near East, Middle East, and South Asia
4. **Specialization.** Students meaningfully engage with principal languages, cultures, and ideas of their chosen specialization.
 - a. Students can explain the major ideas, principles, practices, and methods of their specialization.
 - b. Students can assess the relationship between their specialization and the cultures of the Ancient Near East, Modern Middle East, and South Asia.
 - c. Students can effectively communicate the relevance of their specialization to non-specialists.

Assessment will include: embedded testing; evaluation of capstone presentation, reflection, and project; graduating senior survey; and student evaluation of instruction data.

- Embedded testing: evaluates language proficiency and key concepts and ideas
- Capstone projects, presentation, and reflection: evaluates mastery of disciplinary knowledge and methodology and ability to analyze and apply language skills, concepts, and ideas.
- Graduating senior surveys: evaluates curriculum and student support

- Student evaluation data (SSLEs and department forms): evaluates quality of instruction and realization of program goals as perceived by students.

Criteria for Assessment:

- Embedded testing: 75% correct response on items marked for assessment.
- Capstone project and presentation: 75% of students are assessed as “meets expectations” or “exceeds expectations” in rubrics.
- Capstone reflection: 75% of students are assessed as “meets expectations” or “exceeds expectations” in rubrics.
- Graduating senior survey: 75% of respondents agree or strongly agree that PLOs were met; 75% of students agree or strongly agree that relevant courses were available to complete their major and specialization and that the department, its faculty, and academic advisor provided academic support.

Timeline for Assessment:

- Course assessment (embedded testing, SSLE data) will begin as soon as the major is implemented.
- Capstone assessment (presentations, projects, reflections) will begin the first time the capstone course is taught to NESA majors.
- Graduating senior surveys will be administered annually beginning with the first cohort of majors in the revised program of study.

Incorporation of Assessment Findings:

- NESA’s Undergraduate Studies Committee (UGS) will assess the program of study annually to evaluate whether curriculum and course are facilitating program goals and learning objects. The Undergraduate Studies Committee will recommend changes to the major requirements as needed.
- NESA’s Faculty Advisory Committee will analyze trends in assessment data at the conclusion of each academic year and report to the department and college.

Assessment Data	Methods (Direct/Indirect)	Reporting Schedule
Embedded Testing	Evaluates language proficiency in 4th semester and higher language courses. (Direct)	Every year
Capstone project & presentation	UGS will apply evaluative rubric to Capstone projects and presentations from previous 3 years. (Direct)	Year 3
Capstone reflection	UGS will apply evaluative rubric to Capstone reflections from the previous 3 years. (Direct)	Year 2
Senior Surveys	Evaluates quality of instruction and student support as perceived by students. Includes specific questions relating to each PLO. (Indirect)	Every year

SSLEs & NESA Student Evaluations	Evaluates quality of instruction as perceived by students. Course evaluation data will be drawn from Core courses and Specialization courses. (Indirect)	Every year, with a rotating set of courses. Year 1 – Core; Year 2 – Language; Year 3 – Specialization.

Assessment of Program Goals

Language Competency. Students develop intermediate competency or higher in at least one language of the Ancient Near East, Middle East, or South Asia.

- a. Interpretation: Students can read and interpret written and spoken texts accurately, reflecting intermediate or higher proficiency in the target language.
- b. Fluency: For modern spoken languages, students can engage in substantive dialogue using the target language. For ancient languages, students can engage in substantive dialogue about the forms and practices of the target language.

Assessment Data	Methods (Direct/Indirect)	Reporting Schedule
Embedded Testing	Language instructors will use an evaluative rubric to a final project, presentation, or exam to assess student interpretation and fluency. (Direct)	Every year
Senior Surveys	UGS will review student responses to questions about language competency (interpretation and fluency) (Indirect)	Every year
SSLE and NESA Student Evaluations	UGS will review student responses about language competency (interpretation and fluency) on SSLEs and NESA student evaluations in 4th semester and higher language courses, ancient and modern. (Indirect)	Year 2

Cultures and Communities. Students analyze historical and contemporary cultures and communities of the Ancient Near East, Middle East, and South Asia.

- a. Students identify and explain key features of cultures and communities of the Ancient Near East, Middle East and South Asia.
- b. Students analyze how ideas and cultural practices influence human beliefs and communal and social norms in the Ancient Near East, Middle East, and South Asia.

Assessment Data	Methods (Direct/Indirect)	Reporting Schedule
Capstone - Reflection	UGS & Faculty member teaching capstone will apply an evaluative rubric about key features of	Year 2

	cultures and communities and their ideas and cultural practices to Capstone reflections	
Senior Surveys	UGS will review student responses to questions about cultures and communities. (Indirect)	Every year
SSLE and NESA Student Evaluations	UGS will review student responses about cultures and communities on SSLEs and NESA student evaluations in Core courses for ANE/MME and SA. (Indirect)	Year 1

Critical Thinking and Analysis. Students develop the ability to read critically and interpret texts, material artifacts and/or traditions from the Ancient Near East, Middle East, and South Asia.

- c. Students can read and interpret primary sources and material artifacts from the Ancient Near East, Middle East, and South Asia.
- d. Students can explain and analyze academic scholarship on the literatures, cultures, and traditions of the Ancient Near East, Middle East, and South Asia

Assessment Data	Methods (Direct/Indirect)	Reporting Schedule
Capstone – Project & Presentation	UGS & Faculty teaching capstone will apply an evaluative rubric about critical thinking and analysis of primary and secondary sources to Capstone projects and presentations.	Year 3
Senior Surveys	UGS will review student responses to questions about cultures and communities. (Indirect)	Every year
SSLE and NESA Student Evaluations	UGS will review student responses about critical thinking and analysis on SSLEs and NESA student evaluations in Core courses for ANE/MME and SA. (Indirect)	Year 1

Specialization. Students meaningfully engage with principal languages, cultures, and ideas of their chosen specialization.

- e. Students can explain major ideas, principles, practices, and methods of their specialization.
- f. Students can assess the relationship between their specialization and the cultures of the Ancient Near East, Middle East, and South Asia.
- g. Students can effectively communicate the relevance of their specialization to non-specialists.

Assessment Data	Methods (Direct/Indirect)	Reporting Schedule
Capstone - Reflection	UGS & Faculty teaching capstone will apply an evaluative rubric about student specializations to Capstone reflections	Year 2
Senior Surveys	UGS will review student responses to questions about specializations. (Indirect)	Every year
Capstone – Project & Presentation	UGS & Faculty teaching capstone will apply an evaluative rubric about specializations to Capstone projects and presentations.	Year 3
SSLE and NESA Student Evaluations	UGS will review student responses about specializations on SSLEs and NESA student evaluations in specialization courses. (Indirect)	Year 3

Relationship to Other Programs / Benchmarking

Current NESA majors have more extensive requirements, particularly in terms of language proficiency, than programs of study at peer institutions. By expanding the breadth of the major and revising the list of required courses, NESA's program will offer unique opportunities for OSU undergraduates to specialize in languages and cultures, allowing student to customize their program of study to meet their interests and professional goals.

Many U.S. Universities that offer programs in the study of the Near East, Middle East, **and** South Asia are spread across multiple departments, typically one department focused on the Near East and Middle East and another that focuses on Asia or South Asia. A relatively small number of programs resemble OSU's NESA department.

We have prepared a series of comparison with (1) programs of study in the state of Ohio; (2) programs at Big Ten Academic Alliance schools that are relatively similar institutions to OSU; (3) universities that have departments similar to NESA, including the study of the Ancient Near East, Middle East, and South Asia.

Ohio Public Universities

OSU is one of the only universities in Ohio where students can major in the study of the Near East, Middle East, and South Asia. Most Ohio Universities that offer a major in the study of the Middle East or South Asia as part of a program in International Studies (Bowling Green State University; Ohio University) with emphasis on the social sciences, or offer a minor or certificate program. While several universities provide courses in Arabic language or Arabic minors, no universities in Ohio currently offer Persian, Turkish, or ancient Near Eastern Languages. Only Ohio University offers courses in Hindi.

- o University of Cincinnati has majors in **Arabic Language and Culture, Judaic Studies, and Asian Studies**, but they are spread across three different departments and have no links between the programs. The university offers courses in Arabic and Hebrew but none of the other languages that NESA teaches at OSU.

Big Ten Academic Alliance Programs

- Indiana University (Bloomington) offers a major in **Middle Eastern Languages and Cultures** in the department of Middle Eastern Languages and Cultures. Their major has two tracks: culture (31 credits) and language (31 credits). The culture track requires 1 core course about the Middle East, 2 courses in elementary Arabic or Ancient Egyptian, 2 courses in the pre-Islamic Middle East, 2 courses in the Medieval/Pre-modern Middle East, 2 courses in the Modern Middle East, and additional electives (number unspecified). The language track requires 1 core class and the specialization in Arabic (6 courses) or Ancient Egyptian (6 courses). Native speakers of Arabic may specialize in Turkish, Persian, or Hebrew (4 courses) instead. They also need to complete one course in each of the following areas: pre-Islamic Middle East, Medieval/Pre-modern Middle East, Modern Middle East. The Dhar India Studies Program in the Hamilton Lugar School of Global and International Studies offers a major in **India Studies**. This program requires at least four semesters of a modern Indic language or Sanskrit and 24-credits of coursework, including one core course, 3 courses from a variety of categories (Literary and Performance Studies Group; Philosophical and Religious Studies Group; Social, Political and Historical Studies Group), and 4 additional courses.
 - These majors are quite different from NESA. Like most peer institutions, Middle Eastern Studies and South Asia Studies are housed in different departments or, as in this case, different schools. Each of these programs is more focused, one primarily on Arabic and Ancient Egyptian with chronological emphasis for electives; the other specifically on the study of India.
 - As a department with faculty expertise in many languages, time periods, and disciplines, NESA's major has been designed to allow students to understand the Ancient Near East, Middle East, and South Asia and to choose their specialization, both in terms of language and disciplines. This leads to many more potential specialization pathways, allowing students to select from a broader range of languages and disciplinary options.
- Rutgers University—New Brunswick is one of the few BTAA schools that has a department similar to NESA: African, Middle Eastern, and South Asian Languages and Literatures. They provide a major in **African, Middle Eastern and South Asian Languages and Literatures**, with two options: Global Humanities (36 credits) or Regional (33 credits). The Regional option requires three core courses, including a senior seminar; 2 upper-level language courses; and 6 additional electives in relevant fields. The Global Humanities option requires 3 core courses, including a capstone seminar; 2 courses on sociolinguistics and 2 courses on culture; 3 courses on literature or cinema; and two electives.
 - NESA's proposed specializations include language-based specializations (Arabic/Islamic Studies & Hebrew/Jewish Studies), like Rutgers's Regional option. They also include more interdisciplinary specializations (ANE/ME & South Asia), like Rutgers's Global Humanities.
 - NESA requires all majors to achieve intermediate or higher language proficiency and incorporates more disciplines within the major, offering options to specialize in the Ancient Near East, Islamic Studies, or Jewish Studies in addition to the cultures and societies of the Middle East and South Asia. The study of African cultures at OSU is in the department of African and African American Studies.

- University of Michigan: The **Middle East Studies** major in the department of Middle East Studies has 6 submajors (Ancient Middle East Studies, Arabic Studies, Armenian Studies, Hebrew Studies, Persian Studies, Turkish Studies) and requires 26 major credits. They require two terms or the equivalent of a language as a prerequisite, along with 6 additional language credits. They also require 10 credits within a chosen discipline (Cultural Studies, History, Linguistics, Literature, Religion, Visual Culture) and 10 elective credits within the department. Students can specialize in **South Asian Studies** as a submajor of the major in Asian Studies in the Department of Asian Languages and Cultures. That major requires 34 credits and requires students to complete fourth-term proficient in an Asia language, 2 core courses, and eight or more elective courses. To complete the South Asia Studies submajor, students must take at least 4 upper-level electives related to South Asia Studies.
 - Our major has similar requirements and is comparable in credits, requiring all majors to complete at least 4 semesters of language (GE sequence + 1 additional language course) and those specializing in language (Arabic or Hebrew) to complete additional language courses. OSU students will also complete 2-5 electives (depending on specialization) and one breadth course, in addition to the 2 core culture courses.
 - While we do not offer disciplinary specializations in the same way, we expect faculty guidance in selecting electives within NESA and from other OSU departments will allow students to gain expertise in particular disciplines as they relate to the study of the Ancient Near East, Middle East, and South Asia. We also expect majors to graduate with knowledge about the Ancient Near East, Middle East **and** South Asia.

Similar Programs at U.S. Institutions

- Columbia University's Department of Middle Eastern, South Asian, and African Studies (MESAAS) has a major in the **Middle East, South Asia, and African Studies**. Each major selects a track to complete: African Studies, Middle Eastern Studies, South Asian Studies, Combined. Students need to complete an introductory course that emphasizes a particular area (Middle East, South Asia, Africa) along with two additional core courses, one of classic texts of the region and a second course on theory and culture. Students choose 5 additional courses in consultation with the director of undergraduate studies, from within the department or related departments. They must also demonstrate proficiency through second-year level of language plus one.
 - The proposed NESA major is similar to the Columbia program of study, with core courses and different specializations, each with their own electives, as well as two years of language courses. Certain NESA specializations require additional language work (Arabic/Islamic Studies & Hebrew/Jewish Studies). The NESA capstone is similar to the Columbia required course on theory and culture.
- Emory University's Department of Middle Eastern and South Asian Studies (MESAS) offers two majors, **Middle Eastern and South Asian Studies** and **Arabic**. The Arabic major requires 11 courses (39 hours), including 6 language courses, 2 Arabic capstone courses, 2 courses in Arabic linguistics or literature, and one course in the culture of the Arabic world. The Middle Eastern and South Asian Studies major requires 11-12 courses (a minimum of 36 hours), which includes two years study of a language of the Middle East or South Asia; two area specific core courses on the

Middle East and on South Asia; a senior seminar, and 4-5 elective courses chosen in consultation with faculty advisors.

- NESAs proposed major includes specializations that are similar to Emory's Arabic major and Middle Eastern and South Asian Studies requirement, including 4-6 required language courses. NESAs requires core courses in the study of Middle Eastern and South Asian cultures requirements for all majors. It also creates opportunities for specialization in Islamic Studies, Jewish Studies and the Ancient Near East and its languages that are not reflected in Emory's programs.
- The University of Virginia also has a Department of Middle Eastern & South Asian Languages and Cultures. They offer four different undergraduate majors: **Middle East Studies; South Asian Studies; Middle Eastern Language & Literature; South Asian Language & Literature**. The Studies majors (30 credits) require intermediate language proficiency as a prerequisite; 2 upper-level courses in a language; 7 courses related to the student's regional concentration (Middle East or South Asia), including at least one course in literature and one course in history; a capstone seminar. The Language & Literature majors also require intermediate language proficiency as a prerequisite; 6 language courses in one or more department languages; and 4 electives.
 - This program is most similar to NESAs proposed revision in both size and scope, allowing students to specialize in the culture and languages of the Middle East and South Asia, requiring language skills for all majors. The biggest difference, however, is that NESAs proposes specializations rather than separate majors, so that all NESAs majors acquire knowledge about the Ancient Near East, Middle East, and South Asia. NESAs also offers more opportunities to specialization in Jewish Studies and Islamic Studies.

Additional Information

Career Readiness / Workforce Development: NESAs revised major prepares students for academic and professional success in a variety of fields, particularly those that include interacting with global societies and cultures in some way. Our Program Goals and courses are designed to develop specific skills in the following areas identified by the National Association of Colleges and Employers (NACE) to promote career and professional success:

- Professionalism: expectations modeled and discussed in courses, facilitated by direct interactions with faculty in small courses.
- Technology: skills developed throughout the curriculum, most clearly the Embedded Literacy courses at the core and advanced (capstone) levels.
- Critical Thinking: essential to the interpretation and analysis of languages, cultures, and societies of the Ancient Near East, Middle East, and South Asia.
- Communication: the ability to present ideas to specialists and non-specialists in English and in foreign languages is essential throughout the NESAs curriculum.
- Teamwork: NESAs courses offer many opportunities to work closely with other students and with faculty, thanks to the relatively small size of courses, particularly advanced coursework.

Minors: NESAs current offers 7 minors: Arabic, Hebrew, Islamic Studies, Jewish Studies, Persian Studies, South Asian Studies, and Turkish and Central Asia Studies. We are not proposing changes to these minor

programs of study at this time. NESA also offers one certificate, Encountering Middle Eastern and South Asia Cultures.

Existing OSU programs: While the revised NESA program of study is interdisciplinary in nature to allow students to explore a variety of related fields, it does not overlap with existing programs because of its focus on languages, cultures, and societies. Instead, it complements the study of ancient and modern societies in the Near East, Middle East, and South Asia in programs such as History, Political Science, and International Studies by providing students with deep understanding of the languages, cultures, and religious traditions of these global societies. It encourages students to take breadth electives in these and other related fields.

As part of this revision, NESA has contacted the following departments and programs, asking them to provide information about relevant courses to include as electives: African and African American Studies; Anthropology; Classics; Comparative Studies; German Languages and Literatures; French and Italian; History; History of Art; International Studies; Political Science; Slavic and East European Languages and Cultures; Sociology; Spanish and Portuguese; Women's, Gender, & Sexuality Studies.

Concurrence: The Hebrew/Jewish Studies specialization allows students to fulfill their language requirements with Yiddish. A letter of concurrence has been requested from the department of Germanic Languages and Literatures, which offers courses in Yiddish language. The South Asian Studies specialization allows students to fulfill their language requirement with Sanskrit. A letter of concurrence has been requested from the department of Linguistics, which offers Sanskrit courses. We are also including a letter of concurrence from the Melton Center for Jewish Studies. While the Melton Center does not teach courses or offer majors, its affiliated faculty teach Jewish Studies courses throughout the college.

Capacity: NESA believes that this revision better reflects faculty expertise and the expanded scope of the department. We expect students will be drawn primarily from NESA GE courses across the different fields of study in the department. We also hope that current minors, particularly those minoring in areas not currently part of the NESA major, will consider completing a major thanks to the revisions designed to facilitate access to courses and to new areas of specialization. We are already teaching all the courses required for the revised major with the exception of the new capstone course and we can easily accommodate additional student enrollment.

Appendices

I. Specialization Chart, Revised NESA Major

II. Current NESA majors: Arabic; Hebrew/Jewish Studies; Islamic Studies

III. Advising Sheet, Revised NESA Major

IV. Sample Four-Year Plan, Revised NESA Major

V. Specialization Breadth Electives:

- i. Ancient Near East/Modern Middle East
- ii. Arabic/Islamic Studies
- iii. Hebrew/Jewish Studies
- iv. South Asia Studies

VI. Curriculum Map

VII. Concurrence Letters

- i. Germanic Languages and Literatures
- ii. Melton Center for Jewish Studies

OVERVIEW OF NESA MAJOR AND SPECIALIZATION PATHWAYS

	(1) Specialization in Ancient Near East/Modern Middle East (ANE/MME)	(2) Specialization in Arabic/Islamic Studies (AIS)	(3) Specialization in Hebrew/Jewish Studies (HJS)	(4) Specialization in South Asia Studies (SAS)	
Major Core Requirements	One NESA Language Course 2000-level or above (3-4 credits/5 credits for AIS) One course on the Ancient Near East or Modern Middle East: (3 credits) One course on South Asia: (3 credits) *Embedded Literacy courses				
Specialization Requirements		Arabic 3105 Intermediate Modern Standard Arabic III Arabic 4106 High Intermediate Modern Standard Arabic (10 credits)	One additional language course in Biblical Hebrew, Hebrew or Yiddish at the 2000 level or above (3-4 credits)	SASIA 5241 Interdisciplinary Approaches to South Asia (3 credits)	
Specialization Electives	5 courses (15 credits) at the 3000-level or above with the following prefixes: ARABIC, HEBREW, ISLAM, JEWSHST, NELC, PERSIAN, TURKISH. Selected in consultation with a faculty advisor.	2 courses (6 credits) at the 3000-level or above with the following prefixes: ARABIC, ISLAM, NELC, PERSIAN, TURKISH, SASIA. Selected in consultation with a faculty advisor.	4 courses (12 credits) at the 3000-level or above with the following prefixes: HEBREW, JEWSHST, NELC, YIDDISH. Selected in consultation with a faculty advisor.	4 courses (12 credits) at the 3000-level or above with the following prefixes: HINDI, ISLAM, PERSIAN, SANSKRIT, SASIA, URDU. Selected in consultation with a faculty advisor.	
Specialization Breadth	1 course (3 credits) from approved list for ANE/MME specialization. Selected in consultation with faculty advisor.	*AIS students may choose one specialization breadth course from the approved list in place of one specialization elective with the approval of the NESA Undergraduate Studies Committee	1 course (3 credits) from approved list for HJS specialization. Selected in consultation with faculty advisor.	1 course (3 credits) from approved list for SAS specialization. Selected in consultation with faculty advisor.	
Upper-Level Major Requirements	NELC/SASIA 4900 NESA Capstone (3 credits)				
Total Credit Hours (minimum)	30	30	30	30	

Major Core Requirements

Language (3-5 credits):

Choose one NESAs language course (ancient or modern) at the 2000+ level. Languages may include:

- Akkadian
- Arabic*
- Aramaic
- Hebrew
- Hindi
- Persian
- Phoenician
- Sanskrit
- Syriac
- Turkish
- Ugaritic
- Urdu
- Uzbek
- Yiddish

* For the Arabic/Islamic Studies Specialization, students must take Arabic 2104 (5 credits). Upper-level Arabic language courses are 5 credits, reflecting their intensive nature.

Ancient Near East or Modern Middle East (3 credits)

Choose one of the following courses:

- Arabic 2241 Contemporary Arab Cultures
- Hebrew 2241/2241(H)/Jewish Studies 2242/2242(H) Culture of Contemporary Israel
- Hebrew 2700/Jewish Studies 2700 Introduction to the Hebrew Bible/Old Testament,
- Islamic Studies 3501 Traditions of Islam
- Jewish Studies 2201 Introduction to Jewish Thought, Culture, and Practice
- NELC 2200/IntStd 2200 Introduction to the Modern Middle East
- NELC 2211/History 2211 The Ancient Near East
- NELC 2241/Anthropology 2241 The Middle East Close Up
- Persian 2241 Persian Culture
- Turkish 2241 Beyond Harems and Bellydancers: Turkish Culture

South Asia Studies (3 credits)

Choose one of the following courses:

- SASIA /CompStd 2220 Introduction to South Asia Studies
- SASIA 2230 Living Everyday Lives: Systems of Discrimination in the United States and South Asia
- SASIA 3220 Citizenship in South Asia

Specialization Breadth Electives

See the Specialization Breadth Electives Lists

Arabic Major Sheet

Prerequisites (12)			
Regular Track	Credits	Summer Intensive	Credits
1101.01 Elementary Modern Standard Arabic I	(4)	1101 and 1102	(8)
1102.01 Elementary Modern Standard Arabic 2	(4)	1103 and 2104*	(9)
1103.01 Intermediate Modern Standard Arabic I	(4)		

Arabic Major Requirements

The Arabic minor consists of a minimum of 33 hours. A minimum of C- in any course counting toward the major is required. Half of the total hours in the major must be acquired through instruction at OSU. If 2104 is completed during a summer intensive course it will count toward the Major language requirement.

Required Arabic Language courses (4 courses 16 hours total)			
2104.01 Intermediate Modern Standard Arabic II	(5)	3105 Intermediate Literary Arabic Reading I	(5)
4111 Colloquial Arabic I	(3)	4106 Intermediate Literary Arabic Reading II	(5)

Arabic Language Elective (pick one 3 credits)			
4112 Colloquial Arabic II	(3)	4108 Advanced Arabic Grammar and Syntax	(3)

Arabic Literature and Culture in Translation (pick 1 course 3 credits)			
2241 Culture of the Contemporary Arab World	(3)	2702 Modern Arabic Literature	(3)
2701 Classical and Medieval Arabic Literature	(3)	2705 Arabian Nights	(3)

Electives (pick 2 course 6 credits)			
Arabic 3601 Introduction to Arabic Philosophy	(3)	5651 Contemporary Arabic Prose Fiction	(3)
4108 Advanced Arabic Grammar and Stylistics	(3)	5652 Contemporary Arabic Poetry and Drama	(3)
4120 Arabic Media	(3)	5701 The Qur'an in Translation	(3)
4626 Introduction to the Arabic Qur'an	(3)	5702 Arabic Folk Narrative in Translation	(3)
Arabic 5401 Translation: Theory and Practice	(3)	5703 Biblical Figures in the Qur'an	(3)
Arabic 5611 History of the Arabic Language	(3)	NELC 4601 Israeli and Palestinian Literature	(3)
5627 Classical Arabic Poetry	(3)	5162 Origin and Development of Arabic-Islamic Concepts	(3)
5628 Classical Arabic Prose	(3)		

Cognate Course (pick one 3 credits)			
Any course taught by the NELC department at the 3000 level or above			(3)

Hebrew and Jewish studies Language track Major Sheet

Prerequisites (15)	
Regular Track	
1101.01 AU (4)	
1102.01 SP (4)	
1103.01 AU (4)	

Major Requirements

Major Language Requirement (4 credits)
2105 SP (4)

Major Literature and Culture (3 credits) Pick One course			
2201 Intro To Jewish Culture, Thought, Practice	(3)	2700 Biblical and Post-Biblical Hebrew Literature in Translation	(3)
2241 Culture of Contemporary Israel	(3)	Yiddish/Jewhst 2241 Yiddish Culture	(3)
Hebrew 2216/JEWSHST 2516 The medieval Jewish Experience	(3)		

Major History (3 credits)			
History 2451 Ancient and Medieval Jewish History 300 BCE-1100CE	(3)	History 2452 Modern Jewish History 1700-Present	(3)
History 2451 Medieval and Early Modern Jewish History 700-1700CE	(3)	History 2453 History of Zionism and Modern Israel	(3)

Major Language elective (3-4 credits)	
Hebrew 4101 Review of Grammar	(4)
Hebrew 4102 Hebrew and the Media	(3)
Hebrew 5100 Introduction To Biblical Hebrew	(3)
Hebrew 5601 Introduction to Literary and cultural Texts	(3)

Major Electives (18 credits) Pick Six Courses			
4102 Hebrew and the Media	(3)	5601 Introduction to Hebrew Literary and Cultural Texts	(3)
4601 Modern Hebrew Short Story	(3)	5602 The Bible as Literature: Selected Readings	
4602 Modern Hebrew Poetry	(3)	5603 Readings in Rabbinic Literature	(3)
4605 Readings in the Mishnah	(3)	5802 The Problem of Evil in Biblical and Post-Biblical Literatures	(3)
5101 Biblical Hebrew Grammar	(3)	5806 Studies in Biblical Law	(3)
5105 History of the Hebrew Language	(3)	NELC 4601 Israeli and Palestinian Literature	(3)

Islamic Studies Major Sheet

Prerequisites (12 credits) Pick a Language		
Arabic	Persian	Turkish
1101 AU (4)	1101 AU	1101 AU
1102 SP (4)	1102 SP	1102 SP
1103 AU (4)	1103 AU	1103 AU

Islamic Studies Major Requirements

The Islamic Studies major consists of a minimum of 32 credit hours. A minimum of C- in all courses counting toward the major is required. Half of the total 32 credit hours must be acquired through instruction at OSU.

Major Language (8 credits) Pick Two Language Courses above the 1100 level*		
Arabic	Persian	Turkish
2104 SP	2104 SP	2101 SP
3105 AU	2105 AU	2102 AU

Required Core			
NELC 3501 Introduction to Islam <i>GE Foundations: History & Cultures)</i>			(3)
Religious Studies 2370 Introduction to Comparative Studies <i>GE Foundations: History & Cultures)</i>			(3)
Religion: Text (pick one course 3 credits)			
Arabic 5701 The Qur'an in Translation	(3)	Arabic 4626 Introduction to the Arabic Qur'an	(3)
Religion: Traditions, Beliefs, and Practices(pick one course 3 credits)			
Arabic 3601 Introduction to Arabic Philosophy	(3)	NELC 3504 Islamic Political Thought	(3)
NELC 3230 Introduction to Shi'i Beliefs and History	(3)	NELC 3508 Sufism <i>GE Foundations: History & Cultures)</i>	(3)

Society and Cultures (pick one course 3 credits)			
NELC 3502 Islamic Civilization Through the Ages	(3)	NELC 3205 Women in the Muslim Middle East <i>GE Foundations: History & Cultures)</i>	(3)
MRS 2514 Golden Age of Islamic Civilization	(3)	NELC 3702 Literatures and Cultures of the Islamic World <i>GE Foundations: Lit, Visual, Perf Arts)</i>	(3)
NELC 3201 Islam in the United States <i>GE Social & Behavioral Sciences</i>		NELC 4597 Islamic Revival and Social Justice	
NELC 3204 The Middle East in the Media <i>GE Foundations: History & Cultures)</i>	(3)	NELC 5578 Islamic Law and Society	(3)

Major Electives (pick 2 courses 9 credits total)			
Language Electives			
4120 Arabic Media*	(3)	5628 Classical Arabic Prose**	(3)
4626 Introduction to the Arabic Qur'an*	(3)	5651 Contemporary Arabic Prose Fiction**	(3)
5627 Classical Arabic Poetry**	(3)	5652 Contemporary Arabic Poetry and Drama**	(3)
Non-Language Electives (only 1 elective below the 3000 level may be used as an elective)			
Arabic 2798.01 May Morocco	(3)	NELC 3230 Shi'i Beliefs and History	(3)

Arabic 2701 Classical and Medieval Arabic Literature GE Foundations: Lit, Visual, Perf Arts)	(3)	NELC 3502 Islamic Civilization Through the Ages	(3)
Arabic 2702 Modern Arabic Literature GE Foundations: Lit, Visual, Perf Arts)	(3)	NELC 3504 Medieval Islamic Political Thought	(3)
Arabic 3705 Arabian Nights GE Foundations: Lit, Visual, Perf Arts)	(3)	NELC 3508 Sufism GE Foundations: History & Cultures)	(3)
Arabic 3301 Contemporary Folklore in The Arab World GE Foundations: History & Cultures)	(3)	NELC 3702 Literatures and Cultures of the Islamic World	(3)
Arabic 3601 Introduction to Arabic Philosophy	(3)	NELC 3704 The Novel in the Middle East	(3)
Arabic 5701 <i>The Qur'an in Translation</i>	(3)	NELC 4597 Islamic Revival and Social Justice	(3)
Arabic 5703 <i>Biblical Figures in the Qur'an</i>	(3)	NELC 5101 Introduction to NELC	(3)
History 2350 Islam, Politics & Society in History GE Foundations: History & Cultures)	(3)	NELC 5204 Culture and Politics in Central Asia	(3)
History 2351 Early Islamic Society 610-1258 GE Foundations: History & Cultures)	(3)	NELC 5568 Studies in Orality and Literacy	(3)
History 2352 The Ottoman Empire, 1300-1800 GE Foundations: History & Cultures)	(3)	NELC 5575 Intellectuals in the Middle East	(3)
History 2353 The Middle East Since 1914 GE Foundations: History & Cultures)	(3)	NELC 5578 Islamic Law and Society	(3)
History 2375 Islamic Central Asia GE Foundations: History & Cultures)	(3)	NELC 5645 Contemporary Issues in the Middle East	(3)
History 3304 History of Islam in Africa GE Foundations: History & Cultures)	(3)	Persian 2241 Persian Culture GE Foundations: History & Cultures)	(3)
History 3351 Intellectual and Social Movements in the Muslim World GE Foundations: History & Cultures)	(3)	Persian 2301 Persian Mythology and Folklore	(3)
History 3357 The Middle East in the 19th Century GE Foundations: History & Cultures)	(3)	Persian 2701 Persian Literature in Translation GE Foundations: Lit, Visual, Perf Arts)	(3)
History 3365 History of Afghanistan GE Foundations: History & Cultures)	(3)	Persian 2704 Introduction to Persian Epic	(3)
MRS 2514 Golden Age of Islamic Civilization	(3)	Persian 5601 Persian Prose [prerequisite 3101]	(3)
NELC 3201 Islam in the United States GE Social & Behavioral Sciences	(3)	Persian 5602 Persian Poetry [prerequisite 3101]	(3)
NELC 3204 The Middle East in the Media GE Foundations: History & Cultures)	(3)	Turkish 2241 Turkish Culture GE Foundations: History & Cultures)	(3)
NELC 3205 Women in the Muslim Middle East GE Foundations: History & Cultures)	(3)	Turkish 2701 Turkish Literature in Translation GE Foundations: Lit, Visual, Perf Arts)	(3)

* Arabic 2104 is a required prerequisite

** Arabic 3105 is a required prerequisite

Cognate Course (pick one 3 credits)	
Any course taught by the NELC department at the 3000 level or above	(3)

Hebrew and Jewish studies track Major Sheet

Prerequisites (15)

Regular Track	
1101.01 AU (4)	
1102.01 SP (4)	
1103.01 AU (4)	

Major Requirements

Major Language Requirement (4 credits)

2105 SP (4)

Major Literature and Culture (3 credits) Pick One course

2201 Intro To Jewish Culture, Thought, Practice (3)	2700 Biblical and Post-Biblical Hebrew Literature in Translation (3)
2241 Culture of Contemporary Israel (3)	Yiddish/Jewhst 2241 Yiddish Culture (3)
Hebrew 2216/JEWSHST 2516 The medieval Jewish Experience (3)	

Major History (3 credits)

History 2451 Ancient and Medieval Jewish History 300 BCE-1100CE (3)	History 2452 Modern Jewish History 1700-Present (3)
History 2451 Medieval and Early Modern Jewish History 700-1700CE (3)	History 2453 History of Zionism and Modern Israel (3)

Hebrew 4101 Review of Grammar (4)
Hebrew 4102 Hebrew and the Media (3)
Hebrew 5100 Introduction To Biblical Hebrew (3)
Hebrew 5601 Introduction to Literary and cultural Texts (3)

Major Electives (18 credits) Pick Seven Courses

4101 Grammar Review (3)	5601 Introduction to Hebrew Literary and Cultural Texts (3)
4102 Hebrew and the Media (3)	5602 The Bible as Literature: Selected Readings
4601 Modern Hebrew Short Story (3)	5603 Readings in Rabbinic Literature (3)
4602 Modern Hebrew Poetry (3)	5806 Studies in Biblical Law (3)
4605 Readings in the Mishnah	NELC 4601 Israeli and Palestinian Literature
5100 Intro to Biblical Hebrew (3)	NELC 5120 Biblical Aramaic (3)
5101 Biblical Hebrew Grammar (3)	NELC 5121 Jewish Aramaic (3)
5105 History of the Hebrew Language (3)	Yiddish 4721 Studies in Yiddish Literature
Non-Language Electives	
Hebrew 2216/JEWSHST 2516 The medieval Jewish Experience (3)	History 3455 Jewish Life from the Early Renaissance to the early Enlightenment (3)
Hebrew/JEWSHST 3205 Art and Judaism (3)	History 3465 American Jewish History (3)
Hebrew/JEWSHST 3210 Kabbalah and Jewish Mysticism (3)	History 3470 Messiahs and Messianism in Jewish History

Hebrew/JEWSHST 3245 Israeli Film and Society	(3)	NELC 4601 Israeli and Palestinian Literature	(3)
Hebrew/JEWSHST 3703 Prophecy in the Hebrew Bible	(3)	Philosophy 3111 Intro to Jewish Philosophy	(3)
Hebrew/JEWSHST 3704 Women in the Bible and Beyond	(3)	Political Science 4327 Politics in the Middle East	(3)
Hebrew/JEWSHST 3705 Israeli Society and the Holocaust	(3)	Religious Studies 2102.02 Comparative Sacred Texts	(3)
Hebrew 5802 The Problem of evil in Biblical and Post-Biblical Literatures	(3)	Religious Studies 3972 Theory and Method in the Study of Religion	(3)
History 3218 Paul and His Influence on Early Christianity	(3)	Yiddish 3371 Yiddish Literature in Translation	(3)
History 3219 Historical Jesus	(3)	Yiddish 3399 Holocaust in Yiddish and Ashkenazic Lit and Film	(3)
History 3353 Jewish Communities Under Islamic Rule	(3)		
History 3450 History of Ancient Israel	(3)		

Arts and Sciences Near Eastern and South Asian Studies (ASC NESAS) Major

Major requirements: 30 credits (minimum)

-Students take 8-10 courses totaling 30 hours

-Students choose a specialization and then take language, content and breadth courses in that category

-Students with double majors should speak to their advisors about the possibility of crossing --courses between majors. Please note that cross-counting courses in this way requires the approval of both departments.

Choose a specialization

(1) Ancient Near East/Modern Middle East (ANE/MME)
(2) Arabic/Islamic Studies (AIS)
(3) Hebrew/Jewish Studies (HJS)
(4) South Asia Studies (SAS)

Core Courses: 9-11 credit hours

Core 1: Language (3-4 credits for ANE/MME, HJS & SAS; 5 credits for AIS) Choose one language course (ancient or modern) at the 2000+ level.

Akkadian	Arabic *required for AIS	Aramaic
Hebrew	Hindi	Persian
Phoenician*	Sanskrit	Syriac
Turkish	Ugaritic	Urdu
Uzbek	Yiddish	

* taught as NELC 5103 Grammar of Selected Ancient Near Eastern Languages

Core 2: Ancient Near East or Modern Middle East (3 credits) Choose one of the following courses.

Arabic 2241 Contemporary Arab Cultures	NELC/IS 2200 Introduction to the Modern Middle East
Hebrew 2241(H)/Jewish Studies 2242(H) Culture of Contemporary Israel	NELC/History 2211 The Ancient Near East
Hebrew/Jewish Studies 2700 Introduction to the Hebrew Bible/Old Testament	NELC/Anthropology 2241 The Middle East Close Up
Islamic Studies 3501 Traditions of Islam	Persian 2241 Persian Culture
Jewish Studies 2201 Introduction to Jewish Thought, Culture, and Practice	Turkish 2241 Beyond Harems and Belly dancers: Turkish Culture

Core 3: South Asia Studies (3 credits) Choose one of the following courses.

SASIA/COMPSTUDIES 2220 Introduction to South Asia Studies	SASIA 3220 Citizenship in South Asia
SASIA 2230 Living Everyday Lives: Systems of Discrimination in the United States and South Asia	

Specialization Requirements:

Specialization 1	None	0 credits
Specialization 2	Arabic 3105 and 4106 (3 rd year MSA Arabic)	10 credits

Specialization 3	One language course at 2000 level or above in Biblical Hebrew, Modern Hebrew, or Yiddish	3-4 credits
Specialization 4	SASIA 5241 Interdisciplinary Approaches to South Asia	3 credits

Specialization Electives:

Choose elective in consultation with faculty advisor

Specialization 1	Choose 5 at the 3000 level or above in ARABIC, HEBREW, ISLAM, JEWSHST, NELC, PERSIAN, TURKISH.	15 credits
Specialization 2	Choose 2 courses at the 3000 level or above in ARABIC, ISLAM, NELC, PERSIAN, TURKISH, SASIA.	6 credits
Specialization 3	Choose 4 courses at the 3000 level or above in HEBREW, JEWSHST, NELC, YIDDISH.	12 credits
Specialization 4	Choose 4 courses at the 3000 level or above in HINDI, ISLAMIC STUDIES, PERSIAN, SANSKRIT, SASIA, URDU.	12 credits

Specialization Breadth:

Choose elective in consultation with faculty advisor

Specialization 1	Choose 1 course from ANE/MME Specialization Breadth List	3 credits
Specialization 2	Students may choose one course from the AIS Specialization Breadth List in place of 1 specialization elective with the approval of the NESA Undergraduate Studies Committee	3 credits
Specialization 3	Choose 1 course from HJS Specialization Breadth List	3 credits
Specialization 4	Choose 1 course from SAS Specialization Breadth List	3 credits

NESA Capstone:

NELC/SASIA 4900	NESA Capstone	3 credits



THE OHIO STATE UNIVERSITY

23 March 2026

To Whom it May Concern,

The Department of French and Italian is submitting a proposal to merge four existing majors into a single major with four tracks. The majors that will be merged into one French and Italian major are French, French and Francophone Studies, Italian, and Italian Studies (FRIT will preserve its interdisciplinary Romance Studies major, in which students choose three Romance Languages offered by FRIT and several other ASC departments). This revision will serve several purposes: it will bring these four tracks into better alignment; it will further strengthen the curricular cooperation that already exists between the department's two sections, French and Italian; and it will allow us to conduct a single assessment process each year with a greater number of students, which will make the results more robust and therefore more useful to us. The proposal and an outline of the revised major are attached.

This merger will not require any additional staff or resources. Students already enrolled in our current majors will be able to complete them with no difficulty.

Sincerely,

Jennifer Willging
Associate Professor of French
Director of Undergraduate Studies in French



**NEW PROGRAM APPLICATION
MERGE EXISTING PROGRAMS**

Use this form to notify the Chancellor of a request to merge existing programs. All requests should be submitted via the New Program Application in EDvera. Documents may be submitted as Microsoft Office documents (e.g., Word or Excel) or as PDF documents. Please submit your request **at least 120 days before the new program is to be implemented.**

Name of Institution:

The Ohio State University

Primary Institutional Contact for This Request:

Name	
Title	
Phone number	
E-mail	

Date that the request received final approval from the appropriate institutional committee, governing board e.g. Board of Trustees, Board of Directors, etc. (**attach evidence as an appendix**):

Educator Preparation Programs:

Indicate whether the program that is being renamed leads to educator preparation licenses or endorsements.

Licensure	<u>Yes/No</u>

Endorsement	<u>Yes/No</u>

SECTION 1: RATIONALE

1.1 Rationale for the program.

The Department of French and Italian is merging four of its five majors, listed below, into one French and Italian major with four tracks. While our French major regularly graduates more students per year than the minimum required by SB1, the other three may or may not do so in a given year. We are intent on maintaining these other programs, however, because very few institutions of higher learning on Ohio, in particular among state schools, offer them. John Carroll University, a private school, is the only other university in Ohio that offers an Italian major, for example, and no others offer interdisciplinary majors similar to our French and Francophone Studies and Italian Studies majors. The vast majority of Ohio State students currently completing one of our five majors is double majoring in another field (and some are triple majoring), which means that they are doubling (or tripling) their value on the job market by choosing to study one of the programs we offer. Our minor programs, while certainly useful, do not offer the depth and breadth of coursework that our major programs do and do not generally equip students with advanced proficiency in their language/s of choice. Students majoring in our programs tend to be very high achieving students who deserve the option to complement what they often consider to be their primary major with the advanced linguistic, cultural, and critical thinking skills our programs offer.

1.2 Provide a list of existing programs that were/will be inactivated and merged into this program (format: CIP code, program name). Please note that institutions will be required to submit a program change application in EDvera to inactivate each existing program to be merged into the proposed program.

The following major programs will be combined under one French and Italian major:

16.0901 French
05.0124 French and Francophone Studies
16.0902 Italian
05.0126 Italian Studies

SECTION 2: ACCREDITATION

2.1 Results of the last accreditation review

- Briefly describe the results of the institution's last accreditation review and submit the results (e.g., agency report, accreditation letters, requests for follow-up, etc.) as an **appendix item**.

2.2 Notification of appropriate agencies

- Provide a statement indicating that the appropriate agencies, including HLC and if applicable, specialized accreditors, state agencies, etc. have been notified of the institution's request for approval/authorization of the proposed program.

2.3 Specialized/programmatic accreditation

- *Is there a specialized or programmatic accreditation available for the proposed program? If so, provide details.*
- *If so, is the institution approved for the specialized accreditation for the existing program(s)?*
 - *If so, indicate the date that accreditation was achieved, current status, and information on the next required review.*
 - *If not, provide a timeline for achieving such accreditation.*
- *What impact, if any, does the merging of the programs have on the specialized/programmatic accreditation?*

SECTION 3: STUDENT SUPPORT

3.1 Admissions policies and procedures

- *A response is only required if there are substantive differences in the admissions requirements for the proposed program and institution.*

3.2 Student administrative services

- *A response is only required if additional student administrative services are needed or will be developed to support the proposed program.*

3.3 Student academic services

- *A response is only required if additional student academic services are needed or will be developed to support the proposed program.*

SECTION 4: CURRICULUM

4.1 Introduction

- *Provide a brief description of the proposed program as it would appear in the institution's catalog.*

Major in French and Italian. Students who embark on this major choose from among four tracks. In the French track and the Italian track, students take all but one of their required courses in the target language to ensure the highest linguistic proficiency, while also exploring French, Francophone, or Italian literatures and cultures. In the French and Francophone Studies track and the Italian Studies track, students may choose and count toward the major several courses offered by other departments, such as History, Political Science, and International Studies, to gain an interdisciplinary grasp of regions where these languages are spoken.

4.2 Program goals and objectives

- *Describe the goals and objectives of the proposed program. In your response, indicate how these are operationalized in the curriculum.*

For the precise Expected Learning Outcomes for the FRIT major, see the FRIT Major Outcomes and Assessment Plan document in the appendices. These outcomes include attaining skills in research, critical analysis, intercultural competence, and second language proficiency. Students in the FRIT major attain these skills by taking a variety of courses that focus on one or more of the following areas:

language, literature, film, culture, history, and second language acquisition. Students’ linguistic proficiency progresses as they move from lower- to higher-level courses, as well as through the study abroad and internship opportunities we offer. Students practice their critical analysis skills as they regularly examine authentic cultural artifacts, such as novels, essays, films, songs, and historical documents. They take on research projects in their 4000- and 5000-level courses, whether the product of their research takes the form of a paper, a live presentation, a video, or through some other medium. Finally, they build their intercultural competence—their ability to communicate, work, and build relationships effectively and appropriately with people from different cultural backgrounds—through exposure to the languages, histories, customs, beliefs, and behaviors of people throughout the Francophone and Italophone worlds, and through the World Language and Skills Competency Workshop required to graduate.

4.3 Course offerings/descriptions

- Complete the table(s) below to indicate the courses that comprise the program. Please list courses in groups by type (e.g., major, general education, concentration, elective), indicate if the courses are new or existing, and, if applicable, highlight the course(s) that make up the culminating experience of the program. Insert the total number of hours for each type. The total credit hours of courses in the major must be at least 30 semester hours of specialized study leading to both breadth and depth in a particular discipline. Submit course syllabi as appendix items for **new** courses only.

See the Curriculum Maps, included in the appendices, for complete lists of French and Italian courses available for each track and their type and level. All courses listed already exist. The French, French and Francophone Studies, Italian, and Italian Studies tracks require 30 credit hours each. There is no specific capstone course for any of the tracks.

General Education Requirements (for public institutions only)

The following categories are required to meet general education requirements. The additional 12 semester credit hours needed to complete OT36 are distributed among the same five categories. The total credit hours among the five categories must be a minimum of 36 hours of [Ohio Transfer 36 Approved Courses](#).

Additional resources: [Ohio Transfer 36 | Transfer Credit Ohio](#) and [ODHE Guidelines](#).

Ohio Transfer 36 Requirements	Course Name/Credit Hour*	Total Number of Credit Hours
English Composition and Oral Communication – minimum of three semester credit hours		
Mathematics, Statistics and Logic – minimum of three semester credit hours		
Arts and Humanities - minimum of six semester credit hours from two different disciplines		
Social and Behavioral Sciences – minimum of six semester credit hours from two different disciplines		
Natural Sciences – minimum of six semester credit hours with one lab course		
Total Number of Credit Hours (minimum of 36)		

*If there are various courses within a General Education category (i.e., Oral and Written Communication) for the student to choose from, you are not required to list all the courses and can leave the “Course Name/Credit Hour” column blank and list the number of required credit hours in the column provided in the chart for each category.

4.4 Program sequence

Provide the intended/ideal sequence to complete the program in the table below. An example is provided. Add additional rows/time periods as needed.

This sample program sequence is for the French track, for a student who takes OSU's placement test and places out of one semester of college French (which is very common). See Appendices for specific requirements for each track within the major.

In **bold** are the courses that count toward the major.

Time period	Curriculum component	Time period	Curriculum component
Year 1 Fall Semester	Courses/Activities	Year 1 Spring Semester	Courses/Activities
	Launch Seminar (1hr)		FR1103.01 French 3 World Language Proficiency GE (prerequisite, 4 hrs)
	FR1102.01 French 2 World Language Proficiency GE (prerequisite to the major, 4 hrs)		Literary, Visual and Performing Arts Foundation GE (3 hrs)
	Writing and Information Literacy Foundation GE (3 hrs)		Historical and Cultural Studies Foundation GE (3 hrs)
	Mathematical and Quantitative Reasoning Foundation GE (3 hrs)		Natural Sciences Foundation GE (4 hrs)
	Race, Ethnic and Gender Diversity Foundation GE (3 hrs)		Citizenship for a Diverse and Just World GE Theme course (3 hrs)
	ASC Survey (1 hr)		
Year 2 Fall Semester	Curriculum component	Time period	Curriculum component
	Courses/Activities	Year 2 Spring Semester	Courses/Activities
	FR2101.01 Intro to French and Francophone Studies (prerequisite, 3 hrs)		FR3101 Grammar Review
	Citizenship Theme GE (3 hrs)		Second Theme GE (3 hrs)

	Second Theme GE (3 hrs)		Elective
	Social and Behavioral Sciences GE Foundation (3 hrs)		Elective
	Elective (toward a minor or another major)		Elective
Time period	Curriculum component	Time period	Curriculum component
<i>Year 3 Fall Semester</i>	Courses/Activities	<i>Year 3 Spring Semester</i>	Courses/Activities
	FR3202 Literary and Visual Texts of the Francophone World (3 hrs)		FR3102 French Pronunciation and Performance (3 hrs)
	FR3103 French Conversation (3 hrs)		FR3403 Topics in French- Speaking Cultures (3 hrs)
	Elective		FR3502 French for International Studies (3 hrs)
	Elective		Elective
	Elective		Elective
Time period	Curriculum component	Time period	Curriculum component
<i>Year 4 Fall Semester</i>	Courses/Activities	<i>e.g., Year 4 Spring Semester</i>	Courses/Activities
	FR4401 Topics in French and Francophone Studies (3 hrs)		FR 4401 Topics in French and Francophone Studies (repeatable, 3 hrs)
	FR4100 Advanced French Grammar for Contemporary Contexts (3 hrs)		FR5201 Gothic to Renaissance: Texts and Contexts (3 hrs)
	Elective		Reflection Seminar (1 hr)
	Elective		Elective
	Elective		Elective
			Elective

Total number of credit hours in the program: 121

4.5 Off-site program components (please check all that apply):

- ☐ Co-op/Internship/Externship
- ☐ Field Placement
- ☐ Student Teaching
- ☐ Clinical Practicum

☒ Other

**Submission of the supplement form for off-campus experiences is required if the proposed program contains an off-site component.*

FRIT offers multiple study abroad and internship programs, but the FRIT major does not require either.

SECTION 5: ASSESSMENT AND EVALUATION

5.1 Program assessment

- *A response is only required if there are substantive differences in the assessment and evaluation processes for the proposed program and existing institutional assessment and evaluation procedures.*

See Appendices for FRIT Outcomes and Assessment Plan.

5.2 Measuring student success

- *A response is only required if there are substantive differences in the measurement of student success for the proposed program and existing institutional policies and procedures.*

NA

SECTION 6: FACULTY

6.1 Program faculty

- *Provide the number of existing faculty members available to teach in the proposed program.*
Full-time:

8.5 tenured and tenure-track faculty members
3.75 assistant and associate professors of teaching
8.5 lecturers
20.75 FTEs
- *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*

Full-time: none
Less than full-time: none

6.2 Faculty matrix

- *Complete a faculty matrix for the proposed program. A faculty member must be identified for each course that is a **required** component of major courses. If a faculty member has not yet been identified for a course, indicate that as an “open position” and describe the necessary qualifications in the matrix (as shown in the example below). A copy of each **new faculty member’s CV** must be included as an **appendix item**.*

Name of Instructor	Rank or Title	Full-Time or Part-Time	Degree Titles, Institution, Year Include the Discipline/Field as Listed on the Diploma	Years of Teaching Experience In the Discipline/Field	Additional Expertise in the Discipline/Field (e.g., licenses, certifications, if applicable)	Title of the Course(s) This Individual Will Teach in the Proposed Program Include the course prefix and number	Number of Courses this Individual I will Teach Per Year at <u>All</u> Campus Locations
Adela Lechintan-Siefer	Assistant Professor of Teaching.	.75%	PhD in French, Ohio State University 2011	15		FR 2101 Introduction to French and Francophone Studies	4
Kelly Campbell	Senior Lecturer	.63%	PhD. In French, Ohio State University 2010	20		FR3101 Intermediate Grammar Review	5
April Weintritt	Assistant Professor of Teaching	100%	PhD in Italian Studies University of North Carolina Chapel Hill 2018	13		IT2102 Contemporary Italian Society	4

SECTION 7: PROGRAM DEVELOPMENT

7.1 Program development

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

In alignment with Ohio State's mission, French and Italian is a multicultural and international department that prepares students for global citizenship and fosters in them the critical thinking and communication skills essential to professional and personal success. Faculty, staff, and graduate students all aim to manifest the utility and indispensable nature of foreign languages to a vibrant university ecosystem, fostering plurilingualism and multiculturalism in Ohio and beyond. We are engaged in multi- and cross-disciplinary research, curricular innovation, and service and outreach efforts

with the aim of improving the well-being of our faculty, staff, students, and community. We are committed to stimulating the development of new ideas and scholarly innovation, and we write, think, and teach about important global issues such as migration, coloniality, ethnocentrism, health and wellness, education, and the environment.

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

NA

7.2 Workforce Need

- *Indicate whether the institution performed a needs assessment/market analysis to determine a need for the proposed program. If so, briefly describe the results of those findings. If completed, submit the full analysis as an **appendix item**.*

In this increasingly global world of commerce, business, medicine, education, and research, graduates who bring fluency and cultural sensitivity into the workplace have many advantages. This may involve direct use of Italian or French. To give some examples, eighteen Italian companies are operating in Ohio, including Sofidel in paper manufacturing, Westrafo in the energy sphere, Modula in automated storage solutions, Luxottica in eyewear, Perfetti Van Melle in candy, and Tecnocap in metals manufacturing. Italian investment in Ohio is growing, creating thousands of jobs. There are at least twenty-four French companies investing in Ohio, including AccorHotels, Cérélia and Danone in food and agribusiness and Schneider Electric and Legrand in electrical equipment, among many others.

Many major companies express a desire for employees with good communication and critical skills. Language and culture study gives our students many transferable skills. Rising to the challenge of expressing oneself in more than one language makes for better writers, braver public speakers, and closer observers of complex situations. Those who have accomplished advanced studies of language and culture are more able to be empathetic when dealing with people with different experiences and viewpoints, to cope flexibly with ambiguity, and to engage sensitively and appropriately with people from and in other countries.

K-12 school programs in Ohio and beyond are in serious need of foreign language teachers; according to the [Ohio Association of World Languages](#), there were 400 vacancies in foreign languages in Ohio schools in 2025. Numerous programs have been closed when administrators were unable to hire new teachers. Ohio State's French and Italian program is by far the largest in the state, and many other Ohio universities have terminated their undergraduate and graduate programs in French and/or Italian recently. Miami of Ohio has lost its French MA and BA and Italian BA programs, leaving only minors in French and Italian. Wright State similarly discontinued its French BA and MA, retaining only the minor. Bowling Green still offers a French major but only an Italian minor, and it closed its MA in French several years ago. Youngstown State only offers a handful of online course options now, with no degree programs. Ohio State therefore remains one of only a few public institutions in Ohio that can train French and Italian teachers and professors.

7.3 Advisory Committee/Consultant/Other

- Describe the involvement of advisory groups, committees, business and industry or other experts that assisted in the development of the proposed program.

NA

7.4 For Ohio public institutions only

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

No public institution within thirty miles of Ohio State offers a French or Italian major or minor.

- Pursuant to ORC Section 3333.04(N), "...the chancellor shall take into account the extent to which the degree or degree program aligns with the state's workforce development priorities." Provide evidence of the workforce need as **appendix item**, including economic and workforce needs data, that was used to determine the need for the proposed degree program. Options and resources to meet this requirement include, but are not limited to, the following:
 - Institutions can find important data on Ohio in-demand jobs at: <https://topjobs.ohio.gov/top-jobs-list>.
 - Another site that can provide support for Ohio job needs is: <https://ohiolmi.com/Home/Projections/ProjectionsHome>.
 - The US Department of Labor has data at: <https://www.bls.gov/emp/>. This data might supplement the above links.

APPENDICES

Please list the appendix items submitted as part of the request in the table provided below. Please list the items in the order that they are referred to in the text. **Please note that the institution is required, at a minimum, to submit the following items as part of the review (please include a title to clearly identify each appendix item in your submission):**

1. Evidence of Internal Approval
2. Results of Recent Accreditation Reviews

NA

3. Workforce Need

See information above

4. Fiscal Impact Statement

None

5. Course Syllabi (new course(s)/capstone), if applicable

NA

6. Faculty CVs (new), if applicable

NA

7. Needs Assessment/Market Analysis, if applicable

NA

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description
FRIT major requirements	Lists specific requirements for each of the 4 tracks.
FRIT Curriculum Map	Lists all the FRIT courses that count toward each track. Indicates each course's level and type.
FRIT major tracks advising sheets	Forms that help students and their advisors plan ahead to fulfill all requirements and keep track of courses taken.
FRIT Outcomes and Assessment Plan	Lists the major's expected learning outcomes and assessment plan.

Commitment to Program Delivery

By submitting this request, the institution commits to support the program and that, if the institution decides in the future to close the program, the institution will provide the necessary resources/means for matriculated students to complete their degree.

(Insert name of the institution) verifies that the information in this request is truthful and accurate.

Respectfully,

Signature of the institution's Chief Presiding or Chief Academic Officer

(Insert name and title of the chief presiding or chief academic officer)

French and Italian Major

Track: French (30 credit hours, no more than half of these may come from examination (EM) and/or transfer (K) credit)

Prerequisites*

- French 1101, 1102, and 1103, or the equivalent, and French 2101.

*Prerequisites do not count towards the 30 credit hours required for the track.

Core Requirements

- Required: French 3101 (3 hours)
- 5 additional courses taught in French at the 3000 level or above (although one of these may be exchanged for a FRIT course taught in English at the 2000-level or above)
- 4 additional courses taught in French at the 4000 level or above, at least one of which must be at the 5000 level.
- Participation in the World Language Skills and Competencies Workshop (offered once every semester). Information about the time and place of the workshop each semester will be circulated in advance.

Notes

- Study abroad credit hours will be converted to FRIT course credit and counted toward the track.
- Up to 3 credit hours of 4998 (or 4998H), Research, or up to 9 credits of 4999 (or 4999H), Thesis, may be counted toward the track.
- A minimum grade of C- is required in any course for it to count toward the track.

Track: French and Francophone Studies (30 credit hours, no more than half of these may come from examination (EM) and/or transfer (K) credit)

Prerequisites*

- French 1101, 1102, and 1103, or the equivalent, and French 2101.

*Prerequisites do not count towards the 30 credit hours required for the track.

Core Requirements

- Required: French 3101 (3 hours)
- 3 additional courses taught in French at the 3000 level or above
- 2 additional courses taught in French at the 4000 level or above
- 1 FRIT course taught in English (or another course taught in French at the 3000-level or above could replace this)

- Participation in the World Language Skills and Competencies Workshop (offered once every semester). Information about the time and place of the workshop each semester will be circulated in advance.

Requirements outside the Department of French and Italian

- 3 extra-departmental courses from the list of courses approved for the major, 1 of which must be at the 4000 or 5000 level.

Notes

- Students may petition to count a course that is not on the approved list of extra-departmental courses if the course has content pertaining to France or the Francophone world. The Director of Undergraduate Studies will review the syllabus.
- Students may replace any course taught in English with a course taught in French at the 3000 level or above.
- Students may replace up to two of the extra-departmental courses with a course taught in FRIT taught in either English or French.
- Study abroad credit hours will be converted to FRIT course credit and counted toward the track.
- Up to 3 credit hours of 4998 (or 4998H), Research, or up to 9 credits of 4999 (or 4999H), Thesis, may be counted toward the track.
- A minimum grade of C- is required in any course for it to count toward the track.

Track: Italian (30 credit hours, no more than half of these may come from examination (EM) and/or transfer (K) credit)

Prerequisites*

- Italian 1101, 1102, and 1103, or Italian 5101.

*Prerequisites do not count towards the 30 credit hours required for the track.

Core Requirements

- Required: Italian 2102 (3 hours)
- Two courses taught in Italian at the 4000 level or above. (6 hours)
- Seven additional courses taught in FRIT in Italian, one of which may be a course taught in English. (21 hours)
- Completion of the World Language Skills and Competencies Workshop (offered once every semester). Information about the time and place of the workshop each semester will be circulated in advance.

Notes

- Up to 9 credits of study abroad may be counted toward the track.

- Up to 3 credits of 2193 or 5193 (individual studies) and up to 6 credits of 2194 or 5194 (group studies) may be counted toward the track, provided they are taught in the Italian language.
- Up to 3 credits of 4998 (or 4998H), Research, or up to 9 credits of 4999 (or 4999H), Thesis, may be counted toward the track.
- A minimum grade of C- is required in any course for it to count toward the track.

Track: Italian Studies (30 credit hours, no more than half of these may come from examination (EM) and/or transfer (K) credit)

Prerequisites*

- Italian 1101, 1102, and 1103, or 5101.

*Prerequisites do not count towards the 30 credit hours required for the track.

Core Requirements

Courses taught in the Italian language (12 credits)*:

- Italian 2102 (3 credits)
- Two 3000-level courses taught in Italian (6 credits)
- One 4000-level or above course taught in Italian (3 credits)

*Credits for content courses (not language courses) taught in Italy that have been pre-approved by an OSU advisor may replace these content courses taught in Italian from FRIT.

Courses taught in English in FRIT (9 credits)*

- Three courses taught in English with the Italian course listing in FRIT, of which one course will be at the 2000-level, one at the 3000-level or above, and one at the 4000-level or above.

*Credits for content courses (not language courses) from any OSU-approved study abroad program in Italy that have been pre-approved by the advisor may replace content courses from the FRIT.

Courses taught in English outside of FRIT (9 credits)*

- Three courses from the [approved list of Italian Studies topic courses taught outside of FRIT](#).

*Students may petition to substitute a course that is not on this pre-approved list of courses on Italian Studies topics taught outside of FRIT.

Notes

- Up to 9 credits of study abroad may be counted toward the track.
- Up to 3 credits of 2193 or 5193 (individual studies) and up to 6 credits of 2194 or 5194 (group studies) may be counted toward the track, provided they are taught in the Italian language.

- Up to 3 credits of 4998 (or 4998H), Research, or up to 9 credits of 4999 (or 4999H), Thesis, may be counted toward the track.
- A minimum grade of C- is required in any course for it to count toward the track.

FRIT major expected learning outcomes and methods of assessment (January 2026)

A. Means/Methods of Assessment

Direct measures:

- 1) Writing assignment – Student essays. Papers by graduating seniors in a 4000/5000-level course will be collected and evaluated annually.
- 2) Either a departmental comprehensive examination for those in the Italian tracks or a national proficiency examination for those in the French tracks.
- 3) Responses by senior majors to interview questions during an annual Intercultural Competence workshop.

Indirect Measures:

- 1) Student survey. Responses to departmental questions on the university graduating student exit survey (every year)
- 2) Syllabus review (every year)
- 3) Focus Group (every three years)

OUTCOMES	ASSESSMENT METHODS
Research/Inquiry – Students demonstrate the ability to use sophisticated tools for research and knowledge acquisition, as well as the ability to evaluate the validity of resources in print, media and information produced by artificial intelligence.	Direct – Research paper in from a 4000/5000-level course. Graduating seniors will submit a research paper from their final course at the 4000 or 5000 level. The paper will be evaluated using the rubric below (see appendix B). (Every year) Indirect – Exit Survey. Graduating seniors will be invited to complete an online university exit survey which includes questions meant to elicit their perceptions of their ability to use and evaluate research tools. (Every year) See appendix A for questions included on the survey. Indirect – Syllabus review. Syllabi will be collected from courses at the 3000-level and above and will be evaluated to determine that research/inquiry outcomes are addressed. (Every year) Indirect – Focus Group. Every three years, majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the

	department supported students' growth in the outcome areas included in the assessment plan.
Critical Analysis – Students demonstrate the ability to critically read and analyze texts, to interpret cultural products and events within relevant contexts, and to express ideas and perspectives clearly and persuasively without cultural bias or stereotypes.	Direct - Research paper in from a 4000/5000-level course. Graduating seniors will submit a research paper from their final course at the 4000 or 5000 level. The paper will be evaluated using the rubric attached below (see appendix B). (Every year). Indirect – Exit Survey. Graduating seniors will be invited to complete an online university exit survey that includes questions meant to elicit their perceptions of their ability to analyze and interpret text, cultural products, and events. (Every year) Indirect – Syllabus review. Syllabuses will be collected from courses at the 3000-level and above and will be evaluated to determine that critical analysis outcomes are addressed. (Every year) Indirect – Focus Group. Every three years, majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students' growth in the outcome areas included in the assessment plan.
Intercultural Competence – Students have the attitudes (respect, openness, curiosity), knowledge (of self, culture, sociolinguistic issues) skills (listen, observe, interpret, analyze, evaluate, and relate), and qualities (adaptability, flexibility, empathy and cultural decentering) in order to behave and communicate effectively and appropriately to achieve their goals to some degree in any context.	Direct – Intercultural Competence Workshop. In the Spring semester of their final year, graduating seniors will participate in an Intercultural competence workshop. Their ability to recognize cultural differences and similarities, and to approach unfamiliar people and situations, will be measured by the results of a pre-workshop questionnaire, and a post-workshop essays. (Every year) Indirect – Exit Survey. Graduating seniors will be invited to complete an online university exit survey that includes questions meant to elicit their perceptions of their ability to recognize cultural differences and similarities, and to approach unfamiliar people and situations. (Every year) Indirect – Syllabus review. Syllabi will be collected from courses at the 3000-level and above and will be evaluated to determine that cultural competence outcomes are addressed. (Every year)

	Indirect – Focus Group. Every three years, majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan.
Knowledge – Students demonstrate knowledge of significant features of high and popular culture, historical and literary movements, film, music, and fine arts from the culture/s of their language of study.	Direct – Online Exit Test on Carmen. Graduating seniors will be required to complete an online test that includes questions and activities designed to evaluate their knowledge of Italian culture, history, literature, film, music, and fine arts. A copy of the test is attached. OR Student Essays from a selection of courses in English outside the program. Essays should include critical analysis/interpretation of cultural/social issues, movements and/or significant contributions. Essays are rated using the rubric attached below. Indirect – Exit Survey. Graduating seniors will be invited to complete an online university exit survey that includes questions meant to elicit, including questions meant to elicit their perceptions of their knowledge of French and/or Italian culture. Indirect – Syllabus review. Syllabuses will be collected from courses at the 3000-level and above and will be evaluated to determine that outcomes in the category of knowledge are addressed. (Every year) Indirect – Focus Group. Every three years, majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan.
Linguistic Proficiency – Students demonstrate an acceptable level of proficiency in reading, writing, listening, and speaking in their language of Study. We strive for the level of Advanced Low on the ACTFL proficiency scale in the four	Direct – Online Proficiency Test. Graduating seniors in one of the Italian tracks will be required to complete an online test that includes questions and activities designed to measure their proficiency in reading, writing, listening, and speaking Italian. A copy of the test is attached.

skills, but we recognize that a more realistic outcome is Intermediate High.	Graduating senior in one of the French tracks will take the Avant STAMP™ (STAndards-based Measurement of Proficiency) in French online. Indirect – Exit Survey. Graduating seniors will be invited to complete an online University exit survey, which includes questions meant to elicit their perceptions of their proficiency in reading, writing, listening, and speaking Italian. Indirect – Syllabus review. Syllabi will be collected from courses at the 3000-level and above and will be evaluated to determine that outcomes in the area of linguistic proficiency are addressed. (Every year) Indirect – Focus Group. Every three years, Italian majors will be invited to attend a focus group to give feedback on their experience in the department and to comment on how the department supported students’ growth in the outcome areas included in the assessment plan.

Appendices

A. FRIT specific questions on the university exit survey for graduating seniors

Response options:

1=very satisfied

2=mostly satisfied

3=somewhat satisfied

4=not very satisfied

5=not at all satisfied

How satisfied were you with the following as relates to your FRIT major:

- the quality of advising
- the types and varieties of courses
- the quality of instruction
- your level of proficiency in aural comprehension in your primary language of study
- your level of proficiency in oral communication
- your level of proficiency in reading comprehension
- your level of proficiency in writing

- your general knowledge of the various historical and modern cultures where your language/s of study is (or was) spoken.
- your ability to recognize and acknowledge cultural differences without preconceived ideas or judgmental attitudes.
- your ability to interact with others in situations where expectations of behavior are different from those of your own culture.
- your ability to examine a text, image, oral discourse, cultural product or event in your language/s of study and identify the key themes, problems, and questions raised.
- your ability to read and analyze texts in your language/s of study critically, drawing on various sources to support your arguments and citing them to prove your points.

B. Rubrics for grading research paper

Research/Inquiry Rubric

4	3	2	1
Student uses an excellent range of research tools and resources appropriate to the topic of the paper. Student shows excellent ability to evaluate the validity of the resources used and the sources cited.	Student uses a good range of research tools and resources appropriate to the topic of the paper. Student shows ability to evaluate the validity of the resources used and the sources cited.	Student uses a somewhat limited range of research tools and resources appropriate to the topic of the paper. Student shows some ability to evaluate the validity of the resources used and the sources cited, but may cite some questionable sources or use some questionable resources.	Student uses a very limited range of research tools and resources, some of which may be inappropriate to the topic of the paper. Student is not able to distinguish between highly valid, less valid, and invalid research tools and resources.

An average score of 3.2/4 or above on all essays evaluated will be considered confirmation that this goal has been met.

Critical analysis Rubric

4	3	2	1
Student shows excellent ability to analyze texts or cultural products, offers ample textual evidence to support the analysis, develops the analysis logically and persuasively without cultural bias or stereotypes	Student shows good ability to analyze texts or cultural products. Textual evidence offered supports the analysis, but is less ample. The student's argument is developed logically but may not be fully persuasive. Cultural biases and stereotypes are not present.	Student shows somewhat limited ability to analyze texts or cultural products. Some textual evidence is offered in the analysis, but may not entirely support the student's argument. The student's argument is coherent, but not always logical and/or persuasive. Some cultural biases and stereotypes may be present, but the student's analysis does not rely heavily on them.	Student shows very limited ability to analyze texts or cultural products. Little or no textual evidence is offered in the analysis, and evidence offered may not support the student's argument. The student's argument is incoherent or not logically consistent. Student does not express his ideas clearly or persuasively, and may rely heavily on cultural biases and stereotypes.

An average score of 3.2/4 or above on all papers evaluated will be considered confirmation that this goal has been met.

Knowledge - Rubric for essays from courses taught in English

4	3	2	1
Student's interpretation and analysis of thought, culture, and expression shows connections across contexts and demonstrates superior understanding.	Student is able to effectively analyze and interpret thought, culture, and expression.	Student demonstrates ability to recognize and classify thought, culture, and expression.	Student is able to recognize thought, culture, and expression, but is unable to classify, interpret or analyze these elements.

An average score of 3.2/4 or above on all papers evaluated will be considered confirmation that this goal has been met.

College of Arts & Sciences

**Department of French & Italian: French and Italian Major
Italian track**

Name (last, first, middle): _____ e-mail: _____ Track: Italian
 Degree Sought: BA Expected Date of Graduation: _____
 Student ID: _____ Phone: _____
 Honors? Yes ☐ No ☒

If completing two majors, list both below and file a separate form for each:

1. FRIT Italian track
 2. _____

Please note: No more than 15 transfer credit hours are allowed.

Prerequisites (12 credits):

Italian 1101 _____ Italian 1102 _____ Italian 1103 _____ /Italian 5101 n/a

Semester taken Hours Grade

Part A: Required Courses (9 credits):

Italian 2102 (Contemporary Italian Society) OR 3000-level class

4000-level and above in Italian

4000-level and above in Italian

Part B: Electives. Only one course in English (E) permitted. (21 credits):

Choose a Course

Choose a Course

Choose a Course

Choose a Course

Choose a Course

Choose a Course

Choose a Course

Check whether this is: Original x Revision ☐

Total of A and B: _____

World Language Skills and
Competencies Workshop

Name of College Adviser: Andy Spencer (spencer.4)

Phone: 614 292 0688

Signature of College Adviser: _____

Date: _____

355 Hagerty Hall

College of Arts & Sciences

**Department of French & Italian: French and Italian Major
Italian Studies track**

Name (last, first, middle): _____ e-mail: _____ Track: **Italian Studies**
 Degree Sought: **BA** Expected Date of Graduation: _____
 Student ID: _____ Phone: _____
 Honors? Yes ☐ No ☐

If completing two majors, list both below and file a separate form for each:

1. FRIT Italian
 Studies track 2. _____

Please note: No more than 15 transfer credit hours are allowed.

Prerequisites (12 credits):

Italian 1101 _____ Italian 1102 _____ Italian 1103 _____ /Italian 5101 _____

Semester taken Hours Grade

Part A: Required Courses in Italian (12 credits):**Italian 2102 (Contemporary Italian Society)**

3000-level Course in Italian

3000-level Course in Italian

4000-level and above in Italian

Part B: Three Italian Courses Taught in English (9 credits):

2000-level Course in English

3000-level or above in English

4000-level or above in English

Part C: Three Courses outside of the Department of French and Italian taught in English (9 credits):

Choose a Course

Choose a Course

Choose a Course

World Languages Skills and
 Competencies Workshop

Total of A and B:

Name of College Adviser: **Andy Spencer (spencer.4)**

Phone: **614 292 0688**

Signature of College Adviser: _____

Date: _____

355 Hagerty Hall

College of Arts and Sciences

**Department of French & Italian: French and Italian Major
French Track**

Name (last, first, middle): _____ e-mail: _____

Degree Sought: BA Expected Date of Graduation: _____

Student ID: _____ Phone: _____

Honors?

Yes

☐

No

☐

If completing two majors, list both below and file a separate form for each:

1. FRIT French

track

2. _____

Please note: No more than 15 transfer/EM credit hours are allowed. Only one class in English (E) permitted.

Prerequisites (15 credits):

French 1101 _____ French 1102 _____ French 1103 _____ French 2101 _____

Semester taken

Hours

Grade

Part A: Required Courses (3 credits):

French 3101 (French Grammar Review 1)

Part B: Choose five of the following 2000-level and above. Only one class may be in English (15 credits):

Choose a Class

Choose a Class

Choose a Class

Choose a Class

Choose a Class

Choose a Class

Part C: Advanced Courses. Choose four of the following – at least one course at the 5000-level (9 credits):

5000-level

4000-level, 5000-level

4000-level, 5000-level

4000-level, 5000-level

World Languages Skills and
Competencies Workshop

Total of A, B, and C:

Name of College Adviser: Andy Spencer (spencer.4)

Phone: 614 292 0688

Signature of College Adviser: _____

Date: _____

355 Hagerty Hall

**Department of French & Italian: French and Italian Major
French and Francophone Studies Track**

Name (last, first, middle): _____ e-mail: _____ Track: _____
 Degree Sought: BA Expected Date of Graduation: _____
 Student ID: _____ Phone: _____
 Honors? Yes ☐ No ☐

If completing two majors, list both below and file a separate form for each:

1. FRIT - French & Francophone
Studies track 2. _____

Please note: No more than 15 transfer/EM credit hours are allowed.

Prerequisites (15 credits):

French 1101 _____ French 1102 _____ French 1103 _____ French 2101 _____

	Semester taken	Hours	Grade
Part A: Required Course (3 credits)			
French 3101 (French Grammar Review 1)	_____	_____	_____
Part B: Choose three French courses at 3000-level and/or above (9 cr.)			
Choose a Class	_____	_____	_____
Choose a Class	_____	_____	_____
Choose a Class	_____	_____	_____
Part C: Choose two French courses at the 4000-level and/or above (6 cr.)			
4000-level, 5000-level	_____	_____	_____
4000-level, 5000-level	_____	_____	_____
Part D: Choose one FRIT class taught in English at the 2000-level and above (3 cr.)			
Choose a Class	_____	_____	_____
Part E: Choose three courses in English from list of courses approved for the FFS track, one at the 4000-level (9 cr.)			
Choose a Class	_____	_____	_____
Choose a Class	_____	_____	_____
Choose a Class	_____	_____	_____
World Languages Skills and Competencies Workshop	Total of A, B, and C:	_____	

Name of College Adviser: Andy Spencer (spencer.4) Phone: 292 0688

Signature of College Adviser: _____ Date: _____

FRIT curriculum maps (updated January 2026)

The French, French and Francophone Studies, Italian, and Italian Studies tracks each require 30 hours beyond the prerequisite courses.

Italian and Italian Studies track courses: B = beginning, I = Intermediate, A = Advanced
Courses are IT unless otherwise designated

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Prerequisite courses					
1101 (GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
Or 5101 (GE)	B/I	B/I	B/I		B/I
Required courses (3 hours)					
2102	I	I	I	B/I	B/I
Elective courses taught in English (3 to 12 hours depending on track)					
2051 (GE)	B			B	
2052 (GE)	B			B	
2053 (GE)	B			B	
2054 (GE)	B			B	
2055 (GE)	B			B	
2056 (GE)	B			B	
2057 (GE)	B			B	
3051 (GE)	I			I	I
3001 (GE)	I/A			I	I
3798.01 (GE)	A			I	I
3798.02	A			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
4401	A			A	A
4977	A			A	A
FRIT 5051	A			A	A
FRIT 5061	A			A	A
Elective courses taught in Italian (15 to 24 hours depending on track)					

2193	B	B	B	B	B
2194	B	B	B	B	B
3102	I	I	I		I
3103		I/A		I/A	I/A
3220	I	I		I	I
3221	I			I	I
3222	I	I	I		I
3223	I/A	I	I		I
3224	I/A	I	I	I/A	I/A
3330	I	I/A	I	I	I/A
3331	I/A	I/A	I	I	I/A
3332		I	I		
4191	A	A	A	A	A
4223	A	A	A	A	A
4224	A	A	A	A	A
4225	A	A	A	A	A
4330		A	A	A	A
4331		A		A	A
4998 (H)	A	A		A	A
4999 (H)	A	A		A	A
5193	A	A	A	A	A
5194	A	A	A	A	A
5330	A	A	A	A	A
5331	A			A	

French and French and Francophone Studies tracks B = beginning, I = Intermediate, A = Advanced
Courses are FR unless otherwise designated

	Cultural Awareness	Comprehension	Speaking	Critical Analysis	Writing and Critical Expr.
Prerequisite Courses					
1101(GE)	B	B	B		B
1102 (GE)	B	B	B		B
1103 (GE)	B/I	B/I	B/I		B/I
1155 (GE)	B/I	B/I	B/I		B/I
2101	I	I	B/I	B/I	B/I
Required course (3 hours)					
3101	I	I	I		I
Elective courses taught in English (0-12 hours)					

depending on track)					
2801 (GE)	I			I	I
2802 (GE)	I			I	I
2803.01 (GE)	I			I	I
2803.02 (GE)	I			I	I
2804 (GE)	I			I	I
FRIT 3052 (GE)	I			I	I
FRIT 3053 (GE)	I			I	I
FRIT 3054 (GE)	I			I	I
FRIT 3061 (GE)	I			I	I
FRIT 3301	I			I	I
3801 (GE)	I			I	I
3802 (GE)	I			I	I
3803 (GE)	I			I	I
3804 (GE)	I			I	I
4690	A	(A if in a French-speaking context)	(A if in a French-speaking context)		A
FRIT 5051	A			A	
FRIT 5061	A			A	A
5601	A	A (reading comprehension necessary but most of course conducted in English)		A	A
Elective courses taught in French (18-27 hours depending on track)					
3102	I	I	I		
3103	I	I	I		
3201	I	I	I		I
3202	I	I	I	I	I
3401	I	I	I	I	I
3402	I	I	I	I	I
3403	I	I	I	I	I
3501	I	I	I	I	I
3502	I	I	I	I	I
3503	I	I	I	I	I
3504	I	I	I	I	I
4100	A	A	A	A	A

4401	A	A	A	A	A
5103	A	A	A	A	A
5104	A	A	A	A	
5105	A	A	A	A	
5201	A	A	A	A	A
5202	A	A	A	A	A
5203	A	A	A	A	A
5204	A	A	A	A	A
5205	A	A	A	A	A
5401	A	A	A	A	A
5403	A	A	A	A	A
5601	A	A	A	A	A
5701	A	A	A	A	A

APPROVAL OF COURSES AND COURSE REVISIONS

Synopsis: Approval of Courses and Course modifications are proposed.

WHEREAS a course is the foundational unit of instruction through which the educational program of the university is offered to its students; and

WHEREAS proposals for the establishment or alteration of courses undergo thorough review by the university's colleges; and

WHEREAS the attached proposals and revisions were reviewed and approved by the respective college curriculum committees and approved by the Office of Academic Affairs during the period of March 5, 2026, through May 5, 2026; and

WHEREAS Section 3345.457 of the Ohio Revised Code provides that the Board of Trustees has ultimate authority to establish and modify courses; and

WHEREAS the executive vice president and provost has reviewed these recommendations and now recommends them to the Board of Trustees for approval:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the attached new courses and course modifications.

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Arts and Sciences	1101.61	Beginning French I: Individualized DL	Individualized introduction to French via distance learning; development of listening, reading, speaking, and writing skills. Taught in French. Course not open to native speakers, students with EM credit, or to students with two or more years of study in this language in high school.	Distance Learning has been phased out at the language studies level due to regular offerings of online synchronous and asynchronous offerings each term.	Course Cancellation	Summer 2026 Term	
Arts and Sciences	1102.61	Beginning French II: Individualized DL	Continued individualized study of French via distance learning; development of listening, reading, speaking, and writing skills; readings based on contemporary French culture and literature. Taught in French.	Distance Learning has been phased out at the language studies level due to regular offerings of online synchronous and asynchronous offerings each term.	Course Cancellation	Summer 2026 Term	
Arts and Sciences	1103.61	Beginning French III: Individualized DL	Continued development of listening, speaking, reading and writing with an emphasis on oral and written skills; focus on functional topics and thematic vocabulary. Taught in French via distance learning.	Distance Learning has been phased out at the language studies level due to regular offerings of online synchronous and asynchronous offerings each term.	Course Cancellation	Summer 2026 Term	
Education & Human Ecology	2251	Inclusive Citizenship: Understanding and Embracing Neurodiversity and Exceptionality	This course examines how legal structures, practices, and perceptions related to neurodiversity and exceptionality contribute to our understanding of diverse experiences within and beyond education. Enrollees will explore and analyze Special Education history, current issues and challenges, and research-based instruction that enhance inclusion and diversity within our schools.	Adding Lima as a Campus Offering	Course Change Request	Summer 2026 Term	
John Glenn College of Pub Aff	4040	Public Sector Data Sciences and Management	This course provides an orientation to the use of data for decision-making in the public sector. The emphasis of the course is on how to use data in context “ when organizations require the analysis of sophisticated data in order to achieve goals or priorities.	Teaching the class in a 4 week format.	Course Change Request	Summer 2026 Term	
Pharmacy	3550	Cosmetic Science: Beauty Beyond Skin Deep	This class educates students about the cosmetic products and ingredients society uses daily. These cosmetic products directly affect the health and well-being of individuals and societies in various ways. The course analyzes pharmaceutical ingredients, consumer safety standards, compound development, industry marketing, and societal trends to deepen knowledge of beauty and self-care products.	Update to the course title.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.11	Advanced Pharmacy Practice Experience I Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.12	Advanced Pharmacy Practice Experience II Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.13	Advanced Pharmacy Practice Experience III Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.14	Advanced Pharmacy Practice Experience IV Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.15	Advanced Pharmacy Practice Experience V Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.16	Advanced Pharmacy Practice Experience VI Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.17	Advanced Pharmacy Practice Experience VII Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Pharmacy	7000.18	Advanced Pharmacy Practice Experience VIII Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Pharmacy	7000.19	Advanced Pharmacy Practice Experience IX Remediation	This course will be offered at the discretion of the Director of Experiential Education or the Pharm.D. Academic Review Committee to remediate a required APPE course. This may be used to fulfill the requirement of successful completion of the required APPE course and may be repeated within the Pharm.D. program.	Update of the grading basis to S/U.	Course Change Request	Summer 2026 Term	
Arts and Sciences	1210.01	Group Tutoring for Chemistry 1210 Session 1	Session 1 peer-led group tutoring for students enrolled in Chemistry 1210.		Course Request	Summer 2026 Term	
Arts and Sciences	1210.02	Group Tutoring for Chemistry 1210 Session 2	Session 2 Peer-led group tutoring for students enrolled in Chemistry 1210		Course Request	Summer 2026 Term	
Arts and Sciences	3020	Threads of Culture: The History of Textiles	This course provides an overview of the history of textiles from the ancient world to today with a focus on traditions and culture.		Course Request	Summer 2026 Term	
Arts and Sciences	3390	Tuning in to Red Soundscapes: Politics and Culture of Soviet and Russian Radio	The course aims to deepen understanding of the role of radio and sound in shaping the cultural, social, and political environments of the Soviet Union and Post-Soviet Russia. Lenin’s sentiment, “Communism is Soviet power plus the electrification of the whole country,” highlights the importance he placed on technological advancements, including communications technology, in building the USSR.		Course Request	Summer 2026 Term	
Education & Human Ecology	3600	Rituals of Love: Weddings Across Cultures	This course examines wedding rituals as cultural practices that express identity, tradition, meaning, and social transformation across global societies. Through interdisciplinary scholarship in anthropology, sociology, religious studies, gender studies, and media studies, students analyze how wedding rituals emerge, evolve, and communicate cultural values.		Course Request	Summer 2026 Term	
Veterinary Medicine	7200.01	Year 1 Comp Academic Support	This course is a required course for students who do not pass the Yr1 Comprehensive Exam. During the course, students will reinforce key content areas and learn foundational strategies for studying and test-taking.		Course Request	Summer 2026 Term	
The College of Medicine	7930	Individual Studies in Integrated Biomedical Science	A research project will be assigned by a faculty member to meet the individual student's educational goals.		One-Time Offering	Summer 2026 Term	1S
Nursing	7194	Group Studies in Nursing	This course prepares students to provide ultrasound-guided regional anesthesia and point-of-care ultrasound (POCUS) to support safe perioperative assessment and decision-making.		One-Time Offering	Summer 2026 Term	4WS
Arts and Sciences	3504	Introduction to Anatomy	Introduction to Anatomy	Credit hours set at 3. No longer variable from 3-4.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	1113H	Biological Sciences: Energy Transfer and Development	Exploration of biology and biological principles; evolution and the origin of life, cellular structure and function, bioenergetics, and genetics. A broad introduction to biology comprises both Biology 1113H and 1114H.	We propose adding Math 1121 as an additional prerequisite option as it is functionally equivalent to Math 1150.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	2207	Classical Origins of American Civics	This course examines how American democratic civic traditions have been shaped by the Classical worlds of Greece and Rome. Students explore the direct and indirect ways in which the politics, philosophy, and culture of the ancient world has played a central role in the creation of the American Republic and develop means of critiquing the role of the ancient world in modern political discourse.	Submitting to get approval for Distance Learning	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	3798	Undergraduate Study Tour	Undergraduate study tour.	We want to change the grading from S/U to graded. We also remove remove reference to a pre-semester conversion course number in the exclusions.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	2241	Contemporary Israeli Culture: Place, Space, and Migration	This course explores contemporary Israeli culture through the lenses of place, space, and migration. The ideas of Diaspora and the Ingathering of the Exiles have played a central role in modern Zionism, and since 1948 migration to Israel from over 100 lands has produced a remarkably multicultural society and rich variety of lived environments.	We are proposing new course objectives and learning outcomes aligned with the GE Theme: Lived Environments.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	2201	Jewish Culture, Thought, and Practice	Being Jewish encompasses a wide range of religious, cultural, and communal identities shaped by diverse beliefs, traditions, histories, and regional influences, and this course explores that richness through key texts, practices, and concepts while examining what it means to identify as Jewish today.	Jewish Studies 2201 is being updated to align with the GE theme Traditions, Cultures, and Transformations.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	2242	Contemporary Israeli Culture: Place, Space, and Migration	This course explores contemporary Israeli culture through the lenses of place, space, and migration. The ideas of Diaspora and the Ingathering of the Exiles have played a central role in modern Zionism, and since 1948 migration to Israel from over 100 lands has produced a remarkably multicultural society and rich variety of lived environments.	We are proposing new course objectives and learning outcomes aligned with the GE Theme: Lived Environments.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	3710	The Nationalism of Literature	How does literature contribute to the formation of national identity? What insights can we gain about a nation by reading poems, novels, and short stories? We will consider these questions by looking at modern Greek literature. Our overall objective will be to examine what literary works say about the nation, identity, and political struggle. Â	Changing to GE Theme: Traditions, cultures, transformations	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	5605	Sociology of Sexuality	A social, cultural, and institutional approach to the study of sexuality with a focus in sexual identities, practices, institutions, communities, and sexuality movements.	We are seeking to have the course approved for the Traditions, Cultures, and Transformations GE Category.	Course Change Request	Autumn 2026 Semester	
Dentistry	8901	Oral Biology Laboratory Rotations	Research activities and training in the laboratory of a program faculty member.	Update max credit range from 2 to 3.	Course Change Request	Autumn 2026 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Education & Human Ecology	2990	Professional Development	The professional: overview of the internship and job search process, networking, involvement in professional development organizations and continued development.	Revise grading scheme from S/U to letter grade	Course Change Request	Autumn 2026 Semester	
Education & Human Ecology	7402	Educational Psychology: Cognition, Learning, and Instruction	Examination of theory and research about cognitive perspectives on classroom learning and instruction, particularly research on the teaching and learning of school subjects.	To offer the course 100% distance learning.	Course Change Request	Autumn 2026 Semester	
Education & Human Ecology	5442	Teaching Reading Across the Curriculum	Provides the knowledge and tools needed to support the developmental reading and literacy skills for students seeking licensure in AYA (7-12), multi-age and Voc Ed programs. Laboratory experience required.	Update course prerequisites to include Art Ed major and Music Ed major. To change from "Prereq: Admission to B.S.Ed, M.Ed., EHE major, Agriscience Ed major, or permission of instructor." to " Prereq: Admission to B.S.Ed, M.Ed., EHE major, Agriscience Ed major, Art Ed major, Music Ed major, or permission of instructor."	Course Change Request	Autumn 2026 Semester	
Engineering	2220	Aviation Organization Analysis, Writing and Research	This course critically examines aviation organizations, how they manage communication with various stakeholder groups, and implement new policy. Through reading, writing, and critical reflection, students will have a greater understanding of how communication impacts the operations of an aviation organization. This course is for students completing the BS in Aviation in the College of Engineering.	spelling of course title	Course Change Request	Autumn 2026 Semester	
Engineering	1224	Introduction to Computer Programming in Python	Introduction to computer programming and to problem solving techniques using computer programs; programming lab experience.	Update to campus offering	Course Change Request	Autumn 2026 Semester	
Engineering	5555	Safety & Security of Autonomous Systems	Safety and security of autonomous systems, covering modeling, risk analysis, secure control, threat detection, and practical engineering applications.	cross list with ME, other changes are to align the syllabi. ME instructor updating title, topics, objectives, description.	Course Change Request	Autumn 2026 Semester	
Engineering	2600	Landscape Practices	Overview of patterns and processes of human design on land in relation to environmental, economic, and socio-cultural forces, with an emphasis on interpretation of visual landscape change.	Course name change	Course Change Request	Autumn 2026 Semester	
Engineering	8990	Research Prep Seminar	Seminar-based, guided development of individual research projects.	Make this course repeatable	Course Change Request	Autumn 2026 Semester	
Engineering	6740	Practical Scanning Electron Microscopy Laboratory	Provides basic understanding of scanning electron microscopy characterization methods, understanding of sample preparation & compatibility, various imaging modes, and analytical techniques. This course focuses primarily on the practical operation of a scanning electron microscope, and not on its theoretical background.	Change grading format from S/U to letter-graded (A-E).	Course Change Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	5635	Quality Management and Performance Improvement in Healthcare	Continuous quality management measures and tools including patient safety and satisfaction, regulatory requirements, benchmarking, causal analysis, outcomes, clinical guidelines and pathways, risk management and utilization review.	Approval for a permanent hybrid offering and updated course learning outcomes	Course Change Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	6510	Experiential Learning	Prepares graduate OT students to engage in meaningful, therapeutic conversations with older adults while learning about services available in communities. Emphasis is placed on developing communication skills that foster trust, uncover client values, and support occupational engagement using the Occupational Profile.	Removal of service-learning designation and updated course learning outcomes and content topics.	Course Change Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	7770	Advance Topics in Assistive Technology	Students learn how to develop and implement assistive technology (AT) devices, services, strategies and practices. The course covers computer access/technology, alternative and augmentative communication, electronic cognitive devices, driverâ€™s rehabilitation, low vision technologies, wheelchairs, electronic activities of daily living, zero-effort technologies, and emerging technologies.	Reactivate course & update prerequisites.	Course Change Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	8620	Management of Complex Orthopedic Patients	This course will introduce clinical scenarios and critical issues in managing complex cases in physical therapy within specialized patient populations. Evidence-based content, case-based discussions, and/or simulation experiences will be focused within the practice of orthopedics.	Course number is being reinstated for a new course - Management of Complex Orthopedic Patients.	Course Change Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	8676	Differential Diagnosis for Physical Therapists	Clinical decision making related to systemic disease that can present as neuromuscular or musculoskeletal conditions. Related literature will be utilized to explore systemic origins of disorders related to PT practice.	Reduce the credit hours of PHYSTHR 8676, Differential Diagnosis for Physical Therapists from 4 to 3 credits	Course Change Request	Autumn 2026 Semester	
John Glenn College of Pub Aff	5571	Multivariate Regression Analysis	An applied course in regression analysis. Through hands-on exercises both inside and outside of class, students will use multiple regression to make predictions and test hypotheses to help inform policy analysis. Broad topics include model fitting, regression diagnostics, limited dependent variables, and some panel data. Emphasis is also placed on issues confronted when working with real data.	Changing PUBAFRS 7571 to 5571 to better reflect the intended student population enrolling in the course.	Course Change Request	Autumn 2026 Semester	
The College of Medicine	7000	Translational Neuroimmunology	This course covers immunopathogenesis & immunotherapy for neurological diseases. It includes lectures on neuro-immune interactions, discussions of primary literature, & clinical workshops on neuroinflammatory disorders. Students learn pathogenic mechanisms, therapeutic successes, & unmet clinical needs.	Increase the credit offering from 2 to 3 credits. Move the class from Wed 2-4 pm to Tue and Thu 4:00-5:20 pm	Course Change Request	Autumn 2026 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Nursing	7405	Clinical Research Study Management and Monitoring	Fundamental principles of clinical research operations from study site selection to study closure from the perspective of sponsors and clinical research sites including an introduction to database design, management, quality assurance, and reporting for site and sponsor operations.	Update course title, objectives, topics and prerequisites	Course Change Request	Autumn 2026 Semester	
Office of Academic Affairs	2120	American Civic Traditions	Surveys the development of the American civic tradition, focusing on Alexis de Tocqueville's classic study "Democracy in America," in conversation with humanists, social scientists, and public policy practitioners who engaged key concepts from Tocqueville's work at different stages of American history. Students will consider competing cultural sources for the strengths of American democracy.	We are adding a distance learning option for this course offering.	Course Change Request	Autumn 2026 Semester	
Pharmacy	5590	Chemical Dependency and the Healthcare Professional	This lecture- and discussion-based course provides instruction, debate and exploration relating to the impact of chemical dependency on healthcare professionals, including the concepts of addiction, individuals at risk, intervention, withdrawal, emotions, recovery networks, regulatory actions and returning to practice.	to approve the course for distance learning	Course Change Request	Autumn 2026 Semester	
Social Work	7401	Social Work Evaluation I	This is a two semester course sequence focusing on how to evaluate social work practice and programs. Over the two semesters students will learn how to design an appropriate evaluation strategy, select relevant outcome measure, collect and analyze evaluation data, and use evaluation outcomes to guide practice and policy decisions.	Updating pre-reqs.	Course Change Request	Autumn 2026 Semester	
Arts and Sciences	7505	Introduction to U.S. Carceral Studies	“Carceral Studies” is a reading- and discussion-intensive graduate seminar on policing, prisons, and other carceral systems, as well as the criminal underclasses who navigate, resist, and grapple with said systems. It lends particular interest to the ways that carcerality interacts with structures of race, gender, and class.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2100	Core Concepts in Computational Social Sciences	This course will provide students with an introduction to the field, with practical applications for society and business and theoretical insights into the behavior of human social systems.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2500	Methods and Theory in Computational Social Science I	Introduces students to key formalisms & applied computational, mathematical, and statistical tools used in the field of computational social science, w/ particular emphasis on how they relate to theory and research in the social sciences. Topics include scientific method, research design, structured & unstructured data, programming, statistics, modeling social processes, and using algorithms.		Course Request	Autumn 2026 Semester	
Arts and Sciences	3100	Social Theory-Guided Computational Social Science	Gives students an opportunity to practice combining social science theory with data science methods to conduct research. Provides the opportunity to generate hypotheses based on theories from the social sciences and test them by applying computational and statistical tools.		Course Request	Autumn 2026 Semester	
Arts and Sciences	3500	Methods and Theory in Computational Social Science II	This course focuses on non-linear outcomes and processes and introduces students to nested data structures and corresponding methodological issues. While these foci build on foundational information from CSS 2500, these topics are unique to this course.		Course Request	Autumn 2026 Semester	
Arts and Sciences	4500	Advanced Computational Social Science Toolbox	Provides students with hands-on experience in advanced computational, simulation, and analytical techniques, with a strong emphasis on their application to theory and data in the computational social sciences		Course Request	Autumn 2026 Semester	
Arts and Sciences	4901	Capstone in Computational Social Science	Students work together in small teams to solve a translational problem using computational social science methods. Teams will choose from a set of possible translational problems, and work together to conceptualize a research project, if necessary, obtain, process and clean relevant data, and then implement computational methods to identify solutions.		Course Request	Autumn 2026 Semester	
Arts and Sciences	4981	Capstone in Atmospheric Sciences	This senior-level capstone course combines soft-skills and career readiness topics with the development of a final project representative of scientific inquiry and synthesis of knowledge acquired over the student's academic career. Capstone to be taken the final Autumn semester prior to graduation for Atmospheric Sciences majors.		Course Request	Autumn 2026 Semester	
Arts and Sciences	3150	Dark Comedy and Global Cinema	Students will explore the genre of black comedy or dark comedy in cinema and how it has been used to construct national and cultural identities. Students will learn about the historical, political, and social contexts that inform the genre writ large, and its specific deployment in cinema as it pertains to questions of citizenship and social justice.		Course Request	Autumn 2026 Semester	
Arts and Sciences	3550	Cinemas of India	This course offers an in-depth study of the cinemas of India and their cultural politics, exploring how nationhood, religion, caste, and gender shape and appear in film. Students will analyze cinema from various parts of India and engage with historical and contemporary scholarship to understand the country's diverse film industries and cinematic languages.		Course Request	Autumn 2026 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Arts and Sciences	5230	Drone Mapping	This course provides an overview of drone-based mapping techniques and their geographic applications. Students will examine the technical foundations of data collection using uncrewed aerial systems. Through lectures and field demonstrations, students will gain both theoretical understanding and practical experience in collecting, processing, and interpreting drone-derived geospatial data.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2468	Vectors and Matrices	Math 2468 introduces the fundamental concepts of linear algebra with a practical emphasis, focusing on vectors and matrices in $\mathbb{R}^n$. A goal of this course is to prepare students who need to use vectors and matrices in applications.		Course Request	Autumn 2026 Semester	
Arts and Sciences	5720	Genomic Data Analysis	This course will introduce students to genome nomenclature, annotations, and genome databases. Students will use command line tools and R language to engage in genomic data archival, analysis, and visualization. They will perform genome annotation, interrogate genomic data to interpret gene function and regulation, and use AI-based approaches to facilitate their learning and genome analysis.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2101.35	Beginning Guitar for Music Therapy Majors - Group Instruction	This course introduces the guitar for music therapy majors with little to no prior experience. Foundational skills addressed in this class include guitar care and tuning, proper playing position, tablature reading skills, root position chords, scales, beginning strumming patterns, and improvisation.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2102.35	Intermediate Guitar for Music Therapy Majors	This course is focused on functional guitar skills for music therapy majors, with applications for across clinical contexts. Skills addressed in this class include root position and barre chords, transposition, intermediate strumming patterns, and the development of repertoire for professional use.		Course Request	Autumn 2026 Semester	
Arts and Sciences	2110	The Physics of Computer Games and Simulations	Students will learn about the physics underlying many computer games and simulations. They will learn about idealized, approximated situations and ways to describe the situation more realistically using numerical methods, as well as data analysis and visualization. This is a GE themes course on ÆNumber, Nature, Mind&as well as a research-based course.		Course Request	Autumn 2026 Semester	
Arts and Sciences	3680	The Sociology of Mental Health and Illness	This course provides a comprehensive sociological examination of mental health, challenging the popular notion that mental illness is best explained by purely genetic or biological factors. Instead, it explores mental illness as a complex relationship between the mind and society, emphasizing social origins and cultural practices.		Course Request	Autumn 2026 Semester	
Business	2801	Foundations of Tech Innovation I	Develops students' capabilities in opportunity discovery and business model validation through structured modules that mirror early-stage technology venture development.		Course Request	Autumn 2026 Semester	
Business	2802	Foundations of Tech Innovation II	Develops students' product development and market execution capabilities through structured modules that mirror growth-stage technology venture operations.		Course Request	Autumn 2026 Semester	
Dentistry	5995	Scholarly Writing for Evidence-Based Dental Hygiene Practice & Education	This course will break down the fundamentals of the scholarly writing process in academic oral health and help students develop their writing and synthesis skills on topics relevant to dental hygiene. Students will progressively develop a narrative review manuscript on a topic relevant to oral health professions education or practice for publication in a peer reviewed journal.		Course Request	Autumn 2026 Semester	
Education & Human Ecology	2240	Power, Culture, and Belonging in Organizational Systems and the Workplace	This course examines how race, ethnicity, gender, and intersecting identities shape organizational systems, workplace culture, and professional experiences across industries. Students analyze how systems of power influence opportunity, leadership, and belonging, and apply these concepts to real-world workplace contexts.		Course Request	Autumn 2026 Semester	
Education & Human Ecology	3610	Prevention and Intervention Program Development and Evaluation	HDFS 3610 introduces theory and practice of prevention and intervention program development and evaluation across the lifespan. Students build skills in community needs assessment, evidence-based program design, and evaluation. Emphasis on data literacy, culturally responsive practice, and applying research to education, social work, and human services settings.		Course Request	Autumn 2026 Semester	
Engineering	6194	Group Studies in Computing Education	Group Studies course for graduate students		Course Request	Autumn 2026 Semester	
Engineering	5024	Introduction to Hardware Security	Security and trust of hardware systems, cryptography principles, security primitives, counterfeiting activities, side channel attacks and mitigations.		Course Request	Autumn 2026 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Engineering	6300.02	Simulation for System Analytics and Decision-Making	This course introduces students to the fundamentals of stochastic modeling and discrete-event simulation, integrating system modeling with data analytics. Students will learn to model and analyze real-world systems under uncertainty, apply simulation tools to system design, and use simulation-based methods to support effective decision-making.		Course Request	Autumn 2026 Semester	
Engineering	5111	GIS	Mapping and geospatial data visualization has a long history in the design, planning and engineering professions. This course will introduce students to strategies and workflows for mapping complex landscapes at multiple scales.		Course Request	Autumn 2026 Semester	
Engineering	5127	Field Methods	This course offers students the chance to design, seed, and maintain a small but intense insertion into an existing test meadow in the northwest corner of Waterman Farm. Each year stewardship over the site is passed to new students that add to and modify the evolving meadow.		Course Request	Autumn 2026 Semester	
Engineering	5135	Hidden Hydrologies	As landscape architects, we are skilled at redirecting, pooling, and draining water. Water remains a finite resource and as designers engage with a growing number of projects centered on hydrology, we must ask ourselves, what do we really know about water? Perhaps more importantly, what do we really know about the system we have created, neither natural - as we often depict it.		Course Request	Autumn 2026 Semester	
Engineering	5147	Working Landscapes	Conventional agriculture is the largest anthropogenic land use in the world, but one that designers have largely ignored. This course asks how landscape architecture might meaningfully engage rural and agricultural systems in the 21st century.While each offering takes a distinct thematic focus, all examine the historical, political and ecological forces shaping agricultural landscapes.		Course Request	Autumn 2026 Semester	
Engineering	5555	Safety & Security of Autonomous Systems	This course introduces principles and methodologies for ensuring the safety and security of autonomous systems, including AI and ML components. Topics include system modeling for safety analysis, risk and hazard assessment, Lyapunov-based safety and invariance, reachability and safe set computation, and fault detection and isolation using model-based and data-driven methods.		Course Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	4210	Digital Accessibility: Principles and Practices	This course examines digital accessibility and the ways assistive technology supports individuals with disabilities in navigating digital environments, emphasizing relevant principles, policies, and practices. This course describes design and development strategies, assistive technologies, human-computer interaction, interprofessional collaboration, and digital accessibility evaluation.		Course Request	Autumn 2026 Semester	
Health & Rehabilitation Sci	5210	Accessibility in Video Games and Interactive Media	This course examines the accessibility and inclusivity considerations of video game creation and interaction to promote positive player engagement through the model of inclusive human-centered design. It covers the design, development, examination, and modification of video game software, systems, and controls for diverse audiences and focuses on issues facing individuals with disabilities.		Course Request	Autumn 2026 Semester	
Nursing	4460E	Clinical Trials Data Management and Monitoring	In this course, students will develop skillsets in applying good clinical practice guidelines for data management, quality monitoring and adverse event tracking for ongoing clinical trials.		Course Request	Autumn 2026 Semester	
Nursing	7510	Pharmacology for the Non-Clinician	Importance on advanced knowledge in pharmacology in relation to the Clinical Research Professional (CRP) role across healthcare settings. Emphasis is placed on the CRP’s role in ensuring safe and effective medication use, evaluating drug interactions, and supporting pharmacovigilance throughout the research process.		Course Request	Autumn 2026 Semester	
Nursing	7550	Research Leadership, Administration, and Finances	This course explores the strategic, operational, and financial dimensions of leading and managing research programs across the clinical research ecosystem. Students will examine the research leadership landscape including how to build collaborative teams, navigate administrative duties, and adhere to financial management excellence.		Course Request	Autumn 2026 Semester	
Office of Academic Affairs	2250	The Soul and the City: The Battle Over Human Nature	This course explore the relationship between human nature and civic order. What picture of the human person does a good society presuppose? We begin with key statements from the history of philosophy (e.g., Plato, Aquinas, Descartes), and then consider contemporary debates about personhood, biology, scientism, and social life (e.g., Richard Dawkins, Mary Midgley, Roger Scruton).		Course Request	Autumn 2026 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Office of Academic Affairs	3215E	Science, Health, and the Good Life	In this course students survey classic and contemporary works of history, philosophy, religion, art, and literature that address the purposes of science, the meaning of health and wellbeing, and contemporary problems related to science, medicine, and technology.		Course Request	Autumn 2026 Semester	
Office of Academic Affairs	4450	The Ohio Constitution	This course explores selected topics on the Ohio Constitution. We will consider why state constitutions matter, explore the Ohio Constitution as an independent source of protection of individual rights than the federal Constitution, discuss current approaches to litigating constitutional questions and examine the process for amending the Ohio Constitution.		Course Request	Autumn 2026 Semester	
Pharmacy	2468.01	ChemRx: The Chemistry Behind the Cure	This course bridges the foundational principles of General Chemistry I with their practical application in pharmaceutical sciences. Taken concurrently with General Chem I, this course contextualizes core chemistry concepts (atomic structure, periodicity, bonding, intermolecular forces, solutions, and reaction stoichiometry) within the real-world framework of drug design, formulation, and action.		Course Request	Autumn 2026 Semester	
Pharmacy	2468.02	ChemRx: The Chemistry Behind the Cure	This course emphasizes key General Chemistry II concepts that are essential for success in pharmaceutical science. Designed for students with General Chemistry I knowledge, this course makes General Chemistry II more approachable, relevant, and engaging for those curious about the science behind medicine, equipping students with tools to confidently transition into organic chemistry.		Course Request	Autumn 2026 Semester	
Food, Agric & Environ Science	4194	Group Studies	Plants, People and You is a course designed to introduce students to the world of horticulture, with an emphasis on how plants can be used for fun, health, economic value or environmental contribution. It is a broad survey class.		One-Time Offering	Autumn 2026 Semester	1
Arts and Sciences	1194	Group Studies in Mathematics	This course introduces the elements which support a successful career after graduation with a major in Actuarial Science, although it is open to any student with a major in the College of Arts and Sciences who has an in interest in Actuarial Science.		One-Time Offering	Autumn 2026 Semester	1
Arts and Sciences	4194	Group Studies in Mathematics	The foundations of machine learning (ML) include linear algebra, probability, and optimization. This course introduces ML as a branch of applied mathematics, focusing on the derivation of algorithms and models from first principles.		One-Time Offering	Autumn 2026 Semester	1
Education & Human Ecology	8201	Social Foundations of Education	This course provides an overview of some of the major and diverse social theories and theorists that have shaped our thinking about educational processes over the last two hundred years. Theories generally emerge from our ongoing attempt to understand		One-Time Offering	Autumn 2026 Semester	1
Education & Human Ecology	5137	Teaching and Learning of Social Studies Grades Pre-K - 5	This course emphasizes a quality social study and fine arts curriculum and instruction that is rooted in the traditions of democratic, social justice, and place-based education.		One-Time Offering	Autumn 2026 Semester	7W1
Engineering	5194	Group Studies in Engineering	This course guides engineering educators through a hands-on, project-based exploration of pedagogically-sound engineering design to create new equipment for teaching labs, focusing on how these designs can enhance student learning.		One-Time Offering	Autumn 2026 Semester	1
Education & Human Ecology	7324	Literary Theory and Adolescent Literature	Explores the application of diverse theories to young adult literature for in-depth literary study in secondary classrooms.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	7361	Literature in Early Childhood Education	Analysis and study of fiction and nonfiction for children age 2-8; emphasis on the importance of early exposure to literature for language acquisition visual literacy, and cognitive and affective development.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	7393	Teaching Writing	Serves as the Summer Institute of the Columbus Area Writing Project. It focuses on improving the teaching of writing for experienced teachers of all subject areas in grades K-16.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	7447	Leveraging Literacies and Technologies for Social Change	As policy makers, researchers, Ed tech companies, data analysts, students, and educatorsâ€™ express interest, hopes, and concerns about teaching and learning with digital tools, we will use this course as a space to investigate research, curriculum, and policy as it relates to literacy and technology.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	8301	Perspectives on Literacies and English Language Arts	Critical examination of trends and issues in research and theory on adolescent, post-secondary, and community literacies.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	8307	History of Children's and Young Adult Literature	A seminar focusing on the history of American and English Childrenâ€™s literature from earliest times to the present.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	8334	Research Methods for Literature for Children and Young Adults	Immerses students in the methodology, practice, and application of conducting academic research in the field of Literature for Children and Young Adults. The class will aid in their professionalization by having students explore an array of peer-reviewed journals, a variety of major national as well as international conferences, and current scholarly trends in the field.	To withdraw the course	Course Cancellation	Spring 2027 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Education & Human Ecology	8421	Guided Survey of Research in Reading	Explores various investigations of reading and literacy. It examines major trends in reading/literacy research and exemplary studies that address major topics, including methodological issues, basic processes, and instructional practices.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Education & Human Ecology	8426	Advanced Study in Reading Difficulties of Young Children	Current thinking on reading and learning processes relative to young, low progress, "at risk" students, and seminal research and theories which have influenced the reading difficulties field will be related to students who are difficult to teach.	To withdraw the course	Course Cancellation	Spring 2027 Semester	
Arts and Sciences	3211	Forensic Science	Forensic science is the study and application of science to the process of law and involves the collection, examination, evaluation and interpretation of evidence. This course surveys the principals, theories, and practices of the forensic sciences commonly utilized within the U.S. legal system.	Establishing 100% online version	Course Change Request	Spring 2027 Semester	
Arts and Sciences	5501H	Honors Quantum Mechanics II	The Schrodinger equation in three dimensions, angular momentum, the hydrogen atom; time-independent perturbation theory.time-dependent perturbation theory, scattering theory and the Born approximation, multi-electron atoms.	Change course prerequisites to: Prereq: B- or above in 5500H; or Honors standing and a B+ or above in 5500; or instructor permission. Not open to students with credit for 5501.	Course Change Request	Spring 2027 Semester	
Education & Human Ecology	8617	Topics in Educational Linguistics	Lecture and discussion course focused on current issues related to second language acquisition research.	The prefix of this course will change from EDUTL 8617 to TLCTE 8617	Course Change Request	Spring 2027 Semester	
Education & Human Ecology	3300	Walt Disney, the Fairy Tale Tradition, and American Childhood	This course explores the origins and evolution of Disney's fairy-tale films, analyzing their enduring popularity among generations of young audiences. It examines how these films influence storytelling perceptions and experiences. Through critical analysis, the course also considers the original fairy tales, delving into their literary, cultural, and historical contexts, as well as the dynamic	To be able to offer the class during 8-week sessions in Summer terms	Course Change Request	Spring 2027 Semester	
Engineering	1181.01	Engineering Foundations 1	Engineering problem solving utilizing computational tools such as Excel and MATLAB; hands-on experimentation; modeling; teamwork; written, oral and visual communications.	1) Increase the number of credits of ENGR 1181 from 2 to 3. ENGR 1100 (Eng Survey) will no longer be required for engineering students (with some content incorporated into ENGR 1181), which makes this change credit-neutral for engineering degrees. 2) Change the schedule pattern from 3 days/week (two 55-minute sessions + one 80 minute session) to 2 days/week (two 125-minute sessions) 3) Remove the lab course component; hands-on activities will be integrated into the lecture portion of the class. 4) Title change from Fundamentals of Engineering to Engineering Foundations.	Course Change Request	Spring 2027 Semester	
Engineering	1181.02	Engineering Foundations 1 - Scholars	Engineering problem solving utilizing computational tools such as Excel and MATLAB; hands-on experimentation; modeling; teamwork; written, oral and visual communications.	1) Increase the number of credits of ENGR 1181 from 2 to 3. ENGR 1100 (Eng Survey) will no longer be required for engineering students (with some content incorporated into ENGR 1181), which makes this change credit-neutral for engineering degrees. 2) Change the schedule pattern from 3 days/week (two 55-minute sessions + one 80 minute session) to 2 days/week (two 125-minute sessions) 3) Remove the lab course component; hands-on activities will be integrated into the lecture portion of the class. 4) Title change from Fundamentals of Engineering to Engineering Foundations.	Course Change Request	Spring 2027 Semester	
Engineering	1182.01	Engineering Foundations 2	Introduction to 3D visualization and CAD; engineering design-build process; teamwork; written, oral and visual communications; project management.	1) Change the schedule pattern from 3 days/week (two 55-minute sessions + one 80 minute session) to 2 days/week (two 125-minute sessions) 2) Remove the lab course component; graphics/CAD content will be integrated into the lecture portion of the class. 3) Title change from Fundamentals of Engineering to Engineering Foundations.	Course Change Request	Spring 2027 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Engineering	1182.02	Engineering Foundations 2 - Scholars	Introduction to 3D visualization and CAD; engineering design-build process; teamwork; written, oral and visual communications; project management.	1) Change the schedule pattern from 3 days/week (two 55-minute sessions + one 80 minute session) to 2 days/week (two 125-minute sessions) 2) Remove the lab course component; graphics/CAD content will be integrated into the lecture portion of the class. 3) Title change from Fundamentals of Engineering to Engineering Foundations.	Course Change Request	Spring 2027 Semester	
Engineering	1182.04	Engineering Foundations 2 - Engineering Technology	Introduction to 3D visualization and CAD; engineering design-build process; teamwork; written, oral and visual communications; project management. Regional campuses and Engineering Technology majors who are concurrently enrolled in EngrTec 2500 Manufacturing Processes II.	1) Change the schedule pattern from 3 days/week (two 55-minute sessions + one 80 minute session) to 2 days/week (two 125-minute sessions) 2) Remove the lab course component; graphics/CAD content will be integrated into the lecture portion of the class. 3) Title change from Fundamentals of Engineering to Engineering Foundations.	Course Change Request	Spring 2027 Semester	
Engineering	1222.01H	Engineering Foundations 1 - Honors - Advanced Programming	Engineering problem solving utilizing C++ programming for engineering; hands-on experimentation; modeling; ethics; teamwork; written, oral and visual communications	1) Decrease the number of credits in the course from 5 (which is the current credits for ENGR 1281.01) to 3. 2) Title change from Fundamentals of Engineering to Engineering Foundations 3) Number change from 1281 to 1222	Course Change Request	Spring 2027 Semester	
Engineering	1222.02H	Engineering Foundations 1 - Honors - Advanced Programming	Engineering problem solving utilizing C++ programming for engineering; hands-on experimentation; modeling; ethics; teamwork; written, oral and visual communications.	1) Decrease the number of credits in the course from 5 (which is the current credits for ENGR 1281.02) to 3. 2) Title change from Fundamentals of Engineering to Engineering Foundations 3) Number change from 1281 to 1222	Course Change Request	Spring 2027 Semester	
Engineering	1282.01H	Engineering Foundations 2 - Honors - Robot	Introduction to 3D visualization and CAD; engineering design-build process; teamwork; written, oral and visual communications; project management. Standard course incorporating a robot design-build project.	1) Title change from Fundamentals of Engineering to Engineering Foundations. 2) Prerequisite Change from ENGR 1281 to ENGR 1222.	Course Change Request	Spring 2027 Semester	
Engineering	1282.02H	Engineering Foundations 2 - Honors - Research Informed Impactful Design	Introduction to 3D visualization and CAD; engineering design process; teamwork; written, oral and visual communications; project management. Alternative course with an emphasis on a research and development project.	1) Title change from Fundamentals of Engineering to Engineering Foundations. 2) Prerequisite Change from ENGR 1281 to ENGR 1181.03H.	Course Change Request	Spring 2027 Semester	
Engineering	1282.04H	Engineering Foundations 2 - Honors - Integrated Business & Engineering	Introduction to 3D visualization and CAD; engineering design process; teamwork; written, oral and visual communications; project management. An alternative to the standard 1282.01H course with an emphasis on a product design project within the Integrated Business and Engineering (IBE) Honors program.	1) Title change from Fundamentals of Engineering to Engineering Foundations. 2) Prerequisite Change from ENGR 1281 to ENGR 1222.	Course Change Request	Spring 2027 Semester	
Engineering	3210	Environmental Engineering Unit Operations	Selection and Design of Unit Operations and Processes used in Environmental Engineering.	Updating the requisites for the class.	Course Change Request	Spring 2027 Semester	
Engineering	7385	Advanced Methods in the Dynamics and Control of Human and Animal Movement	Mathematical ideas from control theory, optimization, nonlinear dynamics, and numerical computation that will be used to understand human, animal, and movement behavior and design.	Adding a hybrid option to the course offering.	Course Change Request	Spring 2027 Semester	
Arts and Sciences	3310.03	Evolution	This course surveys the many processes that underlie biological evolution and illustrates the patterns they generate, with a focus on adaptation, types of selection, population genetics, species interactions and biodiversity.		Course Request	Spring 2027 Semester	
Arts and Sciences	4017	Senior Capstone	This one-credit senior capstone course is intended for History of Art majors in their final semester before graduation. Students will reflect on their research, reading, writing, and extracurriculars in the major, and articulate the skills and competencies they have acquired as they prepare to graduate.		Course Request	Spring 2027 Semester	
Arts and Sciences	2751	Knowledge in the Digital Age	This course considers various challenges to knowledge posed by the internet and other digital ways of disseminating information to a broad audience. Challenges may include: "fake news", echo chambers, filter bubbles, group think and belief polarization. The course considers how serious these challenges are and considers various possible solutions, from individual to collective action.		Course Request	Spring 2027 Semester	
Arts and Sciences	7370	International Signaling and Communication	Course explores how elites and the public infer what other states are likely to do and how states try to project desired images of what they will do.		Course Request	Spring 2027 Semester	
Education & Human Ecology	3500	Global Lifestyle and Longevity	This course explores the unique traditions and lifestyles of various Blue Zones across the globe. Students will investigate historical and contemporary influences that contribute to these regions' exceptional longevity and well-being, and consider how these insights can be applied to improve health outcomes in other parts of the world.		Course Request	Spring 2027 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Education & Human Ecology	1130	Spoken English for Academic Purposes	This course supports international undergraduate students in developing greater English fluency, confidence, and effectiveness in spoken English for academic contexts. Students will practice a range of communication skills common in U.S. university classrooms, including participating in discussions, giving presentations, and collaborating with peers.		Course Request	Spring 2027 Semester	
Engineering	7616.02	Optimal Design for Flight Vehicles	Optimization applied to aircraft and aircraft systems.		Course Request	Spring 2027 Semester	
Engineering	5194	Group Studies in Computing Education	Group Studies course for undergraduate/graduate students		Course Request	Spring 2027 Semester	
Engineering	6561	Beyond the Cloud: Mobile Edge Computing for Smart Applications	Explore advanced algorithms powering augmented reality, robotics, and real-time vision. Build expertise for breakthrough research and industry innovation in intelligent systems.		Course Request	Spring 2027 Semester	
Food, Agric & Environ Science	6330	Benefit-Cost Analysis	Calculus-based benefit-cost analysis theory and methods and their application to projects pertaining to public infrastructure, agriculture, the environment, natural resources, and human health.	This course will be changing modalities from in-person to online asynchronous.	Course Change Request	Autumn 2027 Semester	
Arts and Sciences	7100.01	Foundations and Integration I	Designed for new masters and PhD students in Geography, this course orients students to the demands and culture of academia; the department, campus, and community; and careers pathways. It includes attending colloquia and professional development activities, such as a CV workshop.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7100.02	Foundations and Integration II	Designed for new masters and PhD students in Geography, this course orients students to the demands and culture of academia; the department, campus, and community; and careers pathways. It includes attending colloquia and professional development activities, such as a CV workshop.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7200.01	Keywords in Geography I	Introduction to conceptual foundations and key theoretical debates in Geography, current trends in the field and their relationship to longer term trends, and how these concepts relate to studentsâ€™ research interests.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7200.02	Keywords in Geography II	Introduction to conceptual foundations and key theoretical debates in Geography, current trends in the field and their relationship to longer term trends, and how these concepts relate to studentsâ€™ research interests.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7300.01	Methods in Geography I	Introductory survey of geographical methods and related debates. Covers methods relevant to GIS/cartography, physical geography, human geography, and human-environment geography. Learn methods for your research, explore mixed-method research, and understand and evaluate multiple types of research.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7300.02	Methods in Geography II	Introductory survey of geographical methods and related debates. Covers methods relevant to GIS/cartography, physical geography, human geography, and human-environment geography. Learn methods for your research, explore mixed-method research, and understand and evaluate multiple types of research.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7400	Research Funding and Proposals	This repeatable course focuses on discovering funding opportunities, the process of applying for them, and learning how to write successful proposals. Students read and analyze real proposals and write their own.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7500	Writing Workshop	This repeatable course provides a supportive setting for any type of writing, including proposals, chapters, or papers. The first weeks of the semester include information and ideas about writing and giving feedback. The rest of the semester involves workshopping student writing.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7600	Teaching Pedagogy	This repeatable course explores pedagogy in Geography and Atmospheric Science. By engaging in hands-on learning, students will be prepared to design and teach courses independently. This course is meant to complement workshops offered by the Drake Institute of Teaching and Learning.		Course Request	Autumn 2027 Semester	
Arts and Sciences	7650	Teaching Practice	Designed for students with GTA assignments. Covers basic instructional skills and problem solving related to being in the classroom (lecturing, leading discussion, assisting with labs), dealing with disruptive or rude students, fair and efficient grading, fostering a learning environment, and time management. Specific topics are determined by the enrolled students and their needs.		Course Request	Autumn 2027 Semester	
Engineering	6804.02	Capstone Project in Systems Engineering	The capstone course is a culminating experience providing students the opportunity to solve real-world challenges by utilizing skills learned from the MSE courses, while implementing the principles of systems engineering in an organization. This course is for online professional Master of Systems Engineering program.		Course Request	Autumn 2027 Semester	

Group Description	Catalog Number	Course Title	Course Description	Proposed Change (If Applicable)	Request Type	Term	Session Code
Food, Agric & Environ Science	6120	Applied Quantitative Methods II	Application of mathematical programming and statistical methods to the analyss of problems in agricultural, environmental, ad development economics.	This course will be changing modalities from in-person to online asynchronous.	Course Change Request	Spring 2028 Semester	
Food, Agric & Environ Science	6130	Machine Learning for Applied Social Science	This course builds upon the applied econometric content in AEDE 6110 by introducing complementary practical methods of data analytics. Topics include data exploration and visualization, model selection and regularization for high dimensional data, supervised and unsupervised machine learning methods. Lectures and labs will feature discussion of technical concepts and computer applications.	This course will be changing modalities from in-person to online asynchronous.	Course Change Request	Spring 2028 Semester	
Food, Agric & Environ Science	5210	Foundations of Youth Development and Experiential Learning within Agriscience Education	This course provides preservice agriscience teachers with a foundation of the philosophies for engaging youth within a comprehensive Ag Ed program. Students will recognize the importance of positive youth development and experiential learning in relation to Ag Ed, specifically focused on advising youth organizations and coordinating experience programs.This course is hybrid with 3 inperson classes	Change course offering from in-person to hybrid. Updated course description, goals and outcomes, and course content. Updated prerequisites.	Course Change Request	Spring 2028 Semester	
Food, Agric & Environ Science	6280	Student Teaching in Agriscience	Student teaching is designed to assess and support preservice agriscience teachers as they develop the necessary knowledge, skills, and dispositions required for beginning teachers. This course is aligned to meet initial state licensure requirements for Career-Technical Education-Agriscience. Student teaching policies, procedures and expectations are outlined in the Student Teaching Handbook.		Course Request	Spring 2028 Semester	

APPROVAL OF THE 2026-2028 COMPLETION PLAN

Synopsis: Approval of the 2026-2028 Completion Plan is proposed.

WHEREAS Ohio Revised Code 3345.81 requires the board of trustees of each Ohio institution of higher education every two years to adopt a strategic completion plan designed to increase the number of degrees and certificates awarded to students; and

WHEREAS the university has made substantial investments in strategies designed to improve student persistence, retention and graduation across all campuses and entry pathways; and

WHEREAS current and ongoing strategies include expanding need-based financial aid, strengthening undergraduate onboarding, enhancing academic advising and learning support, supporting instructional excellence and high-impact learning, and expanding career preparation and work-based learning opportunities; and

WHEREAS these efforts have supported strong retention and graduation outcomes on the Columbus campus and continued progress across the regional campuses, while also revealing areas where additional coordination are needed to further improve outcomes; and

WHEREAS updated completion goals for 2026-2028 will focus on further improving retention and graduation rates for all undergraduate students through greater engagement of academic colleges in completion planning, enhanced coordination of student support and career readiness efforts, and continued alignment of academic pathways with Ohio's workforce development priorities; and

WHEREAS The Ohio State University Board of Trustees approved the 2024-2026 Completion Plan on May 16, 2024; and

WHEREAS the university has updated its completion plan for the 2026-2028 cycle in accordance with state requirements and institutional priorities:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the university's 2026-2028 Completion Plan.



Completion Plan – April 2026

Provided to the Chancellor of the Ohio Department of Higher Education in accordance with Ohio Revised Code 3345.81

Prepared by the Student Success Research Lab (SSRL@osu.edu)



THE OHIO STATE
UNIVERSITY

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Executive Summary

The Ohio State University is a comprehensive public university founded in 1870. It consists of a selective-admission campus in Columbus; four open-access regional campuses in Lima, Mansfield, Marion, and Newark; and the open-access Agricultural Technical Institute, housed on the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster campus. U.S. News & World Report has ranked Ohio State as one of the nation's top public institutions for more than 10 years.

Ohio State's completion efforts are informed by strong overall outcomes and ongoing analysis of where students encounter challenges along the path to a degree. While retention and graduation rates remain high on the Columbus campus, outcomes vary across campuses, entry pathways, and student backgrounds, reflecting differences in academic preparation, financial stability, and clarity of academic and career pathways. To improve outcomes for all students, the university is focused on identifying the conditions and experiences most predictive of persistence, especially those that arise early and accumulate over time. This approach underscores the importance of designing coordinated institutional systems that support timely intervention, sustained engagement, and continued progress toward degree completion.

Ohio State's current completion strategies are delivered through a comprehensive and collaborative approach that integrates student onboarding, learning, and support. Through coordinated efforts among academic colleges and campuses, Undergraduate Education, Student Life, and other partners, the university provides structured entry pathways, high-quality instruction, applied learning opportunities, academic and wellness support, and accessible career resources throughout students' academic journeys. Looking forward to 2028, Ohio State is intentionally strengthening the infrastructure that connects these efforts through two new approaches: engaging colleges more directly in completion planning, and establishing new structures such as the Career Center of Excellence to improve coordination and scale effective practices. Together, these strategies position the university to further improve the university's retention and graduation outcomes in alignment with Ohio's evolving workforce needs.

This report first provides an **Overview** of the university's mission and profile, including barriers to persistence and completion faced by the student population we serve, progress toward our goals since the 2024 Completion Plan, and our updated completion goals for 2026-2028. The report then lays out the university's **Current and Ongoing Completion Strategies and Activities**, including new strategies launched since June 2024. Next, the report summarizes **Planned Strategies**, which include two new major initiatives planned for maturity in 2026-2028. Finally, the report describes how the university is responding to the state's **Workforce Development Priorities**.

Appendices include additional reporting components as required by ODHE.

University Mission and Profile

Mission

Ohio State is a comprehensive public university founded in 1870. The university's largest campus is in Columbus, and its statewide presence includes regional campuses in Marion, Newark, Lima and Mansfield, as well as the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster campus housing the Agricultural Technical Institute (ATI).¹ As the state's leading university focused on teaching and research, Ohio State combines a responsibility for the advancement and dissemination of knowledge with a land-grant heritage of public service. It offers an extensive range of academic programs in the liberal arts, sciences, and the professions, and provides accessible, high-quality undergraduate, graduate, and professional education for academically qualified students who can benefit from a scholarly environment in which research inspires and informs teaching.

The Ohio State community derives great strength from bringing together people from different backgrounds and learning from their experiences. Academic freedom is defended within a community of civility, tolerance, and mutual respect. In the area of teaching and learning, the goal is to provide an unsurpassed, student-centered learning experience led by engaged, world-class faculty and enhanced by a globally diverse student body.

Profile

The university's total autumn 2025 enrollment² included 67,255 undergraduate, graduate and professional students; most (72%) were residents of Ohio and 9% were international students. The Columbus campus included 61,326 students, of whom 46,627 (76%) were undergraduates. Among Columbus campus undergraduates, the average age was 21 (with 94% under age 25). Most students entering the Columbus campus were new first-year students (or "NFYS") with no prior college experience outside of high school dual enrollment (8,210 students). These students' average ACT score was 30.6, with 97% in the top quartile and 64% in the top 10% of their graduating class. Most (87%) arrived with accepted credit: 70% arrived with test credit (such as Advanced Placement, International Baccalaureate, College-Level Examination Program, or language proficiency), and 52% arrived with dual enrollment credit (such as College Credit Plus). Overall, 42% of NFYS earned 30 or more college credits while still in high school. In addition to NFYS, the Columbus campus also welcomed 1,952 new transfer students from other two- and four-year colleges, as well as 1,165 "campus-change" students who moved from Ohio State's regional campuses or CFAES Wooster campus to the Columbus campus.

¹ ATI is the associate-degree-granting unit of The Ohio State University College of Food, Agricultural, and Environmental Sciences.

² All data from 2025 Office of Strategic Enrollment Management reports.

Profile (cont).

Ohio State's regional and CFAES Wooster campuses have an open enrollment policy and serve many students who prefer to start their college experience at a smaller university campus. Several degrees can be completed on these campuses (including both associate and bachelor's degrees), but most bachelor's degrees require students to change to the Columbus campus to complete advanced coursework. Ohio residents who apply but are not admitted to the Columbus campus have the option to start at a regional campus, and all regional entrants are eligible to change to Columbus after the successful completion of 30 credit hours (one year of full-time study). In autumn 2025, Ohio State's regional and CFAES Wooster campus enrollment was 5,926, of which 3,070 were new first-year students. In comparison to Columbus NFYS, these learners were more likely to be non-traditional: 15% were part time, 85% were 18 to 24 years old, and the majority commuted to campus. Regional and CFAES Wooster NFYS students were also more likely to be low-income³ (45%, compared to 21% on the Columbus campus). The average ACT score for these students was 22.3, and 51% needed remediation in math or English or both (compared to 3% on the Columbus campus).⁴

For the most recent academic year, Ohio State awarded 17,514 degrees, including 714 associate degrees through the regional and CFAES Wooster campuses, 11,583 bachelor's degrees, 477 certificates, 2,997 master's degrees, 931 doctoral degrees and 812 advanced professional degrees. The average time to a bachelor's degree was 3.98 years.

Ohio State has earned national recognition for the quality of its programs and teaching. *U.S. News & World Report* has ranked Ohio State as one of the nation's top public institutions for more than a decade; for 2026, Ohio State was ranked 15th among public universities nationwide, and also ranked as top fifty in the categories of Best Colleges for Veterans and Most Innovative Schools. The most recent NSF Higher Education Research and Development (HERD) survey also ranks the university 12th nationally among all universities for total research expenditures, and sixth nationally for industry-sponsored research.

³ As measured by federal eligibility for a Pell Grant.

⁴ Although the Columbus campus has been deemed remediation-free by the Ohio Department of Higher Education (ODHE), acting according to Section 3345-061(H) of the Ohio Revised Code, the Columbus campus still has students who are in need of extra support through remedial intervention, particularly in math and English composition. Of the 8,210 NFYS entering Columbus in Autumn 2025, 227 students received a math placement of T or S (requiring a remedial math course), while no students were referred to remediation in English.

Barriers to Persistence and Completion

Ohio State maintains strong overall outcomes for undergraduate retention and graduation. Among Columbus first-year students (NFYS) the most recent first-year retention rate was 93.5 percent and the six-year graduation rate was 86.6 percent.⁵ Outcomes were lower on the four regional campuses, where first-year retention was 71.4 percent and six-year graduation was 47.2 percent (including retention and graduation from any campus of the university).

Historically, reports on barriers to completion have focused on differences in outcomes across student subpopulations. While such patterns remain important for understanding in aggregate, Ohio State's more recent analyses emphasize the conditions and experiences that most strongly influence whether students persist and graduate regardless of background. This shift reflects both evolving state and federal guidance and the university's commitment to providing support based on individual students' demonstrated needs.

Multiple sources of evidence, including student exit surveys and longitudinal analyses of administrative records conducted by Strategic Enrollment Management and Institutional Research and Planning, indicate that departures are most often the result of intersecting academic, financial, and structural challenges, which often occur early in a student's academic career. Among students who exit after the first semester, the most frequently cited reasons include academic difficulty (often resulting in academic warning or probation), financial concerns, personal or mental health challenges, difficulty adjusting to campus life, uncertainty about academic direction, course availability or scheduling constraints, and housing challenges. Few students point to a single factor; instead, departure typically reflects compounding pressures.

Internal analyses of student records further clarify which conditions are most predictive of continued enrollment. Students who return for their second year are more likely to have earned a stronger first-semester GPA, engaged in at least one high-impact practice during their first year, entered with Advanced Placement (AP) credit, and arrived academically prepared for college-level mathematics. Conversely, higher levels of unmet financial need, placement into pre-college mathematics, and early academic difficulty are associated with a lower likelihood of first-to-second-year persistence. Similar patterns emerge when examining six-year graduation outcomes: early academic performance, engagement in structured developmental experiences such as the Second-Year Transformational Experience (STEP), and financial stability are all positively associated with completion, while unmet financial need, delayed entry into college-level mathematics, and lack of early academic direction create persistent challenges.

⁵ See table on page 7 for more detail on how rates are calculated.

Some of these conditions occur more frequently among students who enter through regional campuses, are from lower-income backgrounds, or who are the first in their families to earn a bachelor's degree ("first-generation" students). For example, among Columbus NFYS, low-income student first-year retention is 91.4 percent and six-year graduation is 79.5 percent, and first-generation student first-year retention is 90.5 percent and six-year graduation is 79.1 percent. These characteristics are not themselves barriers; rather, they are associated with a higher likelihood of encountering obstacles such as financial strain, limited academic momentum at entry, or less familiarity with institutional expectations.

Transfer students may also encounter unique challenges as they transition from another institution to Ohio State, including advising inconsistency, transfer credit evaluation, financial concerns, and social integration. In a recent university-wide survey of transfer students, many described a smooth transition, but others reported challenges navigating degree requirements, accessing transfer-specific advising guidance, securing scholarships or residency status, and feeling connected to campus (with the latter challenge being particularly salient for commuters, adult learners, veterans, international students, and online-only students). Despite these challenges, transfer students also report strong appreciation for the quality of instruction at Ohio State, meaningful interactions with faculty, and opportunities to build professional networks and long-term peer connections. For Columbus campus transfer students, these experiences translate into solid long-term outcomes: among Rank 2 transfer students, 71.5 percent graduated within four years of entry and 79.5 percent graduated within six years.⁶

This body of evidence points to several important considerations for student success efforts. Barriers to completion tend to surface early, compound over time, and reflect a combination of academic preparation, financial circumstances, pathway clarity, and opportunities for meaningful engagement. Addressing these patterns requires coordinated institutional efforts that support students proactively and at scale. The sections that follow describe Ohio State's current supports and planned strategies to further reduce barriers to timely degree completion.

⁶ Success rates for transfer students are calculated based on student "rank" (credit accrual at the point of entry into the Columbus campus). Transfer students typically enter Columbus at Rank 2 or 3, and the pattern of outcomes among Rank 2 transfer students are representative of the broader group.

Progress Towards Goals from 2024-2026 Completion Plan

When setting its goals for the 2024 Completion Plan, the university focused on improving retention and graduation rates for all campuses and all types of undergraduate students. Below, progress for each 2024 goal is provided.

Goal 1: Increase NFYS Columbus first-year retention rates to 95%.

Progress: NFYS Columbus first-year retention remained stable at approximately 94% (94.2% in 2023 and 93.5% in 2025).

Goal 2: Maintain NFYS Columbus four-year graduation rates at 71% and increase six-year graduation rates to 90%.

Progress: NFYS Columbus four-year graduation rates improved by three points (from 71.1% in 2023 to 74.1% in 2025) and six-year graduation rates dropped by approximately one point (from 87.7% in 2023 to 86.6% in 2025).

Goal 3: Reduce equity gaps in retention and graduation rates across student groups.

Progress: As the table on the following page shows, retention and graduation rates showed mixed patterns across student groups. For example, among low-income students on Columbus campus, retention remained stable and four-year graduation rates improved slightly, but six-year graduation rates dropped slightly.

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

Progress: Ohio State is strengthening existing strategies and has launched new strategies related to this goal, as detailed later in the report.

Retention/Graduation Rates*

Columbus NFYS: All	2023	2025
First-Year Retention	94.2%	93.5%
Four-Year Graduation	71.1%	74.1%
Six-Year Graduation	87.7%	86.6%

Regional NFYS: All	2023	2025
First-Year Retention	74.6%	71.4%
Four-Year Graduation	26.5%	27.9%
Six-Year Graduation	48.6%	47.2%

Columbus NFYS: First-Generation	2023	2025
First-Year Retention	91.7%	90.5%
Four-Year Graduation	61.1%	62.8%
Six-Year Graduation	79.8%	79.1%

Columbus NFYS: Low-Income	2023	2025
First-Year Retention	91.8%	91.4%
Four-Year Graduation	60.1%	61.7%
Six-Year Graduation	80.8%	79.5%

Columbus Transfer: Rank 2	2023	2025
First-Year Retention	88.6%	90.1%
Four-Year Graduation	74.6%	71.5%
Six-Year Graduation	79.4%	79.5%

* First-year retention rates are based on 2022 and 2024 entrants. Four-year graduation rates are based on 2019 and 2021 entrants. Six-year graduation rates are based on 2017 and 2019 entrants. Regional retention and graduation rates exclude CFAES Wooster entrants, and include students who later campus-change to the Columbus campus to complete their degree. In alignment with federal reporting definitions, retention and graduation cohorts and outcomes are calculated based on new first-year degree-seeking full-time entrants using a single-campus census assignment and census-date snapshots (see Appendix B for alternative variations). A student is considered first generation if neither parent has completed a baccalaureate degree or higher, and is considered low-income based on Pell grant disbursement. Transfer students typically enter Columbus at Rank 2 (at least 30 prior credits) or 3 (at least 60 prior credits), and the pattern of outcomes among Rank 2 transfer students are representative of the broader group.

Completion Goals for 2026-2028

For the 2026-2028 cycle, we will continue to focus on improving undergraduate retention and graduation rates, particularly for students who are low-income or the first in their family to attend college. These two-year goals ladder up to larger five-year goals.

Goal 1: Increase NFYS Columbus first-year retention rates to 95%.

Goal 2: Increase NFYS Columbus four-year graduation rates to 75% and six-year graduation rates to 88%.

Goal 3: Improve retention and graduation rates for students on all campuses who are low-income or whose parents have not earned a bachelor's degree.

Goal 4: Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

Current and Ongoing Completion Strategies and Activities

The university's undergraduate degree completion strategies are implemented in partnership among the Office of Strategic Enrollment Management, the Office of Undergraduate Education, the Office of Student Life, the Drake Institute for Teaching and Learning, the Office of Technology and Digital Innovation (OTDI), University Libraries, and the university's academic colleges and campuses. Below, the university's ongoing completion activities are organized by function: **Student onboarding**, **student learning**, and **student support**. Each function represents a collaboration across multiple units, which are coordinated through key strategic initiatives and infrastructures (such as the rollout of college-level Completion Plans, discussed later in this report).

STUDENT ONBOARDING

Student onboarding at Ohio State is collaboratively designed and managed by Strategic Enrollment Management, Undergraduate Education, Student Life, and academic colleges and campuses. These units work with a broad network of partners across the university to create a comprehensive onboarding process that supports students from pre-admission through the first year and beyond. For example, University Libraries contribute to onboarding by helping students develop information literacy skills and familiarity with library services through programming integrated into new student orientation, the University Survey course, the First Year Success Series, Living-Learning Communities, and other extended communities of support. This section describes how the university's onboarding efforts are advanced through **undergraduate admissions** outreach, institutional **need-based financial aid**, **orientation and first-year** transition experiences, **learning communities**, and **extended communities of support** that provide sustained engagement through graduation.

Undergraduate Admissions

Undergraduate Admissions provides robust outreach to strengthen access to higher education, especially for Ohio students who are low-income, first-generation college students, or live in rural areas. Admissions staff and their partners within each academic college conduct outreach through phone call and email campaigns to build individual relationships with prospective students. Admissions staff members work closely with high school counselors throughout the state, as well as community-based organizations such as I Know I Can, the Cincinnati Youth Collaborative, College Now Greater Cleveland, KIPP Columbus, Strive for College, the Small Town and Rural Student Network (STARS), and Chicago Scholars.

Undergraduate Admissions also manages the unique Buckeye Student Leadership Academy, a special program for high-achieving rising seniors from Ohio high schools who are from rural or urban areas, or who are first-generation college students. The program gives these prospective students the opportunity to learn more about themselves and others, and how to make the college experience work for them. Undergraduate Admissions also partners with academic colleges and departments to provide consistent and cogent messaging regarding the opportunities, benefits, and experiences the university provides. After admission, Undergraduate Admissions collaborates with academic units and other campus partners to build student engagement with the university. Specialized programming to help build community for rural, urban, and first-generation college students takes place during admitted student visits on campus. Several alumni clubs and societies also reach out to connect with admitted students.

Need-Based Financial Aid

To reduce financial barriers to student success and completion, Ohio State invests deeply in institutional need-based aid for in-state students, including the Buckeye Opportunity Program, which covers all tuition and mandatory fees for Pell-eligible in-state students on any campus, and the President's Affordability Grant Program, which provides need-based aid to low- and middle-income in-state students on any campus. For low-income or first-generation college students, Columbus campus also offers additional scholarships and programming such as Land Grant Opportunity Scholars, Scarlet & Gray Advantage, Young Scholars, and Kessler Scholars. New for Fall 2026, the university will launch two additional need-based programs. The Buckeye Bridge is a strategic initiative between Columbus State Community College (CSCC) and Ohio State. Low- to middle-income Ohio residents who earn an associate degree from Columbus State will qualify for the new program at Ohio State, which will cover all tuition and mandatory fees. In addition, the Regional Campus Commitment will provide full tuition and fee coverage to low- to middle-income students who enroll as new first-year students at a regional campus or the Wooster/ATI campus.

Orientation and First-Year Experience

Ohio State welcomes students through multiple entry pathways, including new first year-students, transfer students, and campus-change students who move between campuses. Students may begin their studies on the Columbus campus or on one of Ohio State's regional campuses, each offering a distinct scale and learning environment. Orientation and first-year transition experiences are designed to support these varied entry points while advancing shared goals of academic readiness, early connection, and sustained progress toward degree completion. Across entry pathways and campuses, onboarding is structured as a process rather than a single event. Core elements include early engagement with academic advising, guidance on degree requirements and course sequencing, exposure to key academic and student support resources, and opportunities to connect with peers and campus staff. Together, these experiences help students understand expectations, make informed academic decisions, and build early momentum in their studies. The University Survey course serves as one component of this broader first-year structure, supporting goal setting and academic planning alongside advising and orientation activities.

Orientation and first-year transition experiences necessarily differ based on a student's entry pathway and campus context. New first-year students on the Columbus campus participate in a comprehensive, in-person, two-day summer orientation that introduces academic expectations, advising relationships, and campus resources, and begins sustained engagement with trained peer leaders who continue to support students through the first semester. On Ohio State's regional campuses, first-year orientation is delivered in shorter locally-tailored formats that often combine online preparation with in-person advising and campus engagement, providing personalized academic planning and strong connections to local faculty, staff, and resources. Columbus transfer students complete a streamlined fully-online orientation followed by individualized academic advising to finalize course schedules, while campus-change students participate in targeted spring visits and welcome events designed to prepare them for the scale, resources, and expectations of the Columbus campus. Regardless of pathway or campus, all incoming students can participate in the First Year Success Series, a flexible set of in-person and online workshops designed to help students get prepared, connected, and positioned for continued academic progress.

Learning Communities

Learning Communities create opportunities for new first-year students with similar goals or interests to engage and build a sense of community and professional connections, with the support and guidance of a dedicated staff member. For example, the Newark campus offers six learning communities, including one for first-generation college students. On the Columbus campus, many learning communities are embedded into on-campus residential life; these Living-Learning Communities offer an integrated and holistic approach to student support and enhanced experience.

The Columbus campus offers a wide variety of Living-Learning Communities, including 15 programs coordinated through Student Life⁷ and 16 affiliated with the university Honors and Scholars Center.⁸ Students in a particular Living-Learning Community live together on a residence hall floor with common major, career, and/or personal interests. Through partnerships with a variety of academic departments, faculty, and staff, students have exclusive access to activities that tie directly into their academic success at Ohio State. Each Living-Learning Community is unique in the goals and events offered, but all have a direct connection to the classroom experience, intentional events and opportunities for participants, and dedicated staff members to ensure the success of the students within the community.

Extended Communities of Support

Several onboarding programs extend well beyond the first year, creating community and support for their students through graduation. These programs often integrate financial support, sustained advising or coaching relationships, cohort-based peer connections, intentional academic and leadership development, and structured pathways that support persistence and degree completion.

⁷ Examples include: Future Health Professionals; Global Business; Entrepreneurship; Civic Leadership; and Engineers, Architects, and Planners.

⁸ Examples include: Arts; Biological Sciences; International Affairs; Law and Society; STEM Exploration and Engagement; and Media, Marketing, and Communication.

For example, the Kessler Scholars program focuses on first-generation college students; the Scarlet and Gray Advantage program focuses on low-income Ohio residents; the Young Scholars Program focuses on eligible students from Ohio's largest metropolitan school districts; the Morrill Scholars Program focuses on students committed to scholarship, leadership, and civic engagement; the Choose Ohio First program focuses on students in STEM majors aligned with Ohio's workforce and economic priorities; and the Stamps Eminence program focuses on top-performing students who have demonstrated potential as academic scholars and leaders both inside and outside the classroom.

The university also creates community and support through graduation for athletes and military-connected students. The Student Athlete Support Services Office (SASSO) provides leadership and engagement opportunities, academic counseling, learning specialists, and tutoring for more than 1,000 student-athletes, working in close partnership with college advising units to ensure alignment with degree requirements and academic progress. Military and Veterans Services (MVS) similarly offers full-spectrum long-term support for ROTC cadets, veterans, and other military-connected students, including benefit navigation, tailored orientations, focused advising and tutoring, peer mentoring, and career preparation, providing continuity from transition through graduation and beyond. Since the office's inception, MVS has consistently been rated one of the nation's top programs for veterans in higher education.

STUDENT LEARNING

Student learning at Ohio State is grounded in a commitment to instructional excellence, meaningful academic engagement, and applied learning experiences that prepare students for continued study, employment, and civic participation. These efforts are advanced through collaboration among academic colleges and campuses, the Michael V. Drake Institute for Teaching and Learning, Undergraduate Education, University Libraries, Student Life, the Office of Technology and Digital Innovation, Ohio State Online, the Center for the Study and Teaching of Writing, and the Career Center of Excellence. Together, these partners work across classroom, co-curricular, and experiential contexts to strengthen the quality of teaching, support integrative and applied learning, and ensure students encounter well-designed educational experiences throughout their academic pathways. This section describes current strategies related to **teaching excellence** and the integration of **high-impact practices** into the curriculum, the **Second-year Transformational Experience**, and **work-based and career-connected** learning.

Teaching Excellence

Teaching excellence at Ohio State is led by the Michael V. Drake Institute for Teaching and Learning ("the Drake Institute") in partnership with Ohio State Online, University Libraries, and individual college and campus teaching units. These coordinated university-wide efforts strengthen instructional excellence and high-quality learning through a dual focus on ongoing **instructor development** and continuous **course improvement**.

Instructor Development — The university provides professional development for all who teach at Ohio State, with differentiated support by role, career stage, and instructional context. Instructors engage in professional learning that is structured and cumulative, enabling sustained growth in teaching practice rather than isolated participation. Support includes foundational training and mentorship for new instructors, guided course and curriculum design support for faculty and their departments, and workshops or individualized consultations that help all instructors address course design questions, classroom challenges, and pedagogical improvement goals. Instructors can stack specific types of learning experiences to earn Teaching Endorsements from the Drake Institute across a wide variety of areas. Each Endorsement documents and recognizes the instructor's sustained professional learning and reflection in a specific area of teaching and learning, such as how to support free expression and civil discourse in the classroom, engage with the teaching opportunities and challenges of generative artificial intelligence (AI), or cultivate students' entrepreneurial mindsets.

Course Improvement — In addition to supporting individual instructors with course redesign efforts, the Drake Institute works with colleges and departments to support evidence-based course redesign and curricular refinement, with particular attention to foundational courses that shape students' academic progress. These partnerships commonly include support for program-level learning outcomes development, curriculum mapping and alignment, structured course design processes, and needs analyses that help departments identify priorities for instructional and curricular improvement. To support course improvement more broadly, the university's new Survey of Student Learning Experience (SSLE) reflects a deliberate shift toward gathering constructive and actionable student feedback on learning experiences and course design. The SSLE also incorporates state-mandated questions on the classroom's environment and instructor's methods that enable the university to meet state expectations through a consistent and learning-centered approach. SSLE results are used formatively by instructors and academic units alongside other sources of evidence to identify strengths, recommend professional development opportunities, and inform course redesign and curriculum improvement efforts.

High-Impact Practices

High-impact practices (HIPs) are educational experiences characterized by sustained student effort, meaningful engagement with faculty or community partners, and structured opportunities for reflection and integration. HIPs such as undergraduate research, service learning, education abroad, internships, and capstone projects are consistently associated with deep learning, increased persistence, timely progress to degree, and post-graduation success. At Ohio State, HIPs are advanced through a coordinated approach that combines a university-wide curricular framework for **integrative and applied learning**, the signature **Second-year Transformational Experience** program, and evolving structures to support **work-based and career-connected learning** across colleges and programs.

Integrative and applied learning — Ohio State's General Education (GE) curriculum provides a shared institutional framework that supports integrative and applied learning for all undergraduates. The GE is intentionally structured to help students develop transferable skills and make connections across courses, disciplines, and experiences. In addition to Foundations and Themes coursework, the GE includes Bookend courses and optional Integrative Practice pathways that together create multiple entry points for high-impact learning.

The GE Bookend sequence (including Launch and Capstone) play a central role in supporting students' engagement with high-impact practices over time.⁹ Early in their academic careers, students complete the GE Launch seminar, which encourages them to explore academic and co-curricular opportunities and to plan intentionally for experiences such as undergraduate research, service-learning, education abroad, and internships. Throughout their undergraduate education, students use the GE ePortfolio to document learning from courses and experiential activities, helping them weave together experiences that might otherwise remain disconnected. Near graduation, students in GE Capstone reflect on their cumulative learning and articulate how their academic and applied experiences prepare them for employment, graduate study, or other post-graduation pathways.

The GE also integrates high-impact learning more directly through four-credit Integrative Practice courses. These courses provide students with the option to fulfill any GE Theme requirement through a single immersive course rather than two traditional Theme courses. Integrative Practice courses are designed to connect disciplinary learning with applied or experiential work and may include undergraduate research or inquiry-based projects, community-engaged or service-learning experiences, or interdisciplinary and global learning. By embedding high-impact practices within degree-applicable coursework, Integrative Practice courses expand access and reduce structural barriers to participation in these experiences.

Beyond the GE, most students encounter high-impact practices within the context of their colleges and majors. The office of Undergraduate Education supports faculty and departments in embedding undergraduate research, community-engaged learning, and global education into curricula through course design consultation, partnership development, funding support, and guidance on assessment and academic quality. This combination of a common GE framework and discipline-specific curricular offerings ensures that integrative and applied learning is both institutionally coherent and responsive to the goals of individual academic programs.

Second-year Transformational Experience (STEP) — Ohio State's STEP program is integrated into the experience of second-year students across all campuses, including over 2,500 Columbus campus and nearly 150 regional campus students during the 2025–2026 academic year. STEP faculty mentors are assigned up to 15 students, whom they meet with regularly throughout the academic year. During the spring semester, each student works closely with their STEP faculty member to create a written proposal for a STEP Signature Project, which falls into one of six categories: undergraduate research, education abroad, service-learning, leadership, internship, or creative and artistic endeavors.

⁹ Transfer students with at least 45 prior credits can replace the two-course Bookend sequence with a single course known as the Connection seminar. Connection is offered in all modalities and terms to support the varied degree pathways and scheduling needs of transfer students.

Students who complete all STEP requirements are eligible to receive a fellowship of up to \$2,000 to use toward a STEP Signature Project they might otherwise not be able to do.

STEP is designed to complement curricular high-impact practices by providing a structured, mentored opportunity for students to apply learning in ways aligned with their individual interests and goals. Through sustained interaction with faculty mentors, students develop tools for planning and decision-making and build meaningful academic and professional relationships. Individual development modules support growth in areas such as career planning, global citizenry, and financial wellness. The Signature Project gives students the opportunity to plan, carry out, and reflect on their own unique and enriching project, reinforcing habits of intentional learning and self-authorship. Overall, STEP integrates academic achievement, self-awareness, and the development of life and leadership skills at a critical point in students' undergraduate pathways.

Work-based and career-connected learning — In parallel to centrally coordinated learning experiences, Ohio State offers a wide range of work-based and career-connected learning opportunities that are designed and delivered primarily at the college and campus level. Across colleges, students participate in internships, cooperative education experiences, clinical placements, fieldwork, employer-partnered projects, and applied capstone courses that connect academic learning with professional contexts. Many of these experiences are embedded in degree requirements and play a central role in preparing students for employment and further study. However, the availability, structure, and visibility of these experiences vary across colleges and majors. Recognizing both the strength of existing offerings and the importance of consistent access, the university has set a goal that 80 percent of students will engage in work-based learning prior to graduation. As discussed in the Planned Strategies section of this report, the newly-launched Career Center of Excellence will support colleges' efforts toward achieving this goal.

Work-based and career-connected learning at Ohio State also extends to on-campus employment, where student jobs are treated as opportunities for intentional learning and skill development. The Student Employment Experience (SEE), developed by the Office of Student Life, is grounded in the principle that student employment should be intentional and learning-focused. During the 2024–2025 academic year, more than 7,000 student employees across Ohio State's campuses participated in SEE. The program encourages students to reflect on what they are learning through their jobs, connect workplace learning to their coursework and future careers, and engage supervisors in supporting learning outcomes. Participants in SEE are significantly more likely than non-participants to report that their supervisors help them make connections between their work and their academic experiences. By framing employment as a site of learning and reflection, SEE complements curricular and co-curricular high-impact practices and reinforces the university's commitment to integrative, applied education.

STUDENT SUPPORT

Ohio State's student support services are delivered through partnerships among individual academic colleges and campuses, Student Life, Undergraduate Education, University Libraries, and other units. To help students navigate the range of resources available, the university also invests in centralized access points. These include Buckeye Link, which provides counseling and customer service for the integrated functions of admissions, orientation, financial aid, records and registration, and student accounts; the Ohio State App, which puts the university's vast array of information, supports, and opportunities into each student's pocket; and the newly opened Buckeye Commons space in the Ohio Union, which brings together academic, wellness, and career resources in a single student-centered environment. This section describes key student supports in terms of **academic advising, learning support, wellness support, and career resources**.

Academic Advising

Academic advising at Ohio State is intentionally embedded within each academic college and regional campus. This distributed model allows advisors to build discipline-specific expertise and provide guidance closely aligned to program requirements, competitive admissions processes, licensure or clinical expectations, and major-specific sequencing. Many colleges and regional campuses integrate advising directly into required academic structures, such as orientation programming and the first-year University Survey course. In addition, several colleges require advising touchpoints at key decision points, such as entry to a major, academic standing reviews, or preparation for internships and capstone experiences. College and campus advisors are supported by a **central infrastructure and shared tools**, and are increasingly working toward a scaled-up model of **proactive and coordinated care**.

Central infrastructure and shared tools — College- and campus-based advising is supported by a central advising office that provides common frameworks, professional development, and institution-wide tools for the advising community. A key tool is the OnCourse student success platform, which is used by nearly all advising offices to manage appointments, document advising notes, and communicate with students. Student engagement with advising through OnCourse has increased substantially in recent years, with nearly all undergraduates having at least one advising appointment recorded annually and a growing share of students actively reviewing advising notes. Across the past year the central advising office has helped pilot and scale adoption of the university's new Buckeye Degree Planner, which allows students to easily map multi-term academic plans that reflect approved program requirements, General Education components, transfer credit, and known course offering patterns, and to revise those plans in consultation with advisors. In addition to central tool management and support, the advising office is a key partner in advising-related university initiatives, including new efforts to implement a multiple-measures math placement system, provide college-level co-requisite math options for students with remedial math placement, and apply relevant but non-equivalent course credit to General Education degree requirements. The office also helps coordinate advising units' compliance with institutional, state, and federal laws and policies, such as those related to new federal accessibility standards.

Proactive and coordinated care — In addition to ongoing advising interactions initiated by students, both the central advising office and individual colleges engage in proactive outreach to support student persistence and timely degree completion. The central advising office helps coordinate several specific initiatives, such as regular progress reporting for transfer and campus-change students to the Columbus campus, and targeted outreach to stopped-out students who may be eligible for an associate degree.¹⁰ Individual colleges and campuses similarly engage in proactive outreach that reflects local curricula, student populations, and program structures. Examples include end-of-term academic reviews, required advising meetings for students experiencing academic difficulty, milestone-based check-ins tied to course sequencing or major readiness, and program-specific early alert processes. While the type and depth of approaches vary across units, all share a common focus on identifying students who may be at risk of falling off track and connecting them with advising and support resources in a timely manner. The Planned Strategies section of this report builds on these existing strengths by outlining approaches to further scale coordination across advising and student support units while preserving the local expertise that is central to Ohio State's advising model.

Learning Support

Ohio State offers a suite of learning support services to all students, including **academic coaching and tutoring**, an emerging model of **course-embedded support**, programs to help students **regain academic momentum**, learning accommodations for **students with disabilities**, and approaches to ensure that all students have **access to required learning tools** regardless of their family income.

Academic coaching and tutoring — The university provides students with a network of learning-skills development and tutoring resources available across campuses and disciplines. The Dennis Learning Center provides academic coaching to help students across all campuses build core academic skills (such as effective studying, time management, self-regulation, and goal setting) through courses, workshops, individualized coaching, and online resources offered both in person and virtually. Several other Columbus campus centers provide discipline-specific tutoring and instructional support. For example, the Mathematics and Statistics Learning Center supports students in quantitative courses while also partnering with instructors on pedagogical and instructional innovation; the Center for the Study and Teaching of Writing assists students and faculty through writing tutorials, course-embedded writing support, and faculty partnerships that strengthen writing instruction across the curriculum; and the Amgen STEM Learning Center provides drop-in, one-to-one, and group tutoring in introductory science and mathematics courses, offering both academic assistance and strategies for navigating the rigor of foundational STEM coursework. In addition, tutoring is also offered on regional campuses and as part of the athlete and military-connected communities discussed earlier in this report.

¹⁰ See Appendix A, section "Near Completion (ORC 3345.351)" for more details.

Course-embedded support — In addition to traditional tutoring models, the Amgen STEM Learning Center has developed a course-embedded academic support model that integrates tutoring directly into students' academic pathways. A key feature of this approach is a one-credit, peer-led, co-requisite course that supports students enrolled in selected introductory biology, chemistry, mathematics, and physics courses through small-cohort, weekly engagement focused on problem-solving, concept mastery, and exam preparation. Beginning in Autumn 2026, Ohio State will pilot a version of this model to support students placed into remedial mathematics, allowing them to enroll in college-level algebra while receiving structured, embedded academic support. This pilot aligns foundational skill development with progress toward degree requirements and reflects the university's broader commitment to maintaining high academic standards while supporting timely degree completion.

Regaining momentum — In addition to learning support targeted to specific academic skills or courses, the university's SpringForward program supports rising second-year students who can benefit from additional structure as they continue their studies. SpringForward's structured summer academic experience allows students to progress toward their degree while strengthening academic skills, clarifying goals, and rebuilding confidence. Participants receive dedicated success coaching, regular check-ins, and advisor-aligned course planning during the summer, followed by continued engagement and monitoring during the academic year. Through partnerships across colleges and campuses, SpringForward provides ongoing, coordinated support that helps students sustain momentum and persist through graduation.

Students with disabilities — Learning supports for students with disabilities are available on each campus; for example, on Columbus campus the Student Life Disability Services (SLDS) unit partners with students, faculty, and staff to design accessible and inclusive instruction and environments, and to provide academic and co-curricular accommodations and services. Students register with SLDS to be approved for accommodations that they can then request from faculty and university units. All documentation about a student's disability is kept confidential. Students work with an access specialist to discuss reasonable accommodations to address barriers to campus and academic engagement. Students notify their instructors about their approved accommodations only for the courses for which they choose to use them. In addition to managing accommodations, SLDS provides accessible media, assistive technology, Braille, ASL interpretation, live transcription, and exam services to support student learning.

Access to required learning tools — The university works to ensure that students at every income level have access to required course learning materials through two initiatives. First, the University Libraries partner with faculty to identify, adopt, and deliver lower-cost, high-quality course materials. Through digital textbook delivery programs and faculty-librarian partnerships that review and refine course materials, these efforts reduce costs while maintaining academic quality and instructional flexibility. Second, the university's Student Technology Loan Program provides students with temporary access to devices such as iPads and Microsoft Surface laptops when limited technology access might otherwise impede their learning. Loans are available on a semester basis, can be renewed as long as students remain enrolled, and are provided at no cost when equipment is returned in good condition.

Wellness Support

The university provides a comprehensive array of services to support student wellness, which in turn promotes academic success and persistence, including the **Student Wellness Center**, **counseling services**, and the university's **Ohio State app**.

Student Wellness Center — The Student Life Student Wellness Center (SWC) serves as a central resource for student wellbeing, providing free online and in-person services that support a healthier and more successful campus community across all ten dimensions of wellness. Core offerings include alcohol, tobacco and other drug prevention services; the Collegiate Recovery Community; financial and nutrition education; safer sex initiatives; and strengths-based wellness coaching, all designed to promote resilience and help students thrive. Educational outreach is extended through Wellness Ambassadors, undergraduate volunteers who design and deliver programs across multiple wellness topic areas. Holistic support is also strengthened by the Monda Student Resource Center, which assists students in meeting essential needs such as access to food, housing, clothing, and emergency financial assistance, helping to reduce barriers that can interfere with academic progress.

Counseling services — Mental health services are available on every campus. For example, on the Columbus campus, Student Life's Counseling and Consultation Service provides individual counseling, group counseling, psychological testing, crisis debriefing, psychoeducation, consultation, and related services to promote students' personal well-being and academic success. The professional staff of licensed psychologists, social workers, counselors, marriage and family therapists, and psychiatrists can help students with stress management, anxiety, depression, and many other mental health issues that could otherwise derail student success.

Ohio State app — To ensure that wellness resources are easy to access regardless of location or schedule, Ohio State integrates wellness information and tools into the Ohio State app. Through the app, students can explore wellness articles across areas such as physical, emotional, social, spiritual, and digital wellbeing; find campus and university resources related to specific needs such as anxiety, depression, sleep, or substance use; and locate wellness-related spaces on campus. The app also includes a Wellness Plan feature that allows students to build a personalized plan to support their academic and personal success. By embedding wellness content within a platform students already use for academic and campus information, the university reduces barriers to awareness and supports early, self-directed engagement with well-being resources.

Career Resources

Each college and campus at Ohio State provides career services that are tailored to its own disciplines, student populations, and professional pathways. While the type and depth of services vary across units, career offices commonly organize and host career fairs with major-relevant employers; provide career coaching; support internship and job searches; assist students with writing resumes and cover letters; conduct mock interviews; and help students plan for graduate or professional school. To complement unit-specific services, **Student Life** provides several university-wide student-facing resources, and the Career Center of Excellence manages the university's **Handshake** tool.

Student Life — Student Life is working to embed easy-access “Career Studio” services into high-traffic campus locations where students naturally gather: the Student Union, Thompson Library, and the northern residence hall district. The first two locations have already had a soft launch, and all three will be fully operational in Autumn 2026. Each studio provides an informal and approachable space where students can receive on-the-spot career guidance. Peer Career Coaches answer questions about resumes, cover letters, and job and internship searches, and can also help students schedule one-on-one appointments with professional career coaches. Student Life also provides the Reid Family Career Closet, which reduces practical barriers to participation in career opportunities by offering students free professional clothing, shoes, and accessories for interviews, internships, and networking. In addition, Student Life Disability Services collaborates with Opportunities for Ohioans with Disabilities to provide career advising for students with disabilities as they prepare for internships and employment.

Handshake — Students across all colleges and campuses can access employment and internship opportunities through Handshake, the university-wide career management platform. Students can explore job opportunities across the nation and world, connect directly with employers, and read reviews of other students’ experiences on internships, co-ops, and jobs to help decide if an opportunity is a good fit. Handshake grows with students throughout their time at Ohio State: they can use Handshake to find an on-campus job, explore internships and co-ops as they gain more experience in their major, and find their first job after graduation. Management of Handshake recently moved from Student Life to the newly-established Career Center of Excellence. As described later in the Planned Strategies section, the new Center will strengthen coordination of career services across colleges, campuses, and Student Life partners, and support a shift toward more proactive and integrated career engagement throughout students’ academic pathways.

Planned Strategies

The previous section described the university's ongoing completion strategies and activities, which have strengthened student support, learning, and engagement across campuses and pathways. This section turns to Planned Strategies that represent the next phase of Ohio State's efforts to further improve retention and graduation outcomes. These planned strategies are informed by predictive analyses of student data that identify early signs of potential barriers to success, and they will be implemented with continuous use of updated evidence to guide timely adjustments and improvements. Building on what the university has learned from existing efforts, this section focuses on two new initiatives: **engaging colleges in Completion Planning** strategies, and building out the university's new **Career Center of Excellence**.

ENGAGING COLLEGES IN COMPLETION PLANNING

Historically, Ohio State's student success initiatives on the Columbus campus have been centrally driven by the offices of Academic Affairs and Student Life. While the university's colleges have worked tirelessly to foster student achievement, their efforts often occurred independently, as the university lacked the formal infrastructure required for strong coordination of best practices across academic and non-academic units. In a significant departure from these previous approaches, the university's central offices are now directly engaging college leadership in Completion Plan strategies, and are proactively supporting and coordinating these strategies across the institution in a collaborative framework that ensures localized expertise is amplified by central resources. This work began in 2025-2026 with creation of a shared planning and reporting tools to **support each college** in setting goals, identifying needs, adopting innovative practices, and reporting outcomes. Building on this foundation, across the next two years the university will further develop a **cross-college framework** to coordinate student support across an array of academic and non-academic units.

Supporting Each College

In Spring 2026 the university launched a structured yet collaborative Completion Plan process that actively engages each undergraduate college in planning, executing, and monitoring strategies to improve retention and graduation. Each college will now submit an annual college-level Completion Plan documenting its long-running, newly adopted, and planned practices across shared student success domains (such as strategic onboarding, clear pathways, and financial wellness). Centrally maintained dashboards inform this work by tracking college-specific retention and graduation outcomes, which Academic Affairs and Student Life then review with colleges through regular, structured meetings. Importantly, the university has designed this process as a partnership rather than a compliance exercise: colleges identify recurring challenges and support needs (such as data access, staffing, policy changes, or start-up funding) in clear ways that allow central offices to prioritize and address those challenges directly.

The university will reinforce progress through transparent reporting to senior leadership, including the integration of student success metrics into Deans' annual evaluations. These efforts are supported by the Office of Institutional Research and Planning, which provides the analytical foundation for shared metrics, college-level goal setting, and timely reporting that enables earlier intervention and coordinated action.

Creating a Cross-College Framework

Over the next two years, the university will further develop a framework to coordinate student support across individual colleges and campuses, Undergraduate Education, Student Life, Buckeye Link, and other academic and non-academic units. Central to this effort is better integration of university data systems in ways that help college advisors and other student support staff access the information they need to address student needs efficiently and effectively, without duplication of effort across units. Rather than adding requirements for students, this approach emphasizes earlier signals, clearer prompts for action, and shared playbooks to guide outreach in common scenarios such as academic difficulty, financial stress, stalled progress, or disengagement. Recognizing that data alone is insufficient, the university will pair these tools with coordinated policy refinement (such as clearer frameworks for major changes and leaves of absence) and selective use of emerging technologies to support, not replace, professional judgment. Development of the framework will also include a review of the first-year University Survey seminar with a focus on how it can best support students' academic and career exploration and informed decision-making, as well as the creation of structured cross-college advising pathways to ensure that students who struggle early in a major receive timely guidance about alternative majors, including options in other colleges where similar students have been successful.

CAREER CENTER OF EXCELLENCE

When new students can clearly see how their academic choices connect to tangible opportunities after graduation, they are more motivated to persist and complete their degree. Yet career support at Ohio State has traditionally focused most strongly on the latter stages of the student's academic pathway. Support was also decentralized: colleges developed and maintained their own career offices and employer relationships, only loosely connected to each other and to Buckeye Careers within Student Life, which managed university-wide tools such as Handshake and the Graduation Survey. While a decentralized approach allows colleges to tailor services to their students, it also limits cross-college coordination and makes it difficult to scale effective practices institution-wide. The university's new Career Center of Excellence is designed to address this gap. Colleges will retain their own career offices and close relationships with students and employers, while the Center will create a **unifying structure** for cross-college planning, coordination, and collaboration, and will support colleges' efforts in terms of **embedding career readiness** across a student's academic lifecycle. Together, these strategies will help the university make progress toward the goal that 80% of graduates will participate in work-based learning.

Creating a Unifying Structure

At the foundation of this work is a shared infrastructure for career data, reporting, and professional learning. As part of the Center's launch in Spring 2026, Buckeye Careers has been sunsetted, and its core university-wide functions — most notably Handshake and the Graduation Survey — have been consolidated within the Career Center of Excellence. This unit is now charged with standardizing career-related definitions and reporting across colleges, integrating Graduation Survey data into a unified data environment, and deploying dashboards that provide timely, actionable insight into students' participation in work-based learning experiences. This infrastructure mirrors the data and reporting approach discussed in the prior Planned Strategies section on college engagement in Completion Planning, and will allow colleges and central leaders to track progress using shared metrics rather than fragmented local data. In parallel, the Center will invest in faculty and staff capacity through training, shared resources, and communities of practice that strengthen career readiness instruction and data literacy across colleges, reducing duplication of effort and supporting sustained institutional progress.

Embedding Career Readiness

Building on this foundation, the Center will work in close partnership with colleges to embed career thinking more intentionally into the student experience as a developmental process rather than a late-stage service. In collaboration with college advising teams and academic leaders, the Center will support integration of career-related information and work-based learning pathways into advising conversations, first-year seminars, and major exploration activities, in complement to the proactive outreach and progression framework described in the earlier Planned Strategies section. By equipping advisors and instructors with relevant career data and shared frameworks, these efforts help students understand how coursework, majors, and experiential learning connect to longer-term goals. This collaborative approach supports more informed decisions about major fit, reinforces academic engagement, and aligns with emerging cross-college “off-ramps” that allow students to adjust direction without losing momentum toward graduation. In this way, the Center for Career Excellence will function as a key partner to colleges in advancing both career outcomes and the broader completion agenda.

Workforce Development Priorities

In parallel to the university's planned strategies in terms of college completion and career readiness, Ohio State is strengthening its role in workforce development through a more coordinated approach that aligns academic innovation with Ohio's evolving economic needs. Historically, the university's workforce-oriented activity emerged organically across its colleges, campuses, and community-engaged units, including the OSU Extension program housed in Ohio's 88 counties. This decentralized approach enabled local experimentation but limited the extent of strategic alignment across the university's workforce programs, partnerships, and practices. The university has now established clearer leadership roles and frameworks to improve coordination across colleges to reduce duplication, strengthen outcomes, and scale effective practices. To guide this work, Ohio State is organizing its workforce efforts around three reinforcing pillars: **Programs** that address the needs of emerging, present, and future workers; **Pathways** that make movement into and through postsecondary education more clear and efficient; and **Partnerships** that align the university's strengths with regional and statewide workforce development organizations.

PROGRAMS

The university offers a wide array of degree and certificate programs which are designed for learners in each of the following areas: (1) the **emerging workforce** of learners who are pursuing primarily full-time credit-based education and training to complete a course and/or earn a certificate or degree; (2) the **present workforce** of employed workers who are pursuing part-time credit or non-credit education to qualify for expanded or new job opportunities; and (3) the **future workforce** of learners and workers who are aiming to become qualified to work with tools or types of sectors, occupations, and jobs that are quickly evolving or may not yet exist.

Programs for the Emerging Workforce

For students preparing to enter the workforce for the first time, Ohio State has expanded and strengthened degree-based pathways aligned with high-demand sectors of Ohio's economy, particularly in healthcare, the life sciences, data analytics, and human services. At the degree level, the university is developing new undergraduate majors in Biotechnology and Computational Social Science, and is expanding capacity in its Nursing bachelor's degree program and Veterinary Medicine professional degree program to fill Ohio workforce shortages. Within existing degrees, the university is adding workforce-aligned specializations to allow students to develop expertise in priority practice areas. For example, Social Work students can now pursue specializations in high-demand areas such as behavioral health services, child welfare systems, and aging-related care; and Health and Rehabilitation Sciences has launched a new specialization in sonography driven by healthcare workforce needs.

In addition to degree programs, Ohio State's academic certificates allow students to layer targeted workforce skills onto degree programs. The university now offers 61 post-secondary undergraduate academic certificates and 66 graduate academic certificates, many of which are embedded in majors or taken alongside them. For example, Health and Rehabilitation Sciences offers certificates in medical laboratory science, assistive and rehabilitative technology, and health care revenue cycle and data analytics.

Programs for the Present Workforce

In parallel, Ohio State has expanded its offerings for working adults through a combination of fully online degrees, academic certificates, and non-credit workforce education. At the degree level, recent growth is led by the regional campuses, including Lima's fully online Associate of Arts degree, launching in 2026 to serve place bound and working adults pursuing career advancement or preparation for further postsecondary study. Beyond degrees, Ohio State has strengthened its portfolio of for-credit academic certificates serving mid-career workers. For example, Nursing's new graduate certificate in Healthcare Leadership and Innovation allows employed clinicians and health professionals to build management and systems-level expertise while continuing to work. Of Ohio State's graduate certificates, 29 are professional certifications which meet specific licensure or industry credentialing requirements; in addition, the university provides 19 post-baccalaureate undergraduate certificates designed to upskill workers with college degrees. Finally, Ohio State has expanded its non-credit offerings to respond quickly to industry demand. In aviation, the new online aviation maintenance leadership certificate prepares experienced technicians for supervisory and operational roles. In nuclear-adjacent fields, the university now offers non-credit and hybrid training that support upskilling in reactor operations, advanced nuclear technologies, and nuclear-related manufacturing and regulatory environments.

Programs for the Future Workforce

Finally, to prepare learners for a labor market shaped by rapid technological change and emerging roles that cannot yet be fully defined, Ohio State's new AI Fluency initiative prepares every undergraduate student in every major to understand, evaluate, and apply artificial intelligence responsibly within their field of study. In 2025 the university embedded foundational instruction in generative AI into the first-year general education seminar, and each college is now integrating AI-augmented learning and domain-specific applications into its curriculum. In parallel, the university has launched AI-focused non-credit courses, executive programs, and enterprise-focused training that support entrepreneurs, working professionals, and organizational leaders in reshaping their work. Innovation-oriented experiences such as AI-enabled prototyping workshops, interdisciplinary hackathons, and entrepreneurship-focused learning further equip both students and professionals with the tools they need to succeed in future work environments. Together, these efforts position AI Fluency as Ohio State's primary strategy for preparing the future workforce: graduates and professionals who are not merely keeping pace with technological change, but are equipped to lead as AI transforms productivity, job design, and economic growth across every industry.

PATHWAYS

Ohio State's workforce pathway efforts focus on helping students navigate educational transitions smoothly from K-12 through postsecondary education and into the workforce, by strengthening alignment and sustaining student momentum across institutions. Two key efforts in this area include building stronger transfer pathways for students with applied credentials from the university's key transfer partner of **Columbus State Community College**, and building stronger relationships with **Columbus City Schools** teachers and students.

Columbus State Community College

Across all Ohio State campuses in the 2025-2026 academic year, the university welcomed over 3,000 transfer students; about half came from community colleges, with most of these arriving via our Preferred Pathway program with Columbus State Community College (CSCC). The two institutions have developed more than 70 structured transfer pathways, which are supported by coordinated advising, shared transfer plans, and regular on-site engagement by Ohio State advisors at the CSCC campus. These pathways are continuously reviewed and refined to ensure that credits transfer efficiently and apply toward timely bachelor's degree completion. Meanwhile Ohio State is intentionally expanding beyond traditional AA and AS transfer pathways to design stackable transfer experiences for applied associate degrees, with active development underway in Construction Systems Management and Cybersecurity. The development of clear AAS-to-bachelor's pathways allows workers to continue building experience while progressing academically, strengthening Ohio's workforce pipeline in sectors where demand consistently outpaces supply. For example, in the cybersecurity field, employers increasingly require bachelor's-level credentials for advancement into roles involving systems architecture, risk management, regulatory compliance, and leadership, even as many workers first enter the field through applied associate programs and industry certifications. Ohio State's commitment to CSCC transfer students is further reinforced by the launch of the Buckeye Bridge program, which guarantees eligible CSCC graduates with family incomes up to \$100,000 two years of tuition- and fee-free enrollment at Ohio State beginning in 2026. Buckeye Bridge pairs guaranteed admission with coordinated advising and structured transfer support, aligning financial access with clear academic pathways to bachelor's-level credentials in high-demand fields.

Columbus City Schools

Columbus City Schools (CCS) is Ohio's largest school district and a critical source of local talent. A recent university-led study examined CCS student pathways into Ohio State in science, technology, and health fields, and identified both significant opportunity and clear barriers. To move forward with strengthening CCS-OSU pathways, the university is working to create a more coordinated structure for colleges' and non-academic units' engagement with and programming for K-12 students. Ohio State is also working closely with CCS leadership to help support and complement the district's own workforce development goals. One concrete example of this partnership is the STEAMM Rising Summer Institute, which has engaged approximately 100 CCS teachers each year in immersive, hands-on experiences across science, technology, engineering, arts, mathematics, and medicine on the Ohio State campus, with structured support to translate those experiences back into classroom practice. In response to CCS priorities, the Institute expanded in 2025 to include Career Technical Education (CTE) educators.

The Institute will further shift in 2026 to focus fully on CTE teachers and those teaching within CCS's new high school Academy model, which organizes instruction around industry-aligned pathways such as bioscience, allied health, engineering, manufacturing, software development, logistics, and advanced air mobility. The alignment of teacher professional learning with the Academies' career-focused structure will help ensure that CCS students encounter college-connected and workforce-relevant learning earlier in their academic trajectories, and can follow clearer pathways to postsecondary learning and careers in Ohio's high-demand fields.

PARTNERSHIPS

Central Ohio's rapid and diversified economic growth has created sustained employer demand across sectors such as advanced manufacturing, semiconductors, mobility, life sciences, energy, logistics, and technology. Meeting that demand requires coordination across education, workforce, and industry systems. In response, Ohio State is strengthening its relationships with workforce development organizations to function not only as a producer of graduates, but also as a strategic and collaborative partner.

Ohio State already works actively with organizations such as One Columbus, the Ohio Manufacturers' Association, and Ohio Life Sciences to connect employer needs with education and training capacity. Through these relationships, the university contributes disciplinary breadth, research expertise, and advanced workforce preparation, while drawing on industry-led and regionally grounded workforce strategies to inform program development. For example, the manufacturing sector has a high demand for workers across production, engineering, systems integration, operations, and management levels, especially in advanced manufacturing, semiconductors, aerospace, electric vehicles, and related supply chains. Employers emphasize the need for talent pipelines that support progression from applied and technical roles into bachelor's-level and advanced positions. In collaboration with statewide manufacturing leaders and workforce organizations, Ohio State is aligning its bachelor's and graduate programs, engineering and management expertise, and applied research capacity with industry-defined needs, helping connect early career preparation to leadership and innovation roles. Ohio State's engagement with industry is reinforced through the Central Ohio Compact, which brings together K-12 districts, career-technical centers, community colleges, universities, employers, and civic leaders to align goals, share data, and track progress toward increased attainment and credentials of value. Within this collaborative network, Ohio State participates as a partner among peers in helping to strengthen pathways across institutions that serve learners at different stages.

Building on these partnerships, Ohio State is also collaborating with the Mid-Ohio Regional Planning Commission (MORPC) through the work of the Career Center of Excellence to advance place-based workforce strategies that align student talent with regional growth. Through the Buckeye Futures Fellows Program, a public service fellowship launching as a pilot in May 2026, Ohio State will place students in paid, high-impact roles embedded within communities experiencing significant development pressure, including areas connected to major manufacturing investments in Pickaway County and Marion. These fellowships will provide students with hands-on experience in public service and workforce-related projects while supporting local and regional partners as they plan for infrastructure, talent, and economic expansion.

Complementing this work, representatives from the Career Center of Excellence are engaging with regional campuses to explore customized career development strategies that reflect local workforce needs and economic conditions.

Looking ahead, Ohio State's workforce partnerships are poised to deepen further, with the university serving as a stable anchor that helps convene partners, integrate education and workforce strategies, and support long-range talent planning across Ohio. For example, Ohio State is partnering with the Ohio Department of Higher Education to host a statewide workforce development meeting in May 2026, bringing together leadership teams from 35 public colleges and universities across Ohio to share national, state, and regional perspectives; strengthen alignment across education regions and industry sectors; and reinforce the complementary roles institutions play within Ohio's workforce development system. Through these evolving partnerships, Ohio State will contribute not only graduates, but also the coordination and capacity needed to support a workforce system that is responsive and aligned with Ohio's evolving labor market needs.

Appendix A

University Strategic Completion Plan Questions

This appendix summarizes information from the preceding report and provides additional details in a question-and-answer format required by the ODHE.

Institutional Overview

Institution Name: The Ohio State University

Email of person completing this form: sslr@osu.edu

Institutional Mission Statement:

The university is dedicated to:

- Creating and discovering knowledge to improve the well-being of our local, state, regional, national and global communities;
- Educating students through a comprehensive array of distinguished academic programs;
- Preparing a diverse student body to be leaders and engaged citizens;
- Fostering a culture of engagement and service.

Institutional Vision Statement:

The Ohio State University is the model 21st-century public, land grant, research, urban, community-engaged institution.

Brief overview of institution (e.g.: number of programs, number of faculty, annual budgets, recognitions, etc. -- 500 words maximum):

The Ohio State University is a comprehensive public land grant university founded in 1870. The university's largest campus is in Columbus, and its statewide presence includes regional campuses in Marion, Newark, Lima and Mansfield, as well as the College of Food, Agricultural, and Environmental Sciences (CFAES) Wooster campus housing the Agricultural Technical Institute (ATI).

Ohio State offers degrees and certificates at the associate, bachelor's, master's, doctoral, and professional levels through 15 academic colleges, including more than 200 undergraduate majors, 177 master's programs, 104 doctoral programs, and eight professional degree programs. In Autumn 2025, Ohio State enrolled 67,255 students across undergraduate, graduate, and professional degree programs, including 46,627 undergraduate students on the Columbus campus and 5,926 on the regional and Wooster/ATI campuses. Most students (about 72%) are Ohio residents.

The university's approximately \$11 billion annual operating budget sustains teaching, research, the medical enterprise, student support and financial aid, and statewide outreach. With 8,851 faculty and research expenditures of nearly \$1.6 billion, Ohio State has earned national recognition for the quality of its teaching and research. *U.S. News & World Report* has ranked Ohio State as one of the nation's top public institutions for more than a decade; for 2026, Ohio State was ranked 15th among public universities nationwide, and also ranked as top fifty in the categories of Best Colleges for Veterans and Most Innovative Schools.

The most recent NSF Higher Education Research and Development (HERD) survey ranks the university 12th place nationally among all universities for total research expenditures, and 6th nationally for industry-sponsored research.

Institutional Priorities (500 words maximum):

The university's Education for Citizenship 2035 strategic plan outlines a bold vision for excellence, built on seven primary themes of:

- **Academic Excellence:** Relentlessly pursuing excellence by creating a distinct student experience, supporting faculty and investing in strengths.
- **Research and Innovation:** Promoting transformative impact in research, innovation and knowledge to advance our society, serve our community and drive economic prosperity and vitality.
- **Healthcare:** Advancing the Impact 2035 strategic plan and bolstering the reputational excellence of academics and research at Ohio State.
- **Intercollegiate Athletics:** Elevating Ohio State as the nation's leader in student-athlete development, while adapting to the evolving state of the intercollegiate athletics model.
- **Talent and Culture:** Fostering a vibrant culture to attract, retain, and develop top talent by investing in our people and encouraging innovation, collaboration and excellence.
- **Operations:** Building institutional capacity for innovating teaching, learning, research, creative expression and clinical care.
- **Artificial Intelligence:** Ohio State will be a national leader in artificial intelligence to empower Ohio's workforce, create solutions to grand national challenges, and transform enterprise operations.

Each priority area contains exciting new initiatives, including:

- Adding three new scholarship programs: The President's Ohio Scholars Program, Buckeye Bridge, and the Regional Campus Commitment.
- Launching a \$100 million effort to attract and retain the world's most eminent faculty.
- Hire 100 new faculty to support our groundbreaking AI Fluency initiative.
- Grow our research enterprise to \$2 billion.
- Double undergraduate enrollment in the College of Nursing.
- Expand enrollment in our College of Veterinary Medicine to 200 students.
- Become the number one university in the nation for veterans.
- Open a Career Center of Excellence with a goal of expanding opportunities for internships and experiential learning.

Barriers to Student Success

Describe 3-5 campus contextual factors that impede student persistence and completion.

1. **Barrier 1:** Academic Preparation and Momentum

Barrier 1 Description (200 words maximum):

Background academic preparation and early academic performance are the strongest predictors of student persistence and completion at Ohio State. Factors such as lower standardized test scores, lower high school class rank, fewer prior college-level credits (such as CCP or AP credit), and placement into pre-college math are associated with lower likelihood of a strong first-term GPA, first to second year persistence, and graduation within four or six years.

2. **Barrier 2:** Financial Strain and Unmet Financial Need

Barrier 2 Description (200 words maximum):

Students with higher levels of unmet financial need are less likely to persist from the first to the second year and less likely to complete a bachelor's degree. Financial challenges often intersect with other pressures, including work obligations, housing instability, and limited ability to engage fully in coursework or structured learning experiences. Although Ohio State has made substantial investments in institutional need-based aid, financial challenges continue to affect students across campuses, particularly those from lower-income households and those enrolled on regional campuses, where students are more likely to commute, enroll part-time, or balance caregiving and employment responsibilities.

3. **Barrier 3:** Clarity of Academic Pathways and Navigation of Degree Requirements

Barrier 3 Description (200 words maximum):

Students who leave Ohio State often report uncertainty about academic direction, difficulty navigating degree requirements, or challenges securing required courses at the right time. These issues are particularly salient for transfer students, campus-change students, and those exploring or reconsidering majors early in their academic careers.

4. **Barrier 4:** Lack of Engagement or Community

Barrier 4 Description (200 words maximum):

Students who participate in high-impact practices, learning communities, mentoring programs, or structured support initiatives are more likely to remain enrolled and complete their degrees. Conversely, students who struggle to connect with peers, faculty, or campus resources early in their academic careers face higher risks of disengagement and departure. Challenges with engagement often intersect with other barriers such as academic difficulty, financial strain, mental health concerns, or commuter status.

Progress Towards Goals Established in the Previous Completion Plan

For each goal in the 2024 strategic plan, provide an analysis of progress toward achieving the goal, and its impact on student persistence and completion.

- 1. 2024 Completion Goal 1:** Increase Columbus new first-year student (NFYS) first-year retention rates to 95%.

a) 2024 Completion Goal 1 Description (200 words maximum): Ohio State set a goal to increase first-year retention for Columbus campus new first-year students to 95%, reflecting the university's emphasis on strong early academic momentum and transition support. This goal aligned with ongoing investments in undergraduate admissions, orientation and first-year experience, academic advising, learning communities, and early outreach to students experiencing academic or personal difficulty during the first semester.

b) 2024 Completion Goal 1 Impact (200 words maximum): Since the 2024 Completion Plan, first-year retention for Columbus campus new first-year students has remained high but largely stable at approximately 94%. * While the university did not reach the target of 95% retention during this period, outcomes indicate continued strong performance at scale. The stability of these rates in the face of an unexpectedly large class (a jump from under 8,000 to over 9,500 in Autumn 2024) demonstrates the value of existing onboarding and support strategies. At the same time, the plateau suggests that additional coordination of proactive support may be necessary.

- 2. 2024 Completion Goal 2:** Maintain Columbus NFYS four-year graduation rates at 71% and increase six-year graduation rates to 90%.

a) 2024 Completion Goal 2 Description (200 words maximum): This goal focused on further strengthening the strong graduation outcomes for Columbus campus students. The university emphasized approaches that support clear academic pathways, effective advising, structured engagement through high-impact practices, and access to timely academic support to reduce excess credits and stalled progress.

b) 2024 Completion Goal 2 Impact (200 words maximum): Progress toward this goal showed mixed results. Four-year graduation rates for Columbus campus NFYS improved by three percentage points to 74%, while six-year graduation rates declined by one point to 87%. * The results reinforce the importance of coordinated degree planning, early identification of stalled momentum, and targeted support for students navigating academic or personal disruptions later in their academic careers.

- 3. 2024 Completion Goal 3:** Reduce equity gaps in retention and graduation rates across student groups.

a) 2024 Completion Goal 3 Description (200 words maximum): Ohio State sought to improve retention and graduation outcomes across the undergraduate population, with particular attention to groups with lower outcomes such as Pell-eligible, first-generation, regional campus, and transfer/campus-change students. The goal emphasized identifying conditions associated with the persistence of each group in order to align supports to students' demonstrated needs across campuses and entry pathways.

* For details on how retention and graduation rates are calculated, see p. 7 of the accompanying narrative report.

b) 2024 Completion Goal 3 Impact (200 words maximum): Progress toward this goal varied across measures and student populations. For example, among low-income students on Columbus campus, retention remained stable and four-year graduation rates improved slightly, but six-year graduation rates dropped slightly. These mixed results suggest the need for sustained and coordinated strategies that address intersecting academic, financial, and pathway-related challenges that emerge early and compound over time.

- 4. 2024 Completion Goal 4:** Continue to enhance and build college-to-career and post-graduate pathways, with a focus on Ohio workforce development priorities.

a) 2024 Completion Goal 4 Description (200 words maximum): This goal focused on strengthening connections between undergraduate education and post-graduation outcomes, including employment, further education, and professional advancement. Efforts emphasized work-based and career-connected learning, academic programs aligned with workforce needs, and improved access to career preparation resources across colleges and campuses.

b) 2024 Completion Goal 4 Impact (200 words maximum): Ohio State expanded and strengthened academic pathways aligned with high-demand sectors of Ohio's economy, particularly in healthcare, the life sciences, data analytics, and human services. For example, Social Work students can now pursue specializations in high-demand areas such as behavioral health services, child welfare systems, and aging-related care; Health and Rehabilitation Sciences has launched a new specialization in sonography driven by healthcare workforce needs; and Nursing's new graduate certificate in Healthcare Leadership and Innovation allows employed clinicians and health professionals to build management and systems-level expertise while continuing to work.

Quantitative Completion Goals for 2026-2028

Identify two completion/student success metrics to improve during the next two years.

- 1. 2026 Completion Goal 1:** Increase Columbus campus new first-year student (NFYS) first-year retention rates to 95%.

a) 2026 Goal 1 Plan for Improvement (200 words maximum): To improve first-year retention for Columbus campus new first-year students, Ohio State will continue strengthening early academic momentum and coordinated onboarding while implementing new data-informed approaches to identify and address challenges sooner. For more details, see "Qualitative Completion Goals/Projects for 2026-2028."

b) 2026 Goal 1 Current State (200 words maximum): Columbus NFYS retention has lingered around 94% for over a decade, despite consistent goals and sustained effort to reach 95%. We have now concluded it is not possible to reach this goal through the separate efforts of central and academic units, and that a more coordinated approach across units is necessary. For more details, see "Qualitative Completion Goals/Projects for 2026-2028."

c) 2026 Goal 1 Objectives (200 words maximum): Overall objectives in this area include: Improve data-based identification of students at risk of early disengagement or academic struggle; increase consistency and coordination of proactive outreach across academic and non-academic units; and strengthen alignment between advising, academic support, and first-year academic and non-academic experiences.

2. 2026 Goal 2: Increase NFYS Columbus four-year graduation rates to 75% and six-year graduation rates to 88%.

a) 2026 Goal 2 Plan for Improvement (200 words maximum): To improve graduation outcomes, Ohio State will focus on strengthening student pathways, reducing stalled progress, and improving coordination across academic and student support systems. For more details, see “Qualitative Completion Goals/Projects for 2026-2028.”

b) 2026 Goal 2 Current State (200 words maximum): Current NFYS Columbus four-year graduation rates are 74% and six-year graduation rates are 87%.

c) 2026 Goal 2 Objectives (200 words maximum): Building on Goal 1 and its efforts to build early momentum for each student, objectives to sustain students’ motivation and momentum through graduation include: Strengthen cross-college advising pathways, including coordinated support of students changing majors; identify and intervene with students experiencing stalled progress; increase integration of career planning with academic decision-making.

Qualitative Completion Goals/Projects for 2026-2028

Describe two projects intended to increase completion/student success that will be initiated, expanded, or improved during the next two years.

1. 2026 Project 1: Engaging Colleges in Completion Planning

a) 2026 Project 1 Plan for Improvement (200 words maximum): Beginning in Spring 2026, Ohio State launched a structured process that actively engages each undergraduate college in planning, implementing, and monitoring strategies to improve student retention and graduation. This process represents a shift from largely centralized student success initiatives to a collaborative model in which colleges identify priorities, align practices across shared domains, and partner with central offices to address barriers more systematically. Over the 2026–2028 period, this project will be expanded and refined to strengthen consistency, accountability, and coordination across colleges. The process will guide colleges in using shared data, identifying recurring challenges, and requesting targeted support such as policy changes, staffing adjustments, or pilot funding. Central offices will support this work through shared frameworks, analytics, and regular review cycles, reinforcing progress through structured engagement with academic leadership.

b) 2026 Project 1 Current State (200 words maximum): The university launched the college engagement process in Spring 2026, with each undergraduate college submitting initial Completion Plans that documented ongoing, new, and planned practices across shared student success domains. Early implementation established common planning templates, shared metrics, and structured review meetings with Academic Affairs and Student Life leadership. Colleges have begun using this process to clarify priorities, align existing initiatives, and surface coordination needs.

c) 2026 Project 1 Objectives (200 words maximum): Key objectives of this project include: Strengthen college ownership of student success strategies; support earlier identification and resolution of student barriers; increase coordination of support between colleges and central support units; and use shared metrics to guide continuous improvement. For more details, see the “Planned Strategies” section of the accompanying narrative report.

2. 2026 Project 2: Career Center of Excellence

a) 2026 Project 2 Plan for Improvement (200 words maximum): The university's newly-established Career Center of Excellence will serve as a unifying structure to improve coordination of career services and career connected learning across colleges, campuses, and Student Life. While colleges will retain discipline specific career offices and employer relationships, the Center will provide shared infrastructure for data, reporting, professional learning, and strategic alignment. Over the 2026–2028 period, this project will focus on consolidating university-wide career tools, standardizing definitions and metrics, and embedding career readiness more intentionally across students' academic pathways. By integrating data from Handshake, graduation outcomes, and work-based learning participation, the Center will support earlier and more consistent engagement with career planning. These efforts aim to accelerate progress toward the university's goal that 80 percent of graduates participate in work-based learning, and strengthen students' motivation to persist to their degree.

b) 2026 Project 2 Current State (200 words maximum): The Career Center of Excellence was launched in Spring 2026. Initial efforts have focused on consolidating university-wide career tools and reporting functions previously housed in Student Life, integrating data sources, and establishing shared frameworks for collaboration with colleges. Colleges continue to deliver career services locally while participating in planning and coordination efforts through the Center.

c) 2026 Project 2 Objectives (200 words maximum): Key objectives of this project include: Provide earlier and more consistent access to career thinking and planning; improve coordination of career resources across colleges and campuses; increase student participation in work-based learning; reinforce student motivation to persist to degree completion; and align career preparation with workforce goals. For more details, see the "Planned Strategies" section of the accompanying narrative report.

Student Transfer

Do the most recent OATN compliance reports (OT36 and TAG Compliance Report, CTAG Compliance Report, and MTAG Compliance Report) indicate areas of noncompliance for your institution? Yes.

If yes, provide a plan to improve compliance (500 words maximum):

The Office of Academic Affairs is working to streamline and consolidate the OATN submission and review process to improve compliance and oversight across all colleges. Currently, elements of the OATN submission process are decentralized, resulting in varying practices. The consolidation is intended to address outstanding compliance issues by establishing a more coordinated institution-wide approach. As part of this effort, the Office of Academic Affairs is reviewing existing processes to identify opportunities for standardization and improvement. The goal is to implement a clear and consistent process for collecting, reviewing, and submitting OATN materials, allowing for identification of potential compliance concerns and improved quality control prior to submission. These planned improvements build upon existing compliance efforts and are expected to support strong and more consistent compliance outcomes moving forward.

Describe a strategy to be employed to increase transfer student success (500 words maximum):

Ohio State's strategy to increase transfer student success focuses on improving financial support, pathway clarity, and proactive support for transfer students' transition into and through the university. First, to address financial and structural barriers, the university has launched the Buckeye Bridge program, which guarantees eligible CSCC graduates with family incomes up to \$100,000 two years of tuition- and fee-free enrollment at Ohio State beginning in 2026. Buckeye Bridge pairs guaranteed admission with coordinated advising and structured transfer support, aligning financial access with clear academic pathways to bachelor's-level credentials in high-demand fields.

Second, the university is continuously working to strengthen the clarity and efficiency of its transfer pathways. Pathways are continuously refined to ensure that transfer credits apply efficiently toward degree requirements and that students enter with a clear understanding of remaining coursework and milestones toward completion. For example, over the past two years the university established a transparent and efficient process to evaluate and apply relevant but non-equivalent transfer course credit to fulfill General Education requirements. In addition to traditional transfer pathways based on Associate of Arts (AA) and Associate of Science (AS) degrees, Ohio State is continuing its efforts to develop baccalaureate pathways for students holding applied associate degrees; active pathway development includes Cybersecurity and Construction Systems Management.

Third, Ohio State is enhancing early and proactive advising for transfer students. Transfer students already receive their own orientation experiences and have access to individualized advising focused on degree planning, course sequencing, and alignment between prior learning and major requirements. Looking ahead, the strategies discussed in this form under "Qualitative Completion Goals/Projects for 2026-2028" and in the "Planned Strategies" section of the accompanying narrative report are not exclusive to Columbus NFYS students; they are also designed to improve persistence and graduation among regional campus, transfer, and campus-change students. These initiatives will support earlier identification and outreach to students who are experiencing academic challenge or stalled progress, and will further support transfer success by improving the integration of career thinking and planning into the student experience.

Near Completion (ORC 3345.351)

Provide the number of students disenrolled from the community college within the past five years who meet all of the criteria below:

- Have been disenrolled for four or more semesters, including summer sessions;
- Did not complete a bachelor's degree;
- Have a grade point average of 2.0 or higher on a 4.0 scale; and
- Have completed at least 45 credit hours.

Provide the number of students who meet the above criteria: 1,487 students in 2024-2025, and 1,170 students in 2025-2026.

Provide a plan and timeline to contact students meeting the preceding criteria who are eligible or close to being eligible to receive an associate degree (500 words maximum).

Ohio State conducts an annual, structured review and outreach process to identify and contact stopped out students who may be eligible or close to being eligible for an associate degree.

This process is coordinated across Strategic Enrollment Management, Undergraduate Education, the Office of the Registrar, and the College of Arts and Sciences, with additional communication and advising partners engaged as needed. Each year, the process begins with a data review conducted in late winter to pull a list of students who meet the statutory criteria of ORC 3345.351. The list is reviewed and filtered by Undergraduate Education and advising partners to determine which students may be eligible or close to eligible for an Ohio State associate degree based on factors such as enrollment on a regional campus, overall credit distribution, and academic standing in their most recent semester. Students who may be eligible or close to eligible are notified in the spring and invited to reply if they are interested in receiving an in-depth review. Students who respond to the outreach and request a degree review are evaluated on a rolling basis. Trained staff review degree audits to confirm eligibility, coordinate with the Registrar as needed, and ensure compliance with academic and application deadlines. Students who are confirmed as eligible are certified for degree conferral during the appropriate academic term. Students who are close to eligibility but not yet qualified receive guidance on remaining requirements and options for completion. For 2025-2026, outreach has been postponed to early summer in order to allow time for an adjustment to the degree audit system that will improve audit efficiency for these students.

Provide the number of students meeting the preceding criteria contacted in previous 2 years: 258 contacted 2024-2025; outreach for 2025-2026 will take place in early summer.

Provide the number of students meeting the preceding criteria who received a degree or re-enrolled in previous 2 years: 21

Some College, No Credential (SCNC)

Describe the institution's initiative(s), other than the process outlined in ORC 3345.351 above, to assist students with some college but no credential to earn a certificate, credential, or degree.

Provide results if available (500 words maximum).

The University Registrar's Office oversees the "Credit When It's Due" (CWID) initiative by proactively identifying and contacting transfer students who may be eligible for an associate degree from their sending community college. This process is coordinated twice annually (at the conclusion of the fall and spring semesters) with all participating Ohio public two-year institutions. In addition, a dedicated CWID cycle is conducted each March with Columbus State Community College. Off-cycle requests are also facilitated throughout the year as needed. For each cycle, typically 1,500-2,000 students are identified as eligible; all eligible students are contacted by email and informed of the opportunity to participate at no cost to the student. Students may be contacted across multiple cycles if they remain eligible and have not yet participated. For each cycle, typically 250-350 students respond with consent for the Registrar's office to send the student's official transcript to the relevant community college for review, which typically yields 5 to 15 associate degrees. Once an associate degree is awarded by the community college and the official transcript is received, the degree is documented in Ohio State's student information system. Overall across the 2024-2025 academic year, this process resulted in the awarding of 31 associate degrees.

Workforce

Legislative language (ORC Sec. 3345.81) calls for the campus plans to “align with the state’s workforce development priorities.” As resources, please refer to the Governor’s Office of Workforce Transformation’s In-Demand Jobs List and the JobsOhio key industries (listed at JobsOhio). The key industries are:

- Advanced Manufacturing
- Advanced Aerospace & Aviation
- Automotive
- Energy & Chemicals
- Financial Services
- Food & Agribusiness
- Healthcare
- Logistics & Distribution
- Technology

Describe 2 to 4 programs, projects, or curricula to be initiated or expanded over the next two years to address critical workforce needs in these key industries.

- 1. 2026 Workforce Project 1 (200 words maximum):** Double Undergraduate Enrollment in the College of Nursing: Ohio State’s College of Nursing will double its annual new student enrollment in its traditional BSN program to approximately 320 students to address a critical shortage of nurses in Ohio and nationwide. This initiative includes recruiting additional faculty and clinical instructors to maintain the program’s 8:1 clinical instructor to student ratio, expanding classroom and simulation lab capacity, and strengthening partnerships with the Wexner Medical Center and other clinical sites.
- 2. 2026 Workforce Project 2 (200 words maximum):** Expand Enrollment in the College of Veterinary Medicine to 200 Students: Ohio State will increase annual new student enrollment in the Doctor of Veterinary Medicine (DVM) program from 172 to 200 students to help alleviate the statewide shortage of veterinarians, particularly in rural communities. The expansion includes building pipelines with youth development programs such as 4-H and FFA, enhancing student education and support by adding additional faculty and staff, and expanding large animal hands-on training and rural community immersion opportunities.
- 3. 2026 Workforce Project 3 (optional - 200 words maximum):** AI Fluency: Ohio State will add 100 tenure-track faculty with AI expertise over five years to expand AI-driven teaching, research, and career readiness across all disciplines. These faculty members will join with other strands of the larger AI Fluency initiative to embed AI integration across General Education, major-specific coursework, and co-curricular experiences in order to equip all undergraduates to work effectively and responsibly with AI within their chosen field.

Appendix B

ODHE Completion Plan Data

Appendix B data tables were created by the Ohio Department of Higher Education (ODHE) and are provided here as required. Note that these tables' campus enrollment, retention, and graduation numbers differ from Ohio State's official institutional reporting. In alignment with federal reporting definitions, Ohio State calculates enrollment, retention, and graduation outcomes using a single-campus census assignment and census-date snapshots. For example, a full-time Newark student who takes one course from Columbus campus in a given term is counted as a "Newark" student in Ohio State's official reporting for that term. In contrast, the tables below use multiple-campus assignment and rely on a later reporting snapshot. For example, a full-time Newark student who takes one course from Columbus campus in a given term is counted as a "Newark" student and also as a "Columbus" student for that term. As a result, the tables below tend to have campus enrollment counts that are higher, and Columbus retention and graduation rates that are slightly lower, than Ohio State's official reporting.

ODHE Completion Plan data tables

The full list of tables is available on the [ODHE Campus Completion Plans webpage](#). Below are direct links to download the campus-specific Excel files. If directed to a blank webpage, check the user's "Downloads" folder to locate the Excel file.

- [2026 Main Campus](#) (Columbus)
- [2026 Agricultural Campus](#) (ATI)
- [2026 Lima Campus](#)
- [2026 Mansfield Campus](#)
- [2026 Marion Campus](#)
- [2026 Newark Campus](#)

FACULTY PERSONNEL ACTIONS

BE IT RESOLVED, That the Board of Trustees hereby approves the faculty personnel actions as recorded in the personnel budget records of the university since the February 19, 2026, meeting of the board, including the following appointments, appointments/reappointments of chairpersons, faculty professional leaves and emeritus titles:

Appointments

Name: PAULA DESPLATS*
Title: Professor (The Clayton C. Wagner Parkinson's Disease Professorship)
College: Medicine
Term: May 1, 2026, through June 30, 2030

Name: PEGGY HALL
Title: Associate Professor (The Paul L. Wright Chair in Agricultural Law)
College: Food, Agricultural, and Environmental Sciences
Term: March 5, 2026, through February 28, 2031

Name: THOMAS JEFFREY HUND
Title: Professor (The John H. and Mildred C. Lumley Chair in Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: SCOTT LANGENECKER
Title: Professor (The Tom and Debra Feeney Family Endowed Chair in Psychiatry and Behavioral Health)
College: Medicine
Term: June 3, 2026, through June 30, 2030

Name: JIANRONG LI
Title: Professor (Endowed Chair in Comparative and Translational Immunology, Oncology, and Vaccinology Research)
College: Veterinary Medicine
Term: May 1, 2026, through June 30, 2030

Name: STEPHANIE MOULTON
Title: Acting Dean
College: John Glenn College of Public Affairs
Term: May 1, 2026, through June 30, 2028, or until a permanent Dean is named

Name: EFTHIMI PARASIDIS
Title: Professor (The Kara J. Trott Endowed Professorship in Law)
College: Law
Term: November 15, 2025, through November 14, 2030

Name: KRISTIN STANFORD
Title: Professor (William D. and Jacquelyn L. Wells Chair at the Dorothy M. Davis Heart and Lung Research Institute)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CHRISTINE THOMAS
Title: Professor (The Phyllis and Richard Leet Endowed Chair in Chemistry)
College: Arts and Sciences
Term: January 1, 2026, through December 31, 2031

Reappointments

Name: SARA BUTLER
Title: Professor (The King George III Professorship in British History)
College: Arts and Sciences
Term: August 15, 2026, through August 14, 2031

Name: LEI CAO
Title: Professor (The William C. and Joan E. Davis Cancer Research Professorship)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: RICARDO CARRAU
Title: Professor (The Lynne Shepard Jones Endowed Professorship in Head and Neck Oncology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: DAVID COHN
Title: Professor (The Stuart M. Sloan - Larry J. Copeland MD Chair in Gynecologic Oncology Initiated by a Grateful Patient)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CURTIS DANIELS
Title: Professor-Clinical (Dottie Dohan Shepard Professorship in Cardiovascular Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MARCOS J.G. DE LIMA
Title: Professor (The William Greenville Pace III Endowed Chair in Cancer Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: RICHARD GUMINA
Title: Professor (The James W. Overstreet Chair in Cardiology Fund)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: YUCHI HAN
Title: Professor (Chair of Excellence in Cardiovascular Medicine)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JEFFREY HOROWITZ
Title: Professor (Endowed Professorship in Pulmonary Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JOHN HUMMEL
Title: Professor-Clinical (Corrine Frick Chair in Cardiac Electrophysiology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: MARIA IGNATIEVA
Title: Professor (The Martha W. Farmer Endowed Professorship in Theatre)
College: Ohio State Lima
Term: June 1, 2026, through May 31, 2027

Name: DANIEL JONAS
Title: Professor (Endowed Professorship in Health Services Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CHRISTOPHER KAEDING
Title: Professor-Clinical (Judson D. Wilson Professorship in Orthopedic Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: ANTHONY KING
Title: Associate Professor (The Anne K. "Nancy" Jeffrey Endowed Professorship for Mental Health Equity and Resilience)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: CATHANN KRESS
Title: Vice President for Agricultural Administration and Dean
College: Food, Agricultural, and Environmental Sciences
Term: July 1, 2026, through June 30, 2030

Name: E. DOUGLAS LEWANDOWSKI
Title: Professor (The Jack M. George Chair)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BRADLEY NEEDLEMAN
Title: Professor-Clinical (Edwin H. and E. Christopher Ellison Professorship)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: DAVID O'MALLEY
Title: Professor-Clinical (The John G. Boutselis, M.D. Chair in Gynecology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: GEORGIOS PAPACHRISTOU
Title: Professor (Dr. Floyd M. Beman Chair in Gastroenterology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: JEFFREY PARVIN
Title: Professor (The Louis Levy Professorship for Cancer)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BENJAMIN KUTTIKATT POULOSE
Title: Professor (The Robert M. Zollinger Chair of Surgery Funded By The LeCrone-Baxter Memorial Fund)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: REBECCA RECZEK
Title: Professor (The Berry Chair of New Technologies in Marketing)
College: Fisher College of Business
Term: August 15, 2026, through August 14, 2031

Name: BRAD ROVIN
Title: Professor (The Dr. Lee A. Hebert Endowed Professorship in Nephrology)
College: Medicine
Term: July 1, 2026, through June 30, 2027

Name: ABHAY SATOSKAR
Title: Professor (Research Endowed Chair in Pathology)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: SAKIMA SMITH
Title: Associate Professor (Bob Frick Research Chair in Heart Failure and Arrhythmia)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: ALEXANDER SPARREBOOM
Title: Professor (The Lucius A. Wing Chair of Cancer Research and Therapy)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: THEODORE WAGENER
Title: Professor (Leonard J. Immke, Jr. and Charlotte L. Immke Chair in Cancer Research)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: HENRY WANG
Title: Professor (The Ohio State University Emergency Medicine Endowed Research Chair)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Name: BRUCE WEINBERG
Title: Professor (Eric Byron Fix-Monda Endowed Chair)
College: Arts and Sciences
Term: August 15, 2026, through August 14, 2031

Name: HUA ZHU
Title: Professor (Karl P. Klassen Chair of Thoracic Surgery)
College: Medicine
Term: July 1, 2026, through June 30, 2030

Extensions

*New Hire

Appointments/Reappointments of Chairpersons

JONI ACUFF**, Chair, Department of Art Administration, Education and Policy, July 1, 2026, through June 30, 2030

JANICE ASKI**, Director, Center for Languages, Literatures and Cultures, July 1, 2026, through June 30, 2030

ROGER BEEBE, Chair, Department of Art, July 1, 2026, through June 30, 2029

ALBERT CHAO, Acting Chair, Department of Plastic Surgery, February 1, 2025, until the chair returns

CHRIS COLEMAN, Interim Director, Arts and Humanities Artificial Intelligence Institute, January 5, 2026, through June 30, 2026

MARY GARDINER, Interim Chair, Department of Entomology, June 1, 2026, through June 30, 2027, or until a new Chair is named.

JOHN GRAY, Chair, Department of Operations and Business Analytics, July 1, 2026, through June 30, 2030

FABIENNE MUNCH**, Chair, Department of Design, July 1, 2026, through June 30, 2030

SUNNIE RUCKER-CHANG, Interim Chair, Department of African American and African Studies, July 1, 2026, through June 30, 2027

BALASUBRAMANIAM SHANKER**, Chair, Department of Electrical and Computer Engineering, June 1, 2026, through May 31, 2030

ROBERT SISTON**, Chair, Department of Mechanical and Aerospace Engineering, June 1, 2026, through May 31, 2030

JONATHAN WITTER, Assistant Dean and Director, Ohio Agricultural Technical Institute, April 1, 2026, through June 30, 2030

**Reappointment

*New Hire

Faculty Professional Leaves

BENJAMIN ACOSTA-HUGHES, Professor, Department of Classics, FPL for Fall 2026

RACHELLE ADAMS, Associate Professor, Department of Evolution, Ecology and Organismal Biology, FPL for Fall 2026 and Spring 2027

PETER ANDERSON, Professor, Department of Mechanical & Aerospace Engineering, FPL for Fall 2026 and Spring 2027

SHAMSUL ARAFIN, Associate Professor, Department of Electrical and Computer Engineering, FPL for Spring 2027

KELLIE ARCHER, Professor, College of Public Health, FPL for Fall 2026 and Spring 2027

JANICE ASKI, Professor, Department of French and Italian, FPL for Fall 2026

DENA MARIE ASTA, Associate Professor, Department of Statistics, FPL for Fall 2026

ANNA BABEL, Professor, Department of Spanish and Portuguese, FPL for Fall 2026 and Spring 2027

TANYA BERGER-WOLF, Professor, Department of Computer Science and Engineering, FPL for Spring 2027

BETH BLOSTEIN, Professor, Knowlton School of Architecture, FPL for Fall 2026

GRAEME BOONE, Professor, School of Music, FPL for Fall 2026 and Spring 2027

ANGELA BRINTLINGER, Professor, Department of Slavic and East European Languages and Cultures, FPL for Fall 2026 and Spring 2027

JIAN (JANE) CHEN, Associate Professor, Department of Women's, Gender and Sexuality Studies, FPL for Spring 2027

JENNIFER CLARK, Professor, Knowlton School of Architecture, FPL for Fall 2026 and Spring 2027

JORDAN CLARK, Associate Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Fall 2026

OVIDIU COSTIN, Professor, Department of Mathematics, FPL for Fall 2026 and Spring 2027

MONICA COX, Professor, Department of Engineering Education, FPL for Spring 2027

SAM DAVANLOO TAJBAKSH, Associate Professor, Department of Integrated Systems Engineering, FPL for Spring 2027

ALAN DAVIS, Associate Professor, College of Social Work, FPL for Fall 2026

JOHN DAVIS, Associate Professor, Knowlton School of Architecture, FPL for Spring 2027

LIAN DUAN, Professor, Department of Mechanical & Aerospace Engineering, FPL for Fall 2026 and Spring 2027

JENNIFER EAGLIN, Associate Professor, Department of History, FPL for Spring 2027

WILLIAM EVELAND, Professor, School of Communication, FPL for Fall 2026 and Spring 2027

AYMAN FAYED, Professor, Department of Electrical and Computer Engineering, FPL for Spring 2027

BENJAMIN FLOWERS, Professor, Knowlton School of Architecture, FPL for Fall 2026 and Spring 2027

DANIELLE FOSLER-LUSSIÉ, Professor, School of Music, FPL for Fall 2026 and Spring 2027

ERIC FOSLER-LUSSIÉ, Professor, Department of Computer Science and Engineering, FPL for Spring 2027

JESSE FOX, Professor, School of Communication, FPL for Fall 2026 and Spring 2027

DORINDA GALLANT, Associate Professor, Department of Educational Studies, FPL for Fall 2026

TODD GANNON, Professor, Knowlton School of Architecture, FPL for Fall 2026 and Spring 2027

JOHN GRINSTEAD, Professor, Department of Spanish and Portuguese, FPL for Fall 2026

MICHAEL GROEBER, Professor, Department of Integrated Systems Engineering, FPL for Fall 2026 and Spring 2027

ABHISHEK GUPTA, Associate Professor, Department of Electrical and Computer Engineering, FPL for Fall 2026 and Spring 2027

DREW HANKS, Associate Professor, Department of Human Sciences, FPL for Fall 2026 and Spring 2027

POOYA HATAMI, Associate Professor, Department of Computer Science and Engineering, FPL for Fall 2026

SCOTT HAYES, Associate Professor, Department of Psychology, FPL for Fall 2026

ERIC HEALY, Professor, Department of Speech and Hearing Science, FPL for Spring 2027

SARAH-GRACE HELLER, Associate Professor, Department of French and Italian, FPL for Fall 2026 and Spring 2027

RADU HERBEI, Professor, Department of Statistics, FPL for Fall 2026 and Spring 2027

ERIK HERRMANN, Associate Professor, Knowlton School of Architecture, FPL for Fall 2026 and Spring 2027

TERRI HESSLER, Associate Professor, Department of Educational Studies, Newark, FPL for Fall 2026 and Spring 2027

GHAITH HIARY, Professor, Department of Mathematics, FPL for Fall 2026

DARRYL HOOD, Professor, College of Public Health, FPL for Spring 2027

MARTIJN IJTSMA, Associate Professor, Department of Integrated Systems Engineering, FPL for Fall 2026

MAHESH ILLINDALA, Associate Professor, Department of Electrical and Computer Engineering, FPL for Spring 2027

MARTA JARZYNA, Associate Professor, Department of Evolution, Ecology and Organismal Biology, FPL for Fall 2026 and Spring 2027

MICHELLE JOHNSON-MOTOYAMA, Professor, College of Social Work, FPL for Fall 2026

MIRA KATZ, Professor, College of Public Health, FPL for Fall 2026 and Spring 2027

STEPHEN KERN, Professor, Department of History, FPL for Spring 2027

DANA KLETCHKA, Associate Professor, Department of Arts Administration, Education and Policy, FPL for Fall 2026

CHRISTOHPER KNOESTER, Professor, Department of Sociology, FPL for Fall 2026

CHRISTOPHER KOCHANNEK, Professor, Department of Astronomy, FPL for Fall 2026 and Spring 2027

SANJEEVI KRISHNAN, Associate Professor, Department of Mathematics, FPL for Fall 2026

ALEXANDRA LANDSMAN, Professor, Department of Physics, FPL for Spring 2027

SARAH LANG, Associate Professor, Department of Human Sciences, FPL for Fall 2026 and Spring 2027

HUYEN LE, Associate Professor, Department of Geography, FPL for Fall 2026

KRISTI LEKIES, Associate Professor, School of Environmental and Natural Resources, FPL for Fall 2026

SCOTT LEVI, Professor, Department of History, FPL for Fall 2026

KORIE LITTLE, Professor, Department of Sociology, FPL for Spring 2027

XUN LIU, Associate Professor, Department of Materials Science and Engineering, FPL for Spring 2027

TERESA LYNCH, Assistant Professor, School of Communication, FPL for Spring 2027

PAULA MEIJERINK, Associate Professor, Knowlton School of Architecture, FPL for Fall 2026

LESLIE MOORE, Associate Professor, Department of Teaching and Learning, FPL for Spring 2027

MARK MORTIZ, Professor, Department of Anthropology, FPL for Fall 2026 and Spring 2027

MARGARET NEWELL, Professor, Department of History, FPL for Fall 2026 and Spring 2027

SRINIVASAN PARTHASARATHY, Professor, Department of Computer Science and Engineering, FPL for Fall 2026 and Spring 2027

PENNY PASQUE, Professor, Department of Educational Studies, FPL for Fall 2026

SUBHADEEP PAUL, Associate Professor, Department of Statistics, FPL for Spring 2027

MARGARET PRICE, Professor, Department of English, FPL for Fall 2026

ANA PUGA, Professor, Department of Theatre, Film, and Media Arts, FPL for Fall 2026 and Spring 2027

FENG QIN, Professor, Department of Computer Science and Engineering, FPL for Fall 2026 and Spring 2027

RONGJUN QIN, Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Fall 2026 and Spring 2027

MATTHEW REILLY, Associate Professor, Department of Biomedical Engineering, FPL for Fall 2026

JACOB RISINGER, Associate Professor, Department of English, FPL for Fall 2026

ABHAY SATOSKAR, Professor, Department of Pathology, FPL for Fall 2026

EMMA SAUNDERS-HASTINGS, Associate Professor, Department of Political Science, FPL for Fall 2026 and Spring 2027

PETER SAYER, Professor, Department of Teaching and Learning, FPL for Spring 2027

ASHLEY SCHAFER, Professor, Knowlton School of Architecture, FPL for Fall 2026 and Spring 2027

SARAH SCHOPPE-SULLIVAN, Professor, Department of Psychology, FPL for Fall 2026

KRISTINA SESSA, Professor, Department of History, FPL for Fall 2026 and Spring 2027

HALIL SEZEN, Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Fall 2026 and Spring 2027

ANDREW SHELTON, Professor, Department of History of Art, FPL for Spring 2027

ABIGAIL SHOBN, Associate Professor, College of Public Health, FPL for Fall 2026 and Spring 2027

GURAMRIT SINGH, Associate Professor, Department of Molecular Genetics, FPL for Spring 2027

RACHEL SKAGGS, Associate Professor, Department of Arts Administration, Education and Policy, FPL for Spring 2027

CAROLYN SKINNER, Associate Professor, Department of English, Newark, FPL for Fall 2026 and Spring 2027

JASON SLOT, Professor, Department of Plant Pathology, FPL for Fall 2026

STEPHANIE SMITH, Professor, Department of History, FPL for Fall 2026

JAMES STAGGE, Associate Professor, Department of Civil, Environmental and Geodetic Engineering, FPL for Fall 2026 and Spring 2027

HAIJUN SU, Professor, Department of Mechanical & Aerospace Engineering, FPL for Fall 2026

KATELYN SWINDLE REILLY, Associate Professor, Department of Biomedical Engineering, FPL for Fall 2026

RADU TEODORESCU, Professor, Department of Computer Science and Engineering, FPL for Fall 2026 and Spring 2027

DONALD TERNDROP, Associate Professor, Department of Astronomy, FPL for Fall 2026 and Spring 2027

LYN TJON SOEI LEN, Associate Professor, Department of Women's, Gender and Sexuality Studies, FPL for Spring 2027

CHRISTINE THOMAS, Professor, Department of Chemistry and Biochemistry, FPL for Spring 2027

SARAH VAN BEURDEN, Associate Professor, Department of History, FPL for Fall 2026 and Spring 2027

JANET VUOLO, Assistant Professor, Department of Speech and Hearing Science, FPL for Fall 2026 and Spring 2027

BENJAMIN WALTER, Associate Professor, Department of Biomedical Engineering, FPL for Spring 2027

DEVINA WALTER, Associate Professor, Department of Biomedical Engineering, FPL for Spring 2027

XIAORUI WANG, Professor, Department of Electrical and Computer Engineering, FPL for Spring 2027

BALDWIN WAY, Professor, Department of Psychology, FPL for Fall 2026 and Spring 2027

DUANE WEGENER, Professor, Department of Psychology, FPL for Spring 2027

MATTHEW WEINBERG, Professor, Department of Economics, FPL for Spring 2027

MICHAEL WHITE, Professor, Department of Linguistics, FPL for Spring 2027

KARL WHITTINGTON, Professor, Department of History of Art, FPL for Fall 2026

WENDY YI XU, Associate Professor, College of Public Health, FPL for Fall 2026 and Spring 2027

XIAODONG ZHANG, Professor, Department of Computer Science and Engineering, FPL for Fall 2026 and Spring 2027

Faculty Professional Leave Changes/Cancellations

Emeritus Titles

LAUREN BAKALETZ, Department of Pediatrics, with the title of Professor Emeritus, effective April 1, 2026

SUZANNE BARTLE-HARING, Department of Human Sciences, with the title of Professor Emeritus, effective May 1, 2026

JAMES BEATTY, Department of Physics, with the title of Professor Emeritus, effective August 1, 2026

KATHERINE BORLAND, Department of Comparative Studies, with the title of Professor Emeritus, effective January 17, 2026

CLAUDIA BUCHMANN, Department of Sociology, with the title of Professor Emeritus, effective August 1, 2026

LARRY COPELAND, Department of Obstetrics and Gynecology, with the title of Professor Emeritus, effective July 1, 2026

CRYSTAL DUNLEVY, School of Health and Rehabilitation Sciences, with the title of Professor-Clinical Emeritus, effective June 1, 2026

CYNTHIA EVANS, Department of Obstetrics and Gynecology, with the title of Professor-Clinical Emeritus, effective October 1, 2026

NEIL FALKNER, Department of Mathematics, with the title of Associate Professor Emeritus, effective June 1, 2026

DAVE FARSON, Department of Materials Science and Engineering, with the title of Associate Professor Emeritus, effective August 1, 2026

HENRY FISCHBACH, College of Dentistry, with the title of Associate Professor-Clinical Emeritus, effective January 8, 2023

STEVEN GLASER, School of Music, with the title of Professor Emeritus, effective June 1, 2026

STEVEN GOODMAN, Department of Pediatrics, with the title of Professor Emeritus, effective April 1, 2026

PATRICK GREEN, Department of Veterinary Biosciences, with the title of Professor Emeritus, effective July 1, 2026

RANDALL HARRIS, College of Public Health, with the title of Professor Emeritus, effective July 1, 2026

CAMILLE HEBERT, College of Law, with the title of Professor Emeritus, effective June 1, 2026

JACQUELINE HOYING, College of Nursing, with the title of Associate Professor-Clinical Emeritus, effective August 1, 2026

CHRIS IGODAN, Department of Extension, with the title of Professor Emeritus, effective June 1, 2026

LAWRENCE INKS, Department of Management and Human Resources, with the title of Professor-Clinical Emeritus, effective June 1, 2026

JAMES JASINSKI, Department of Extension, with the title of Professor Emeritus, effective April 1, 2026

LAURICE JOSEPH, Department of Educational Studies, with the title of Professor Emeritus, effective June 1, 2026

STEVEN KALBFLEISCH, Department of Internal Medicine, with the title of Professor Emeritus, effective April 1, 2026

DEBORAH KEGELMEYER, School of Health and Rehabilitation Sciences, with the title of Professor-Clinical Emeritus, effective June 1, 2026

KELLY KELLEHER, Department of Pediatrics, with the title of Professor Emeritus, effective April 1, 2026

MARK KING, Department of Radiology, with the title of Professor-Clinical Emeritus, effective July 1, 2023

SANDRA KOSTYK, Department of Neurology, with the title of Professor-Clinical Emeritus, effective July 1, 2026

CATHERINE LANGSTON, Department of Veterinary Clinical Sciences, with the title of Professor-Clinical Emeritus, effective September 1, 2026

JAMES MCAULEY, College of Pharmacy, with the title of Professor Emeritus, effective June 1, 2026

KIRK MCHUGH, Department of Biomedical Education and Anatomy, with the title of Professor Emeritus, effective July 1, 2026

JEFFREY MCKEE, Department of Anthropology, with the title of Professor Emeritus, effective June 1, 2026

LINDA MIZEJEWSKI, Department of Women's Gender and Sexuality Studies, with the title of Professor Emeritus, effective June 1, 2026

STEFAN NIEWIESK, Department of Veterinary Biosciences, with the title of Professor Emeritus, effective January 1, 2027

LISA RAIZ, College of Social Work, with the title of Associate Professor Emeritus, effective August 1, 2026

ZARIFE SAHENK, Department of Pediatrics, with the title of Professor Emeritus, effective August 1, 2026

FRANKLIN SCHWARTZ, School of Earth Sciences, with the title of Professor Emeritus, effective June 1, 2026

REPHAEL WENGER, Department of Computer Science and Engineering, with the title of Professor Emeritus, effective June 1, 2026

KAREN WIMBUSH, Agricultural Technical Institute, with the title of Associate Professor Emeritus, effective April 1, 2026

JOSEPH YU, Department of Radiology, with the title of Professor Emeritus, effective July 1, 2026

2025/2026 Hires

COLLEGE OF ARTS AND SCIENCES SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR WITH TENURE

Molyneux, Logan, School of Communication, January 1, 2027

COLLEGE OF ARTS AND SCIENCES NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Shcherbakov, Maxim, Physics, August 15, 2027

Williams, Margot, Molecular Genetics, August 15, 2026

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR WITH TENURE

Xu, Kang, Mechanical and Aerospace Engineering, August 15, 2026

JOHN GLENN COLLEGE OF PUBLIC AFFAIRS

PROMOTION TO PROFESSOR WITH TENURE

Park, Sungho, August 15, 2026

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO PROFESSOR WITH TENURE

Cortina, Jose, Management and Human Resources, August 15, 2026

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR WITH TENURE

Desplats, Paula, Neurology, May 1, 2026

Smith, Bryan, Molecular Medicine and Therapeutics, January 22, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Willy, Richard, School of Health and Rehabilitation Sciences, March 5, 2026

Wu, Rongxue, Surgery, February 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITHOUT TENURE

Wu, Dufan, Radiology, February 4, 2026

2025/2026 Promotion, Tenure and Reappointment Results

COLLEGE OF THE ARTS AND SCIENCES DIVISION OF ART AND HUMANITIES

PROMOTION TO PROFESSOR

Bench, Harmony, Dance, June 4, 2026
Birkhold, Matthew, Germanic Languages and Literatures, June 4, 2026
Campbell-Kibler, Kathryn, Linguistics, June 4, 2026
Kaplan, Merrill, English, June 4, 2026
Kunimoto, Namiko, History of Art, June 4, 2026
Morris, Tiyi, African American and African Studies, Newark, June 4, 2026
Nagar, Ila, Near Eastern and South Asian Languages and Cultures, June 4, 2026
Oliszewski, Alex, Theatre, Film and Media Arts, June 4, 2026
ReStack, Dani, Art, June 4, 2026
Roberts, Daniel, Dance, June 4, 2026
Ross, Alan, Classics, June 4, 2026
Silver, Suzanne, Art, June 4, 2026
Skinner, Carolyn, English, Newark, June 4, 2026
Youngs, Amy, Art, June 4, 2026
Zbikowski, Abby, Dance, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Barra Costa, Isis, Spanish and Portuguese, June 4, 2026
Folitt-Weinberg, Ben, Classics, June 4, 2026
Martinez-Rivera, Mintzi, English, June 4, 2026
Moore, James, Near Eastern and South Asian Languages and Cultures, June 4, 2026
Nickley, William, Design, June 4, 2026
Parmenter, Christopher, Classics, June 4, 2026
Walker, Lydia, History, June 4, 2026

DIVISION OF ART AND HUMANITIES CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Blosser, Cyril, School of Music, June 4, 2026, and August 15, 2027
Myers, Helen, Slavic and East European Languages and Cultures, June 4, 2026, and August 15, 2027
Portune, Laura, School of Music, June 4, 2026, and August 15, 2027
Richards, Kevin, Germanic Languages and Literatures, June 4, 2026, and August 15, 2027
Singleton, Lynn, School of Music, June 4, 2026, and August 15, 2027
Torres, Michael, School of Music, June 4, 2026, and August 15, 2027

Weintritt, April, French and Italian, June 4, 2026, and August 15, 2027

REAPPOINTMENT

Mozingo, Karen, Theatre, Film and Media Arts, August 15, 2026

DIVISION OF NATURAL AND MATHEMATICAL SCIENCES

PROMOTION TO PROFESSOR

Dogan Ekici, Ozlem, Chemistry and Biochemistry, Newark, June 4, 2026

Fowler, Jim, Mathematics, June 4, 2026

Huang, Jingyin, Mathematics, June 4, 2026

Munoz-Garcia, Agus, Evolution, Ecology and Organismal Biology, June 4, 2026

Orban, Christopher, Physics, Marion, June 4, 2206

Petreaca, Ruben, Molecular Genetics, June 4, 2026

Watkins, Davita, Chemistry and Biochemistry, June 4, 2026

Zhang, Shiyu, Chemistry and Biochemistry, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bagley, Robin, Evolution, Ecology and Organismal Biology, Lima, June 4, 2026

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Cochran, Geraldine, Physics, June 4, 2026

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Karn, Nicole, Chemistry and Biochemistry, June 4, 2026

**DIVISION OF NATURAL AND MATHEMATICAL SCIENCES
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Ross, Ashley, Physics, June 4, 2026

DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES

PROMOTION TO PROFESSOR

Bobbitt-Zeher, Donna, Sociology, Marion, June 4, 2026

Brown, Meta, Economics, June 4, 2026

Dekay, Michael, Psychology, June 4, 2026

Lenz, Kathryn, Psychology, June 4, 2026
Leuner, Benedetta, Psychology, June 4, 2026
Schoon, Eric, Sociology, June 4, 2026
Wirth, Jim, Psychology, Newark, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Chirchir, Habiba, Anthropology, June 4, 2026
Dempsey, Kyle, Economics, June 4, 2026
Kvam, Peter, Psychology, June 4, 2026
Lynch, Teresa, School of Communication, June 4, 2026
Vuolo, Janet, Speech and Hearing Science, June 4, 2026

**DIVISION OF SOCIAL AND BEHAVIORAL SCIENCES
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Sonntag, Amy, Speech and Hearing Science, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Sterenber, Mary, School of Communication, June 4, 2026

REAPPOINTMENT

Hazebaker, Julie, Speech and Hearing Science, August 15, 2026

COLLEGE OF DENTISTRY

PROMOTION TO PROFESSOR

Duangthip, Tammy, June 4, 2026
Foster, Brian, June 4, 2026

**COLLEGE OF DENTISTRY
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Hsieh, Yuan-Lynn, June 4, 2026
Nassani, Leonardo, June 4, 2026
Wu, Yi-Chu, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Wright, Bridget, June 4, 2026

REAPPOINTMENT

Abdullah, Saria, August 15, 2027

Cheng, Guo-Liang, August 15, 2027
Gardner, Rob, August 15, 2027
Hetou, Salam, August 15, 2027
Hsieh, Shin-Jung, August 15, 2027
Jackson, Teddy, August 15, 2027
Lai, Yi-Cheng, August 15, 2027
Mendel, Debra, August 15, 2027
Zimmer, Gabriela, August 15, 2027

COLLEGE OF EDUCATION AND HUMAN ECOLOGY

PROMOTION TO PROFESSOR

Beard, Karen, Educational Studies, June 4, 2026
Hatsu, Irene, Human Sciences, June 4, 2026
Ilic, Sanja, Human Sciences, June 4, 2026
Wild, Tiffany, Teaching and Learning, June 4, 2026
Zhu, Jiangjiang, Human Sciences, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Abdi, Nimo, Teaching and Learning, June 4, 2026
Brown, Cory, Teaching and Learning, Newark, June 4, 2026

COLLEGE OF EDUCATION AND HUMAN ECOLOGY CLINICAL

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Miller, Dustin, Educational Studies, June 4, 2026

COLLEGE OF ENGINEERING

PROMOTION TO PROFESSOR

Cho, Hanna, Mechanical and Aerospace Engineering, June 4, 2026
Dannemiller, Karen, Civil, Environmental, and Geodetic Engineering, June 4, 2026
Hanlon, Bernadette, Knowlton School of Architecture, June 4, 2026
Illindala, Mahesh, Electrical and Computer Engineering, June 4, 2026
Kajfez, Rachel, Engineering Education, June 4, 2026
Khafizov, Marat, Mechanical and Aerospace Engineering, June 4, 2026
Kubatko, Ethan, Civil, Environmental, and Geodetic Engineering, June 4, 2026
Reategui, Eduardo, Chemical and Biomolecular Engineering, June 4, 2026
Reece, Jason, Knowlton School of Architecture, June 4, 2026
Reilly, Matthew, Biomedical Engineering, June 4, 2026
Srinivasan, Manoj, Mechanical and Aerospace Engineering, June 4, 2026

Swindle Reilly, Katelyn, Biomedical Engineering, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Davis, John, Knowlton School of Architecture, June 4, 2026

Hereid, Ayonga, Mechanical and Aerospace Engineering, June 4, 2026

IJtsma, Martijn, Integrated Systems Engineering, June 4, 2026

Krening, Samantha, Integrated Systems Engineering, June 4, 2026

Lee, Kiryung, Electrical and Computer Engineering, June 4, 2026

Li, Jinghua, Materials Science and Engineering, June 4, 2026

Musah, Tawfiq, Electrical and Computer Engineering, June 4, 2026

Vasques, Richard, Mechanical and Aerospace Engineering, June 4, 2026

Wang, Xiaoguang, Chemical and Biomolecular Engineering, June 4, 2026

**COLLEGE OF ENGINEERING
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Rhoads, Bob, Engineering Education, June 4, 2026, and August 15, 2027

PROMOTION TO PROFESSOR-CLINICAL

Childers, Rachel, Biomedical Engineering, June 4, 2026

Ortiz-Rosario, Alexis, Biomedical Engineering, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Annasiwatta, Chandika, Integrated Systems Engineering, Marion, June 4, 2026

Mansouri, Nima, Mechanical and Aerospace Engineering, Marion, June 4, 2026

Mirfenderesgi, Golnazalsadat, Mechanical and Aerospace Engineering, June 4, 2026

Morris, Jeremy, Computer Science and Engineering, June 4, 2026

Pruchnicki, Shawn, Integrated Systems Engineering, June 4, 2026

**COLLEGE OF ENGINEERING
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR

Tawfik, Eslam Yahya, Electrical and Computer Engineering, June 4, 2026

MAX M. FISHER COLLEGE OF BUSINESS

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Blanco, Christian, Operations and Business Analytics, June 4, 2026

Castillo, Vince, Marketing and Logistics, June 4, 2026

Keeler, Kathleen, Management and Human Resources, June 4, 2026

Sheneman, Amy, Accounting and Management Information Systems, June 4, 2026
Zhang, Shaojun, Finance, June 4, 2026

**MAX M. FISHER COLLEGE OF BUSINESS
CLINICAL**

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Newsom, Mi Kyong, Operations and Business Analytics, June 4, 2026

REAPPOINTMENT

Bailey, Roger, Marketing and Logistics, August 15, 2027
Pirim, Birsal, Finance, August 15, 2027

COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

PROMOTION TO PROFESSOR

Garcia, Lyda, Animal Sciences, June 4, 2026
Hall, Peggy, OSU Extension, June 4, 2026
Inwood, Shoshannah, School of Environment and Natural Resources, June 4, 2026
Lee, Chanhee, Animal Sciences, June 4, 2026
Lindsey, Alexander, Horticulture and Crop Science, June 4, 2026
Relling, Alejandro, Animal Sciences, June 4, 2026
Remley, Daniel, OSU Extension, June 4, 2026
Rodriguez, Mary, Agricultural Communication, Education, and Leadership, June 4, 2026
Williams, Roger, School of Environment and Natural Resources, June 4, 2026
Witter, Jon, Agricultural Technical Institute, June 4, 2026
Xia, Ye, Plant Pathology, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Bohrer, Benjamin, Animal Sciences, June 4, 2026
Chiavegato, Marilia, Horticulture and Crop Science, June 4, 2026
Lopez-Nicora, Horacio, Plant Pathology, June 4, 2026
Wilson, Aaron, OSU Extension, June 4, 2026

**COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Filson, Caryn, Agricultural Communication, Education, and Leadership, June 4, 2026, and
August 15, 2027

COLLEGE OF LAW

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Dooling, Bridget, June 4, 2026

COLLEGE OF MEDICINE

PROMOTION TO PROFESSOR

Bailey, Michael, Pediatrics, June 4, 2026

Chung, Dongjun, Biomedical Informatics, June 4, 2026

Freud, Aharon, Pathology, June 4, 2026

Gorka, Stephanie, Psychiatry and Behavioral Health, June 4, 2026

Gur, Tamar, Psychiatry and Behavioral Health, June 4, 2026

Kang, Yun-Seok, School of Health and Rehabilitation Sciences, June 4, 2026

McKenzie, Lara, Pediatrics, June 4, 2026

Nash, Ryan, Biomedical Education and Anatomy, June 4, 2026

Quatman, Carmen, Emergency Medicine, June 4, 2026

Quatman-Yates, Catherine, School of Health and Rehabilitation Sciences, June 4, 2026

Zhang, Ping, Biomedical Informatics, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Allan, Nicholas, Psychiatry and Behavioral Health, June 4, 2026

Baker, Justin, Psychiatry and Behavioral Health, June 4, 2026

Baskin, Kedryn, Physiology and Cell Biology, June 4, 2026

Bozzay, Melanie, Psychiatry and Behavioral Health, June 4, 2026

Butchar, Jonathan, Internal Medicine, June 4, 2026

Chavez, Laura, Pediatrics, June 4, 2026

Cheng, Lijun, Biomedical Informatics, June 4, 2026

Crasta, Jewel, School of Health and Rehabilitation Sciences, June 4, 2026

El Refaey, Mona, Surgery, June 4, 2026

Forero, Adriana, Microbial Infection and Immunity, June 4, 2026

Ghoneim, Hazem, Microbial Infection and Immunity, June 4, 2026

Hemann, Emily, Microbial Infection and Immunity, June 4, 2026

Kearse, Michael, Biological Chemistry and Pharmacology, June 4, 2026

Kendall, Genevieve, Pediatrics, June 4, 2026

Lio, Jerry, Microbial Infection and Immunity, June 4, 2026

Londino, James, Internal Medicine, June 4, 2026

Mihaylova, Maria, Biological Chemistry and Pharmacology, June 4, 2026

Nassal, Michelle, Emergency Medicine, June 4, 2026

Novais, Fernanda, Microbial Infection and Immunity, June 4, 2026

Sas, Andrew, Neurology, June 4, 2026

Skeens, Micah, Pediatrics, June 4, 2026

Tu, Li-Chun, Biological Chemistry and Pharmacology, June 4, 2026
Wagner, Alex, Pediatrics, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITHOUT TENURE

Bline, Katherine, Pediatrics, June 4, 2026

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Huang, Xiaopei, Internal Medicine, June 4, 2026
Nickerson, Brett, School of Health and Rehabilitation Sciences, June 4, 2026
Schenk, Austin, Surgery, June 4, 2026

**COLLEGE OF MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

Abu-Arja, Rolla, Pediatrics, June 4, 2026
Beaulieu, Cynthia, Physical Medicine and Rehabilitation, June 4, 2026
Bell, Erica, Neurology, June 4, 2026
Borate, Uma, Internal Medicine, June 4, 2026
Boue, Daniel, Pathology, June 4, 2026
Boulter, Daniel, Radiology, June 4, 2026
Brammer, Jonathan, Internal Medicine, June 4, 2026
Chandawarkar, Aarti, Pediatrics, June 4, 2026
Chapman, Meredith, Psychiatry and Behavioral Health, June 4, 2026
Contreras, Carlo, Surgery, June 4, 2026
Creary, Susan, Pediatrics, June 4, 2026
Davila, Victor, Anesthesiology, June 4, 2026
Esnakula, Ashwin, Pathology, June 4, 2026
Fernandez Faith, Esteban, Pediatrics, June 4, 2026
Gatti-Mays, Margaret, Internal Medicine, June 4, 2026
Gleeson, Sean, Pediatrics, June 4, 2026
Iyer, Manoj, Anesthesiology, June 4, 2026
Kaffenberger, Jessica, Dermatology, June 4, 2026
Kelly, Sean, Internal Medicine, June 4, 2026
Kumar Gulati, Deepak, Neurology, June 4, 2026
Li-Sauerwine, Simiao, Emergency Medicine, June 4, 2026
Lott Limbach, Abberly, Pathology, June 4, 2026
Lu, Peter, Pediatrics, June 4, 2026
Maffett, Scott, Internal Medicine, June 4, 2026
Martin, Kevin, Orthopaedics, June 4, 2026
Meara, Michael, Surgery, June 4, 2026
Oppong, Bridget, Surgery, June 4, 2026

Panchal, Bethany, Family and Community Medicine, June 4, 2026
Park, Ariane, Neurology, June 4, 2026
Prats, Michael, Emergency Medicine, June 4, 2026
Quinn, Melissa, Biomedical Education and Anatomy, June 4, 2026
Stanich, Peter, Internal Medicine, June 4, 2026
Valasek, Amy, Pediatrics, June 4, 2026
Wei, Lai, Biomedical Informatics, June 4, 2026

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Audino, Anthony, Pediatrics, June 4, 2026, and July 1, 2027
Baylis, Adriane, Plastic and Reconstructive Surgery, June 4, 2026, and July 1, 2027
Ghalib, Luma, Internal Medicine, June 4, 2026, and July 1, 2027
Goist, Kevin, Internal Medicine, June 4, 2026, and July 1, 2027
Graber, Abraham, Biomedical Education and Anatomy, June 4, 2026, and July 1, 2027
Grignol, Valerie, Surgery, June 4, 2026, and July 1, 2027
Harmon, Derek, Biomedical Education and Anatomy, June 4, 2026, and July 1, 2027
Kale, Sachin, Internal Medicine, June 4, 2026, and July 1, 2027
Kneuert, Peter, Surgery, June 4, 2026, and July 1, 2027
Konda, Bhavana, Internal Medicine, June 4, 2026, and July 1, 2027
Malhotra, Prashant, Otolaryngology, June 4, 2026, and July 1, 2027
Massick, Susan, Dermatology, June 4, 2026, and July 1, 2027
Pahlaj Hinduja, Archana, Neurology, June 4, 2026, and July 1, 2027
Raval, Raju, Radiation Oncology, June 4, 2026, and July 1, 2027
Reinbolt, Raquel, Internal Medicine, June 4, 2026, and July 1, 2027
Roberts, Kristen, School of Health and Rehabilitation Sciences, June 4, 2026, and July 1, 2027
Schamess, Andrew, Internal Medicine, June 4, 2026, and July 1, 2027
Schumacher, Eric, Internal Medicine, June 4, 2026, and July 1, 2027
Shabsigh, Ahmad, Urology, June 4, 2026, and July 1, 2027
Tyler, Amy, Pediatrics, June 4, 2026, and July 1, 2027
Virk, Subhdeep, Psychiatry and Behavioral Health, June 4, 2026, and July 1, 2027
Walz, Patrick, Otolaryngology, June 4, 2026, and July 1, 2027
Yanoga, Fatoumata, Ophthalmology and Visual Sciences, June 4, 2026, and July 1, 2027

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Akella, Sruti, Ophthalmology and Visual Sciences, June 4, 2026, and July 1, 2027
Amin, Emily, Internal Medicine, June 4, 2026, and July 1, 2027
Black, Joshua, Internal Medicine, June 4, 2026, and July 1, 2027
Byrne, Lindsey, Internal Medicine, June 4, 2026, and July 1, 2027
Chakraborty, Subhankar, Internal Medicine, June 4, 2026, and July 1, 2027
Chen, Joyce, Psychiatry and Behavioral Health, June 4, 2026, and July 1, 2027
Corcoran, Shawn, Internal Medicine, June 4, 2026, and July 1, 2027

Ghattas, Christian, Internal Medicine, June 4, 2026, and July 1, 2027
Gogineni, Emile, Radiation Oncology, June 4, 2026, and July 1, 2027
Gupta Basuray, Rakhi, Pediatrics, June 4, 2026, and July 1, 2027
Halling, Cecilie, Pediatrics, June 4, 2026, and July 1, 2027
Harris, Sharnita, Pediatrics, June 4, 2026, and July 1, 2027
Hussain, Nasir, Anesthesiology, June 4, 2026, and July 1, 2027
Ijioma, Nkechi, Internal Medicine, June 4, 2026, and July 1, 2027
Johnson, Katrina, Internal Medicine, June 4, 2026, and July 1, 2027
Kebodeaux, Chelsea, Obstetrics and Gynecology, June 4, 2026, and July 1, 2027
Kuofie, Ivy, Internal Medicine, June 4, 2026, and July 1, 2027
Lloyd, Eric, Pediatrics, June 4, 2026, and July 1, 2027
Savona, Salvatore, Internal Medicine, June 4, 2026, and July 1, 2027
Sevov, Claire, Internal Medicine, June 4, 2026, and July 1, 2027
Shah, Hamza, Internal Medicine, June 4, 2026, and July 1, 2027
Shihabuddin, Bashar, Pediatrics, June 4, 2026, and July 1, 2027
Spears, Isaac, Internal Medicine, June 4, 2026, and July 1, 2027
Stover, Kristin, Biomedical Education and Anatomy, June 4, 2026, and July 1, 2027
Thiele, Courtney, Biomedical Education and Anatomy, June 4, 2026, and July 1, 2027
Welker, Kristen, School of Health and Rehabilitation Sciences, June 4, 2026, and July 1, 2027
Yau, Amy, Internal Medicine, June 4, 2026, and July 1, 2027

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Ahmadian, Saman, Pathology, June 4, 2026
Akoghlanian, Shoghik, Pediatrics, June 4, 2026
Alahmadi, Asrar, Internal Medicine, June 4, 2026
Alebrahim, Musab, Surgery, June 4, 2026
Alexander, John, Orthopaedics, June 4, 2026
Baker, Lauren, Obstetrics and Gynecology, June 4, 2026
Banas, Dave, Family and Community Medicine, June 4, 2026
Behbehani, Gregory, Internal Medicine, June 4, 2026
Behzadi, Jennifer, Internal Medicine, June 4, 2026
Bigelow, Amee, Pediatrics, June 4, 2026
Bowden, Brian, Pediatrics, June 4, 2026
Bowman, Jessica, Pediatrics, June 4, 2026
Brannock, Kristina, Pathology, June 4, 2026
Bridge, Laura, Internal Medicine, June 4, 2026
Brink, Farah, Pediatrics, June 4, 2026
Cho, Min-Jeong, Plastic and Reconstructive Surgery, June 4, 2026
Chua, Michael, Pediatrics, June 4, 2026
Coffman, Katharine, Pediatrics, June 4, 2026
Colburn, Nora, Internal Medicine, June 4, 2026

Conroy, Megan, Internal Medicine, June 4, 2026
Cunningham, Lisa, Surgery, June 4, 2026
Dalm, Brian, Neurological Surgery, June 4, 2026
Davenport, Ashley, Internal Medicine, June 4, 2026
DeHoff, Carrie, Pediatrics, June 4, 2026
Diaz, Daniel, Internal Medicine, June 4, 2026
Ebersole, Ashley, Pediatrics, June 4, 2026
Fei, Yueyang, Obstetrics and Gynecology, June 4, 2026
Foley, Kristin, Radiology, June 4, 2026
Gandhi, Kajal, Pediatrics, June 4, 2026
Garbacz, Lauren, Pediatrics, June 4, 2026
Gisser, Jonathan, Pediatrics, June 4, 2026
Gombash Lampe, Sara, Neuroscience, June 4, 2026
Gorelik, Leonid, Anesthesiology, June 4, 2026
Greco, Nicholas, Orthopaedics, June 4, 2026
Hall, Orman, Psychiatry and Behavioral Health, June 4, 2026
Hamilton, Sarah, Psychiatry and Behavioral Health, June 4, 2026
Hart, Laura, Pediatrics, June 4, 2026
Humphrey, Daniela, Pediatrics, June 4, 2026
Kumthekar, Rohan, Pediatrics, June 4, 2026
Larrimore, Ashley, Emergency Medicine, June 4, 2026
Levine, Ann, Pediatrics, June 4, 2026
Levy, Casey, Pediatrics, June 4, 2026
Limkemann, Ashley, Surgery, June 4, 2026
MacKinlay, Alison, Family and Community Medicine, June 4, 2026
Malerich, Patricia, Dermatology, June 4, 2026
May, Anne, Pediatrics, June 4, 2026
McGuirk, Rachael, Family and Community Medicine, June 4, 2026
McKillop, Hannah, Pediatrics, June 4, 2026
Miller, Audrey, Pediatrics, June 4, 2026
Misal, Meenal, Obstetrics and Gynecology, June 4, 2026
Mittra, Arjun, Internal Medicine, June 4, 2026
Mobin-Uddin, Asma, Biomedical Education and Anatomy, June 4, 2026
Mosley, Claudia, Biomedical Education and Anatomy, June 4, 2026
Nolan, Eric, Internal Medicine, June 4, 2026
Odackal, Namrita, Pediatrics, June 4, 2026
Ojha, Devicka, Internal Medicine, June 4, 2026
Potter, Samara, Pediatrics, June 4, 2026
Rai, Deepak, Internal Medicine, June 4, 2026
Ramachandran, Manoj, Internal Medicine, June 4, 2026
Redman, Chuck, Internal Medicine, June 4, 2026
Rudesill, Rebecca, Obstetrics and Gynecology, June 4, 2026

Ryan, John, Orthopaedics, June 4, 2026
Salvador, Anthony, Radiology, June 4, 2026
Schaefer, Megan, Pediatrics, June 4, 2026
Schmucker, Ryan, Plastic and Reconstructive Surgery, June 4, 2026
Schneider, Pat, Obstetrics and Gynecology, June 4, 2026
Schultz, Katlin, Physical Medicine and Rehabilitation, June 4, 2026
Shadchehr, Ali, Internal Medicine, June 4, 2026
Shanker, Kirti, Family and Community Medicine, June 4, 2026
Shannon, Tracy, Physical Medicine and Rehabilitation, June 4, 2026
Shenoy, Renuka, Anesthesiology, June 4, 2026
Skeans, Jake, Internal Medicine, June 4, 2026
Smith, Ashley, Anesthesiology, June 4, 2026
Soghomonyan, Suren, Anesthesiology, June 4, 2026
Spaccarelli, Natalie, Dermatology, June 4, 2026
Stultz, Jerry, Pediatrics, June 4, 2026
Texler, Cara, Pediatrics, June 4, 2026
Tiso, Michael, Internal Medicine, June 4, 2026
Tran, Andrew, Pediatrics, June 4, 2026
Troyer, Mark, Internal Medicine, June 4, 2026
Tucker, Angela, Family and Community Medicine, June 4, 2026
Valdez, Carrie, Surgery, June 4, 2026
Vest, Matthew, Biomedical Education and Anatomy, June 4, 2026
Voorhees, Timothy, Internal Medicine, June 4, 2026
Waldrop, Megan, Pediatrics, June 4, 2026
Washam, Matthew, Pediatrics, June 4, 2026
Wellner, Michael, Internal Medicine, June 4, 2026
Wells, Jordee, Pediatrics, June 4, 2026
Westbrook, Travis, Psychiatry and Behavioral Health, June 4, 2026
Wojtowicz, Andrea, Pediatrics, June 4, 2026
Wright, Lydia, Pediatrics, June 4, 2026
Yang, Xiangyu, Radiology, June 4, 2026
Yong, Chiaothon, Family and Community Medicine, June 4, 2026
Zha, Alicia, Neurology, June 4, 2026
Zimm, Cynthia, Pediatrics, June 4, 2026

REAPPOINTMENT

Abshier-Ware, Courtney, Obstetrics and Gynecology, July 1, 2027
Acharya, Chathur, Internal Medicine, July 1, 2027
Ackermann, Wiebke, Anesthesiology, July 1, 2027
Adkins, Alek, Pediatrics, July 1, 2027
Akbar, Shalla, Pathology, July 1, 2027
Akkari, Yassmine, Pathology, July 1, 2027

Al Tabosh, Hayat, Pediatrics, July 1, 2027
Aldrink, Jennifer, Surgery, July 1, 2027
Allen, Karen, Pediatrics, July 1, 2027
Anthony, Michael, Orthopaedics, July 1, 2027
Apke, Tonya, School of Health and Rehabilitation Sciences, July 1, 2027
Axelson, David, Psychiatry and Behavioral Health, July 1, 2027
Baker, Josie, Internal Medicine, July 1, 2027
Balada-Llasat, Joan-Miquel, Pathology, July 1, 2027
Bali, Neetu, Pediatrics, July 1, 2027
Bambach, Kim, Emergency Medicine, July 1, 2027
Bartholomew, Deborah, Obstetrics and Gynecology, July 1, 2027
Barton, Hannah, Pediatrics, July 1, 2027
Benson, Kari, Pediatrics, July 1, 2027
Berlan, Elise, Pediatrics, July 1, 2027
Bhavnagri, Sharukh, Radiology, July 1, 2027
Bhoomreddy, Neha, Internal Medicine, July 1, 2027
Bignall, Ray, Pediatrics, July 1, 2027
Bittar, Jan, Neurology, July 1, 2027
Black, Kelsey, Internal Medicine, July 1, 2027
Bodin, Steven, Pediatrics, July 1, 2027
Bonaventura, Bridget, Pediatrics, July 1, 2027
Boucher, Laura, School of Health and Rehabilitation Sciences, July 1, 2027
Brancaleone, Matthew, School of Health and Rehabilitation Sciences, July 1, 2027
Breedlove, Aaron, Psychiatry and Behavioral Health, July 1, 2027
Brehany, James, Internal Medicine, July 1, 2027
Brodsky, Sergey, Pathology, July 1, 2027
Brooks, Christopher, Otolaryngology, July 1, 2027
Brown, Melissa, Obstetrics and Gynecology, July 1, 2027
Brundrett, Megan, Pediatrics, July 1, 2027
Bryant, Richard, Anesthesiology, July 1, 2027
Buddhavarapu, Amulya, Pediatrics, July 1, 2027
Burford, Matthew, Neurology, July 1, 2027
Carmin, Cheryl, Psychiatry and Behavioral Health, July 1, 2027
Carroll, Ryan, Internal Medicine, July 1, 2027
Chambers, Danielle, Pediatrics, July 1, 2027
Chan, Kelvin, Radiology, July 1, 2027
Chan, Ruth, Internal Medicine, July 1, 2027
Chang, Philip, Internal Medicine, July 1, 2027
Chen, Wei, Pathology, July 1, 2027
Chung, Catherine, Pathology, July 1, 2027
Cohen, Daniel, Pediatrics, July 1, 2027
Collins, Angela, Orthopaedics, July 1, 2027

Comisford, Ross, Internal Medicine, July 1, 2027
Cooper, Kristin, Internal Medicine, July 1, 2027
Cripe, Linda, Pediatrics, July 1, 2027
Criss, Cory, Surgery, July 1, 2027
Cua, Clifford, Pediatrics, July 1, 2027
Dalal, Poorvi, Internal Medicine, July 1, 2027
Daniel, Megan, Pediatrics, July 1, 2027
Deleandro, Megan, Family and Community Medicine, July 1, 2027
Denlinger, Nathan, Internal Medicine, July 1, 2027
Diefenbach, Karen, Surgery, July 1, 2027
Dienstbach, Michael, Internal Medicine, July 1, 2027
Donald, Ryan, Internal Medicine, July 1, 2027
Doubeni, Anna, Family and Community Medicine, July 1, 2027
Driggers, Allyson, Pediatrics, July 1, 2027
Ediger, Tracy, Pediatrics, July 1, 2027
Ehiorobo, Iziegbe, Internal Medicine, July 1, 2027
Eisinger, Gregory, Internal Medicine, July 1, 2027
Eiterman, Andrew, Internal Medicine, July 1, 2027
El-Ferzli, George, Pediatrics, July 1, 2027
Elliott, Victoria, Pediatrics, July 1, 2027
Erner, Jana, Pediatrics, July 1, 2027
Esguerra, Vincent, Internal Medicine, July 1, 2027
Ezzat zaghlouleh, Mhd, Neurology, July 1, 2027
Farhadi, Rana, Plastic and Reconstructive Surgery, July 1, 2027
Fawley, Ryan, Internal Medicine, July 1, 2027
Flanigan, Matt, Internal Medicine, July 1, 2027
Fleming, Qian, Anesthesiology, July 1, 2027
Freeman, Jay, Pediatrics, July 1, 2027
Fritz, Joel, Radiology, July 1, 2027
Galantowicz, Mark, Surgery, July 1, 2027
Gandhi, Bela, Psychiatry and Behavioral Health, July 1, 2027
Garrity-Rokous, Beth, Pediatrics, July 1, 2027
Gauntt, Jennifer, Pediatrics, July 1, 2027
Gaw, Christopher, Pediatrics, July 1, 2027
Gil, Katarzyna, Internal Medicine, July 1, 2027
Goday, Praveen, Pediatrics, July 1, 2027
Goyal, Kanu, Orthopaedics, July 1, 2027
Grantham, Lindsey, Obstetrics and Gynecology, July 1, 2027
Greathouse, Dawn, Pediatrics, July 1, 2027
Griffith, Brandy, Radiology, July 1, 2027
Grozenski, Drew, Emergency Medicine, July 1, 2027
Gustafson, Brooke, Pediatrics, July 1, 2027

Hannawi, Yousef, Neurology, July 1, 2027
Hansen-Moore Hansen, Jennifer, Pediatrics, July 1, 2027
Hart, Stephen, Pediatrics, July 1, 2027
Harzman, Alan, Surgery, July 1, 2027
Hassen, Lauren, Internal Medicine, July 1, 2027
Hays, Hannah, Pediatrics, July 1, 2027
Hehr, Erin, Pediatrics, July 1, 2027
Heinz, Garrett, Family and Community Medicine, July 1, 2027
Hetson, Lilly, Family and Community Medicine, July 1, 2027
Hilbrands, Greta, Pediatrics, July 1, 2027
Hiser, Jaryd, Psychiatry and Behavioral Health, July 1, 2027
Holmes, Anne, Psychiatry and Behavioral Health, July 1, 2027
Holyfield, Cashea, Pediatrics, July 1, 2027
Horbal, Dana, Internal Medicine, July 1, 2027
Hou, Ying-Chen, Pathology, July 1, 2027
Huber, Catherine, Pediatrics, July 1, 2027
Husain, Mariam, Internal Medicine, July 1, 2027
Ilipilla, Geeta, Psychiatry and Behavioral Health, July 1, 2027
Imran, Sehyr, Pediatrics, July 1, 2027
Iwenofu, Obiajulu, Pathology, July 1, 2027
Jacobs, Hannah, Pediatrics, July 1, 2027
Jacobson-Kelly, Amanda, Pediatrics, July 1, 2027
Jain, Rajneesh, Pediatrics, July 1, 2027
Jhavar, Sachin, Radiation Oncology, July 1, 2027
Johnson, Kai, Internal Medicine, July 1, 2027
Jones, Trishena, Emergency Medicine, July 1, 2027
Jordan, Allison, Neurology, July 1, 2027
Jordan, Zach, Neurology, July 1, 2027
Kadish, Chelsea, Pediatrics, July 1, 2027
Kalra, Maninder, Pediatrics, July 1, 2027
Kane, Chelsea, Physical Medicine and Rehabilitation, July 1, 2027
Kao, Christopher, Emergency Medicine, July 1, 2027
Kasick, David, Psychiatry and Behavioral Health, July 1, 2027
Kaumeyer, Benjamin, Pathology, July 1, 2027
Kavuri, Venkat, Orthopaedics, July 1, 2027
Kelm, Zachary, Psychiatry and Behavioral Health, July 1, 2027
Khan, Muhammad, Pediatrics, July 1, 2027
Khan, Sara, Pediatrics, July 1, 2027
Kim, Lisa, Internal Medicine, July 1, 2027
Kirchner, Rebecca, Pediatrics, July 1, 2027
Kirwin, Margaret, Emergency Medicine, July 1, 2027
Knight Davis, Jennifer, Surgery, July 1, 2027

Koletar, Susan, Internal Medicine, July 1, 2027
Kovalchin, John, Pediatrics, July 1, 2027
Kranitzky, Bethany, Internal Medicine, July 1, 2027
Krill, Michael, Physical Medicine and Rehabilitation, July 1, 2027
Krishna, Somashekar, Internal Medicine, July 1, 2027
Krivchenia, Katelyn, Pediatrics, July 1, 2027
Krouse, Michael, Internal Medicine, July 1, 2027
Krull, Ashley, Internal Medicine, July 1, 2027
Kuntz, Kristin, Psychiatry and Behavioral Health, July 1, 2027
Labroo, Jason, Orthopaedics, July 1, 2027
Lahoti, Amit, Pediatrics, July 1, 2027
Lawrence, Alec, Anesthesiology, July 1, 2027
Lee, Matthew, Urology, July 1, 2027
Lehman, April, Pediatrics, July 1, 2027
Lessig, Bailey, Family and Community Medicine, July 1, 2027
Lewis, Kristen, Internal Medicine, July 1, 2027
Liao, Nancy, Pediatrics, July 1, 2027
Linstedt, Elizabeth, Psychiatry and Behavioral Health, July 1, 2027
Lipscomb, Eric, Anesthesiology, July 1, 2027
Liscynesky, Christina, Internal Medicine, July 1, 2027
Lloyd, Julia, Pediatrics, July 1, 2027
Lodge, John, Family and Community Medicine, July 1, 2027
Loftus, John, Surgery, July 1, 2027
Long, Samar, School of Health and Rehabilitation Sciences, July 1, 2027
Lookabaugh, Britni, Internal Medicine, July 1, 2027
Losos, Michael, Pathology, July 1, 2027
Lovett, Marlina, Pediatrics, July 1, 2027
Lozanski, Gerard, Pathology, July 1, 2027
Lteif, Ghada, Psychiatry and Behavioral Health, July 1, 2027
Luevano, Carla, Pediatrics, July 1, 2027
Lutmer, Jeffrey, Pediatrics, July 1, 2027
Magana, Francisco, Internal Medicine, July 1, 2027
Mamilly, Leena, Pediatrics, July 1, 2027
Mansfield, Sara, Surgery, July 1, 2027
Mao, George, Pathology, July 1, 2027
Martin, Mike, Radiology, July 1, 2027
Mathai, Babetta, Pediatrics, July 1, 2027
Matrka, Laura, Otolaryngology, July 1, 2027
Mayerson, Joel, Orthopaedics, July 1, 2027
Mazhar, Hiba, Internal Medicine, July 1, 2027
McAllister, Nicole, Emergency Medicine, July 1, 2027
McClelland, Isla, Internal Medicine, July 1, 2027

McGrath, Ryan, Emergency Medicine, July 1, 2027
McNally, Kelly, Pediatrics, July 1, 2027
Mendiratta, Vivek, Internal Medicine, July 1, 2027
Menon, Meera, Psychiatry and Behavioral Health, July 1, 2027
Merritt, Robert, Surgery, July 1, 2027
Mian, Maryam, Neurology, July 1, 2027
Middelberg, Leah, Pediatrics, July 1, 2027
Mihalik, Barbara, Ophthalmology and Visual Sciences, July 1, 2027
Moharir, Alok, Anesthesiology, July 1, 2027
Monga, Natasha, Radiology, July 1, 2027
Monson, Erik, Orthopaedics, July 1, 2027
Mosher, Kaitlyn, Pediatrics, July 1, 2027
Murphy, Caroline, Pediatrics, July 1, 2027
Mytinger, John, Pediatrics, July 1, 2027
Naguib, Aymen, Anesthesiology, July 1, 2027
Naik, Nishi, Internal Medicine, July 1, 2027
Napolitano, Jonathan, Physical Medicine and Rehabilitation, July 1, 2027
Nash, David, Plastic and Reconstructive Surgery, July 1, 2027
Nathan, Jaimie, Surgery, July 1, 2027
Nonga Makon, Dieudonne, Pediatrics, July 1, 2027
Novakovic, Destiny, Pediatrics, July 1, 2027
Odackal, John, Internal Medicine, July 1, 2027
Olshefski, Randy, Pediatrics, July 1, 2027
Otto, Bradley, Otolaryngology, July 1, 2027
Pagnotta, Gregory, Internal Medicine, July 1, 2027
Parker, Katie, Internal Medicine, July 1, 2027
Patel, Akash, Internal Medicine, July 1, 2027
Paul, Grace, Pediatrics, July 1, 2027
Pearson, Toni, Pediatrics, July 1, 2027
Perry, Michael, Pediatrics, July 1, 2027
Petrulis, Mary, Neurology, July 1, 2027
Pierson, Christopher, Pathology, July 1, 2027
Plotner, Alisha, Dermatology, July 1, 2027
Poisson, Kelsey, Pediatrics, July 1, 2027
Pootrakul, Llana, Dermatology, July 1, 2027
Potter, Adam, Internal Medicine, July 1, 2027
Powers, Ciaran, Neurological Surgery, July 1, 2027
Pratt, Laura, Pediatrics, July 1, 2027
Putnam, Jill, Orthopaedics, July 1, 2027
Quails, Nathan, Radiology, July 1, 2027
Rahman, Shafia, Internal Medicine, July 1, 2027
Ramsey, Mitchell, Internal Medicine, July 1, 2027

Rangarajan, Hemalatha, Pediatrics, July 1, 2027
Rasmussen, Sara, Surgery, July 1, 2027
Reed, Suzanne, Pediatrics, July 1, 2027
Reeves, Jeff, Orthopaedics, July 1, 2027
Reeves, Kevin, Psychiatry and Behavioral Health, July 1, 2027
Reidy, Colleen, Family and Community Medicine, July 1, 2027
Reshmi, Shalini, Pathology, July 1, 2027
Ristev, Goran, Anesthesiology, July 1, 2027
Ristev, Sonia, Anesthesiology, July 1, 2027
Roberts, Maegan, Internal Medicine, July 1, 2027
Rodriguez, Vilmarie, Pediatrics, July 1, 2027
Ronkin, Emily, Pediatrics, July 1, 2027
Rose, Sean, Pediatrics, July 1, 2027
Rowland, Daniel, Pediatrics, July 1, 2027
Ryan, Patricia, Internal Medicine, July 1, 2027
Salhah, Hiba, Pediatrics, July 1, 2027
Sanchez, Lauren, Pediatrics, July 1, 2027
Sanchez, Rudy, Pediatrics, July 1, 2027
Sancrainte, LeAnne, Pediatrics, July 1, 2027
Sasso, Uma, Anesthesiology, July 1, 2027
Schlegel, Amy, Pediatrics, July 1, 2027
Schroell, Robert, Anesthesiology, July 1, 2027
Scoville, Max, Ophthalmology and Visual Sciences, July 1, 2027
Sentman, Emily, Pediatrics, July 1, 2027
Shana' ah, Arwa, Pathology, July 1, 2027
Shellhaas, Cynthia, Obstetrics and Gynecology, July 1, 2027
Shinoka, Toshiharu, Surgery, July 1, 2027
Shipp, Desmond, Dermatology, July 1, 2027
Shujaat, Taimur, Radiology, July 1, 2027
Siesel, Geoffrey, Radiology, July 1, 2027
Sigmund, Audrey, Internal Medicine, July 1, 2027
Sim, Austin, Radiation Oncology, July 1, 2027
Singer, Eric, Urology, July 1, 2027
Slemmer, Ashleigh, Pediatrics, July 1, 2027
Spears, Christina, Internal Medicine, July 1, 2027
Sreevalsan, Kavya, Internal Medicine, July 1, 2027
Starkoff, Brooke, School of Health and Rehabilitation Sciences, July 1, 2027
Steffan, Janine, Internal Medicine, July 1, 2027
Steingass, Katherine, Pediatrics, July 1, 2027
Stewart, Heather, Pediatrics, July 1, 2027
Stinehart, Kyle, Internal Medicine, July 1, 2027
Stone, Brandon, Pediatrics, July 1, 2027

Stonebrook, Emily, Pediatrics, July 1, 2027
Strafford, Katherine, Obstetrics and Gynecology, July 1, 2027
Streby, Keri, Pediatrics, July 1, 2027
Stroud, Hilary, Emergency Medicine, July 1, 2027
Suarez, Adrian, Pathology, July 1, 2027
Subler, Ashley, Psychiatry and Behavioral Health, July 1, 2027
Sweigert, Sarah, Urology, July 1, 2027
Taege, Susanne, Obstetrics and Gynecology, July 1, 2027
Tahir, Maryam, Pathology, July 1, 2027
Tapyrik, Sarah, Internal Medicine, July 1, 2027
Tariq, Areej, Family and Community Medicine, July 1, 2027
Taveras, Jeanette, Pediatrics, July 1, 2027
Taylor, Laura, Psychiatry and Behavioral Health, July 1, 2027
Teng, Xiaoyi, Surgery, July 1, 2027
Thomas, Andrew, Internal Medicine, July 1, 2027
Tounkara, Fode, Biomedical Informatics, July 1, 2027
Trask, Christi, Psychiatry and Behavioral Health, July 1, 2027
Traugott, Amber, Surgery, July 1, 2027
Tyler, Kelly, Dermatology, July 1, 2027
Uffman, Joshua, Anesthesiology, July 1, 2027
Umyarova, Elvira, Internal Medicine, July 1, 2027
Varekojis, Sarah, School of Health and Rehabilitation Sciences, July 1, 2027
Varma, Priya, Internal Medicine, July 1, 2027
Verdecia, Ana, Neurology, July 1, 2027
Vetter, John, Physical Medicine and Rehabilitation, July 1, 2027
Volovetz, Rosalie, Family and Community Medicine, July 1, 2027
Wagner, Tracey, Pediatrics, July 1, 2027
Wallihan, Rebecca, Pediatrics, July 1, 2027
Wang, Peng, Internal Medicine, July 1, 2027
Warner, Jackie, Pediatrics, July 1, 2027
Webb, Chrystal, Radiology, July 1, 2027
Weber, Amanda, Pediatrics, July 1, 2027
Wegman, Sonya, Internal Medicine, July 1, 2027
Wenzke, Jeffrey, Internal Medicine, July 1, 2027
White, Taylor, Pediatrics, July 1, 2027
Wirtz, Mary, Internal Medicine, July 1, 2027
Wright, Morgan, Pediatrics, July 1, 2027
Wu, Larry, Family and Community Medicine, July 1, 2027
Wurtz, Morgan, Pediatrics, July 1, 2027
Yost, Sarah, Ophthalmology and Visual Sciences, July 1, 2027
Young, Henry, Emergency Medicine, July 1, 2027
Youssef, Patrick, Neurological Surgery, July 1, 2027

Youssef Andraos, Therese, Radiation Oncology, July 1, 2027
Zhang, June, Neurology, July 1, 2027
Zimmerman, Danielle, Internal Medicine, July 1, 2027

**COLLEGE OF MEDICINE
RESEARCH**

PROMOTION TO RESEARCH ASSOCIATE PROFESSOR AND REAPPOINTMENT

Harden, Angela, School of Health and Rehabilitation Sciences, June 4, 2026, and July 1, 2026

REAPPOINTMENT

Baker, Gretchen, School of Health and Rehabilitation Sciences, July 1, 2026
Buck, Andrew, Psychiatry and Behavioral Health, July 1, 2026
Carley, Andrew, Internal Medicine, July 1, 2027
Chan, Wing, Internal Medicine, July 1, 2027
Fontanella, Cynthia, Psychiatry and Behavioral Health, July 1, 2026
Huang, Wei, Cancer Biology and Genetics, July 1, 2026
Koguchi, Yoshi, Internal Medicine, July 1, 2027
Larue, Ross, Cancer Biology and Genetics, July 1, 2026
Le, Nhat, Cancer Biology and Genetics, July 1, 2026
Lin, Anna, Neurology, July 1, 2027
Lin, Pei-Hui, Internal Medicine, July 1, 2026
Pancholi, Vijay, Pathology, July 1, 2026
Pekarsky, Yuri, Cancer Biology and Genetics, July 1, 2026
Pietrzak, Maciej, Biomedical Informatics, July 1, 2027
Schwartz, Laura, Pediatrics, July 1, 2027
Shankar, Eswar, Internal Medicine, July 1, 2026
Sunkel, Benjamin, Pediatrics, July 1, 2027
Toris, Carol, Ophthalmology and Visual Sciences, July 1, 2026
Vicetti Miguel, Rodolfo, Otolaryngology, July 1, 2027
Zhang, Zhentao, Surgery, July 1, 2026

COLLEGE OF NURSING

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Jones, Holly, June 4, 2026
Punches, Brittany, June 4, 2026

**COLLEGE OF NURSING
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL

King, Tara, June 4, 2026

Masciola, Randee, June 4, 2026

McGhee, Stephen, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Alston, Angela, June 4, 2026

Ault, Samantha, June 4, 2026

O'Brien, Tara, June 4, 2026

Shihabuddin, Courtney, June 4, 2026

REAPPOINTMENT

Barr, Taura, August 15, 2027

Bobek, Heidi, August 15, 2027

Garvey, Paula, August 15, 2027

Sullivan, Kelly, August 15, 2027

**COLLEGE OF NURSING
RESEARCH**

REAPPOINTMENT

Helsabeck, Nathan, August 15, 2027

COLLEGE OF OPTOMETRY

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Yuhas, Phillip, June 4, 2026

**COLLEGE OF OPTOMETRY
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Buckland, Michelle, June 4, 2026, and August 15, 2027

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Coates, Zachary, June 4, 2026, and August 15, 2027

Daniel, Jocelyn, June 4, 2026, and August 15, 2027

Janczak, Carissa, June 4, 2026, and August 15, 2027

Orr, Danielle, June 4, 2026, and August 15, 2027

Osman, Mawada, June 4, 2026, and August 15, 2027
Ross, Jonathon, June 4, 2026, and August 15, 2027
Widmer, Douglas, June 4, 2026, and August 15, 2027

REAPPOINTMENT

Damari, David, August 15, 2027
Goedde, Dawn, August 15, 2027
Maszczak, JP, August 15, 2027
Zimmerman, Aaron, August 15, 2027

**COLLEGE OF PHARMACY
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Valentino, Alexa, June 4, 2026, and August 15, 2027

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL

Plahovinsak, Jen, June 4, 2026

REAPPOINTMENT

May, Casey, August 15, 2027
Williams, Victoria, August 15, 2027

**COLLEGE OF PHARMACY
RESEARCH**

REAPPOINTMENT

Binzel, Daniel, August 15, 2027

**COLLEGE OF PHARMACY
ASSOCIATED**

PROMOTION TO ASSOCIATE PROFESSOR-PRACTICE

Legg, Julie, June 4, 2026

COLLEGE OF PUBLIC HEALTH

PROMOTION TO PROFESSOR

Hefner, Jennifer, June 4, 2026
Xu, Wendy, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Singh, Parvati, June 4, 2026

Song, Min-Ae, June 4, 2026

TENURE [AT THE CURRENT RANK OF ASSOCIATE PROFESSOR]

Haeder, Simon, June 4, 2026

Huang, En, June 4, 2026

**COLLEGE OF PUBLIC HEALTH
RESEARCH**

REAPPOINTMENT

Brinkman, Marielle, August 15, 2026

COLLEGE OF SOCIAL WORK

PROMOTION TO PROFESSOR

Yoon, Susan, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Barboza-Salerno, Gia, June 4, 2026

Lee, Joyce, June 4, 2026

Rao, Smitha, June 4, 2026

UNIVERSITY LIBRARIES

PROMOTION TO PROFESSOR

Bonds, Leigh, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Biszaha, Anna, June 4, 2026

Dearborn, Carly, June 4, 2026

Klose, Annamarie, June 4, 2026

Meetz, Johanna, June 4, 2026

**UNIVERSITY LIBRARIES
CLINICAL**

REAPPOINTMENT

Landon, Natasha, August 15, 2027

COLLEGE OF VETERINARY MEDICINE

PROMOTION TO PROFESSOR

Burns, Teresa, Veterinary Clinical Sciences, June 4, 2026

PROMOTION TO ASSOCIATE PROFESSOR WITH TENURE

Panfil, Amanda, Veterinary Biosciences, June 4, 2026

**COLLEGE OF VETERINARY MEDICINE
CLINICAL**

PROMOTION TO PROFESSOR-CLINICAL AND REAPPOINTMENT

Schroeder, Eric, Veterinary Clinical Sciences, June 4, 2026, and August 15, 2027

PROMOTION TO ASSOCIATE PROFESSOR-CLINICAL AND REAPPOINTMENT

Sterman, Ally, Veterinary Clinical Sciences, June 4, 2026, and August 15, 2027

Urion, Rebecca, Veterinary Clinical Sciences, June 4, 2026, and August 15, 2027

REAPPOINTMENT

Green, Eric, Veterinary Clinical Sciences, August 15, 2027

Jennings, Ryan, Veterinary Biosciences, August 15, 2027

Parker, Valerie, Veterinary Clinical Sciences, August 15, 2027

Parkinson, Sam, Veterinary Preventive Medicine, August 15, 2027

Rice, Hilary, Veterinary Clinical Sciences, August 15, 2027

Roynard, Patrick, Veterinary Clinical Sciences, August 15, 2027

Timko, Kathryn, Veterinary Clinical Sciences, August 15, 2027

**COLLEGE OF VETERINARY MEDICINE
ASSOCIATED**

PROMOTION TO ASSOCIATE PROFESSOR-PRACTICE

Miles, Kristen, Veterinary Clinical Sciences, June 4, 2026

Snyder, Joe, Veterinary Clinical Sciences, June 4, 2026

REAPPOINTMENT

Cuciak, Lindsay, Veterinary Clinical Sciences, August 15, 2027

AMENDMENTS TO THE RULES OF THE UNIVERSITY FACULTY

Synopsis: Approval of the following amendments to the *Rules of the University Faculty* are proposed.

WHEREAS the University Senate, pursuant to rule 3335-1-09 of the Administrative Code, is authorized to recommend through the President to the Board of Trustees the adoption of amendments to the *Rules of the University Faculty* as approved by the University Senate; and

WHEREAS rule 3335-5-38 would align staff term lengths with those of faculty senators by defining staff service as two three-year periods; and

WHEREAS rule 3335-5-40 would align the staff alternate designee process with the faculty process; and

WHEREAS rule 3335-5-44 seeks to clarify the process for appointing designees to university senate for staff senators and student government representatives; and

WHEREAS rule 3335-5-48.5 would expand student representation on the Athletic Council — including a dedicated seat for an undergraduate student-athlete — while maintaining alumni engagement through a new ex-officio role; and

WHEREAS rule 3335-5-48.9 seeks to enhance the Committee on Academic Freedom and Responsibility by increasing faculty and staff membership and creating a chair-elect position to support effective leadership succession; and

WHEREAS rule 3335-5-48.8 revisions aim to modernize and clarify the honorary degree nomination process by updating balloting procedures and improving the accessibility of candidate dossiers; and

WHEREAS the proposed amendments were approved by the University Senate during meeting on April 29, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the attached amendments to the *Rules of the University Faculty* be adopted as recommended by the University Senate.

The Ohio State University Board of Trustees
Academic Affairs, Research, & Student Life Committee

Topic: Amendments to the Rules of the University Faculty

Summary: The University Senate has recommended revisions:

1. 3335-5-38 | Terms of office

The proposed changes define staff terms as two three-year periods, aligning term lengths with faculty senators.

2. 3335-5-40 | Alternate members

The revision clarifies that non-voting members should designate their alternates from their respective offices or constituencies. The subsection numbering has also been updated to ensure the rule remains consistently organized.

3. 3335-5-44 | Constituent bodies of the senate

The proposed changes clarify the process for appointing designees to university senate for staff senators and student government representatives.

4. 3335-5-48.5 | Athletic council

The revisions expand student representation while reducing alumni representation on the student-athlete advisory council (SAAC). The Senior Vice President/CEO of the Ohio State Alumni Association is added as an ex-officio non-voting member to maintain the important voice of alumni on the council.

5. 3335-5-48.9 | Committee on Academic Freedom and Responsibility

The proposed changes include updating the the University Senate Committee on Academic Freedom and Responsibility membership to add a staff member and an additional faculty member, creating a chair-elect position, and clarifying terms of service to ensure that sufficient numbers of members are available during summers.

6. 3335-5-48.8 | Committee on Honorary Degrees

The proposed revisions clarify the process by which honorary degree nominations are communicated and how to make materials more accessible.

3335-5-38 Terms of office

(A) Ex officio members serve by virtue of their position and shall have no fixed term of office.

(B) Faculty members shall serve three-year terms, with one-third being elected each year; they shall be ineligible for one year for reelection after two consecutive terms of service.

- (C) Student members shall serve one-year terms and be eligible for reelection.
- (D) Staff members shall serve ~~two~~ three-year terms; they shall be ineligible for one year for reelection after two consecutive terms of service.

3335-5-40 Alternate members

When a regular member is unable to attend a meeting of the university senate, they shall notify the secretary in advance of the meeting, giving the name of the alternate who will act as a replacement. The alternate so designated shall then have the general powers and privileges in the university senate of the person replaced.

- (A) An administration member shall designate an alternate from the administration.
- (B) A faculty member shall designate an alternate from those elected as alternates in the member's own election district.
- (C) A student member shall designate an alternate from their constituency with the advice and consent of the student's council or governing body.
- (D) ~~A staff member shall designate an alternate from those selected as staff alternates.~~
- (E) ~~(D)~~ Non-voting members (see paragraph (B) of rule 3335-5-37 of the Administrative Code) shall designate their alternates from their respective constituencies or offices.

3335-5-44 Constituent bodies of the senate

Subject only to the provisions listed below in this paragraph, the representatives to the senate of the administration, of the faculty, the students, and the staff shall have the right to meet separately and to organize themselves in whatever manner they shall deem appropriate. As far as the senate is concerned, these bodies represent separate memberships. They may initiate proposals and submit them to the university senate for consideration. The senate, however, shall be independent of these bodies, and its actions shall not need their concurrence nor be subject to their review.

- (A) The members of the administration shall designate to the university senate office one person or officer responsible for submitting to the senate those proposals and recommendations which come in the name of the administration.
- (B) The elected faculty representatives to the senate shall constitute the faculty council. The faculty council shall designate to the university senate office one person or officer responsible for submitting to the senate those proposals and recommendations which come in the name of the faculty council.
- (C) ~~The undergraduate student government, the council of graduate students, and the inter-professional council shall each designate to the university senate office one representative to be responsible for submitting to the senate those proposals and recommendations which come from those respective groups.~~
- (D) ~~The staff representatives to the senate shall designate to the university senate office one staff senator or the chair of USAC to be responsible for submitting to the senate those proposals and recommendations which come from the staff.~~
- (E) ~~(D)~~ Nothing in the above shall be construed as restricting the right of a principal standing committee or of individual members speaking for themselves to submit proposals for senate action to the steering committee, or directly to the senate.

Rule 3335-5-48.5 | Athletic council

- (A) The athletic council shall consist of sixteen voting members with terms commencing July 1 and completing June 30. Incoming members of the council may attend meetings as nonvoting members immediately following selection.

1. Eight faculty. The term of service is four years.
 - a. Four faculty selected by the faculty council.
 - b. Four faculty members appointed by the president.
2. ~~Four~~ Five students.
 - a. One graduate student, ~~appointed by the council of graduate students~~. The term of service is one year.
 - b. One professional student, ~~appointed by the inter-professional council~~. The term of service is one year.
 - c. Two undergraduate students, ~~appointed by undergraduate student government~~. The term of service is ~~two one years, with one student selected each year~~.
 - d. One undergraduate student athlete, appointed by the student athlete advisory council. The term of service is one year.
3. ~~Two~~ One alumni~~us~~ designated by The Ohio State University Alumni Association using procedures adopted by that body. The term of service is four years ~~and the terms are staggered so that one member retires every two years~~.
4. Two staff members, one selected by the university staff advisory committee and one by the president. The term of service is four years with one staff member selected every two years.
5. ~~Six~~ ex-officio non-voting members or their designees.
 - a. The director of athletics
 - b. The vice president of student life
 - c. The faculty athletics representative (FAR)
 - d. The director of the student athletics support services office (SASSO)
 - e. The president of the student-athlete advisory council (SAAC)
 - f. Senior Vice President/CEO of the Ohio State Alumni Association

Rule 3335-5-48.9 Committee on Academic Freedom and Responsibility

(A) Membership

The committee on academic freedom and responsibility shall consist of ~~eight~~ ten members. ~~during autumn and spring semesters and ten members from May to the beginning of autumn semester.~~

- ~~1. Seven~~ Eight faculty, at least four of whom are ~~members of the senate or member select senators or senators-elect~~ at the time of their appointment ~~selection~~ by the faculty council. The term of service begins in the summer term following election and extends through the summer term following the third year of service.
2. One graduate teaching, research, or administrative associate, ~~appointed by the council of graduate students~~.
3. One staff member, ~~appointed by the university staff advisory committee~~.

(B) Terms of Service

1. Term of service for the committee begins on May 16 following election and extends until May 15 of the final year of service.
2. Faculty members serve a three-year term, renewable once. After 6 years of continuous service, faculty are ineligible for reelection or reappointment until one full year has elapsed.
3. The staY member serves a three-year term, renewable once. After 6 years of continuous service, staY are ineligible for reelection or reappointment until one full

year has elapsed.

4. The graduate student member serves a one-year term, renewable once.

5. A chair serves as chair beginning on May 16. The chair shall be a faculty member and may not serve as chair for more than two successive years.

6. A chair-elect is elected in April to serve as chair-elect during the subsequent year. The chair-elect serves as chair beginning on May 16 the following year.

(C) Duties and Responsibilities

1. Study all conditions which may affect the academic freedom or responsibility of the faculty and other employees of the university engaged in teaching and/or research, including, but not limited to:

a. The review of proposed changes in Chapter 3335-6 of the Administrative Code (rules of the university faculty concerning faculty appointment, reappointments, promotion and tenure); and

b. Such changes in the office of academic affairs policies and procedures volume three promotion and tenure as may impinge upon academic freedom, responsibility, or tenure. If the committee finds that any such condition or proposed change adversely affects academic freedom, responsibility, or tenure, it shall report that find promptly to the senate for its review.

2. Hear and investigate complaints by individual faculty members concerning alleged infringements upon academic freedom or responsibility in the university; report findings and recommendations to the parties involved with the hope of mediating a dispute and report to the senate if further action by the senate is appropriate.

3. Hear and investigate complaints by individual faculty members concerning alleged improper evaluation under the procedures of rule 3335-5-05 of the Administrative Code.

(D) Organization

1. A quorum consists of four members from August 15 to May 15 and three members from May 16 to August 14.

2. As a standing committee of the senate, this committee is also governed by the provisions of rules 3335-5-46 and 3335-5-48 of the Administrative Code.

3. Graduate student and staff members is are recused in cases pertaining to Promotion and Tenure of faculty members.

Rule 3335-5-48.8 Committee on Honorary Degrees

(B) Duties and Responsibilities

...

8. Deliver the full dossier of each candidate and the nomination report of the committee on honorary degrees to the secretary of the university senate. The secretary who shall distribute the nomination report to all members of the University Senate and make the full dossier accessible to all members of the university senate.

a. This nomination report shall include a statement that conveys the committee's rationale for the nomination, including when useful, excerpts from the full dossier, pertinent details concerning the qualifications of the candidate, and the name of the sponsoring and department or academic unit of the nominator.

b. A ballot, in either paper or electronic form, shall be attached to provided with the

nomination report and shall be returned to the secretary of the University Senate within a time ~~prescribed identified~~ on ~~or with~~ the ballot, but in no case less than two weeks from the date that the ~~committee nomination~~ report is distributed.

c. The secretary of the University Senate shall transmit to the ~~president board of trustees~~ the nominations, together with ~~the appropriate section of the reports from the nomination reports and dossiers provided by the~~ committee on honorary degrees, for those candidates who are endorsed by a majority of the ballots cast by the members of the university senate.

DEGREES AND CERTIFICATES

Synopsis: Approval of Degrees and Certificates for summer term 2026 is proposed.

WHEREAS pursuant to paragraph (E) of rule 3335-1-06 of the Administrative Code, the Board has authority for the issuance of degrees and certificates; and

WHEREAS the faculties of the colleges and schools shall transmit, in accordance with rule 3335-9-29 of the Administrative Code, for approval by the Board of Trustees, the names of persons who have completed degree and certificate requirements:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the degrees and certificates to be conferred on August 9, 2026, to those persons who have completed the requirements for their respective degrees and certificates and are recommended by the colleges and schools.

APPROVAL TO AWARD THE JOSEPH SULLIVANT MEDAL

Synopsis: Approval of the awarding of the Joseph Sullivan Medal is proposed.

WHEREAS the Joseph Sullivan Medal is awarded once every five years as a memorial to the eminent services of Joseph Sullivan who, as a member of the first Board of Trustees, contributed significantly in determining the character and future of The Ohio State University; and

WHEREAS pursuant to the procedure established by the Board of Trustees, nominations for the award were referred through the dean of the Graduate School to a board of award appointed by the president; and

WHEREAS after a careful review of the nominations, the board of award recommended to the president that Dr. Lars Bildsten, director of the Kavli Institute for Theoretical Physics and the Frederick W. Gluck Professor of Theoretical Physics at the University of California, Santa Barbara, and a 1985 graduate of The Ohio State University, be the recipient of this award; and

WHEREAS the president, in support of their recommendation and on behalf of the Board of Trustees, authorizes the granting of this medal at a time convenient to the university and the recipient:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves that the Joseph Sullivan Medal be presented to Dr. Lars Bildsten in accordance with the provisions for granting this award.

Dr. Lars Bildsten – Joseph Sullivant Medal Nominee

Biography

Lars Bildsten is a theoretical astrophysicist recognized for his work on the properties and behaviors of stars, both when they are burning their thermonuclear fuel for billions of years and when they explode as supernova or emit gravitational waves. Bildsten was born and raised in southern Ohio, completing his BS in engineering physics at The Ohio State University in 1985. He received his PhD in theoretical physics from Cornell University in 1991, where he held a Fannie and John Hertz Graduate Fellowship. Dr. Bildsten was at Caltech for three years as the Lee A. DuBridge Research Fellow in Theoretical Astrophysics and was an assistant and associate professor in both the physics and astronomy departments at University of California, Berkeley. Moving to Santa Barbara in 1999 as a Permanent Member at the Kavli Institute for Theoretical Physics (KITP), he held the Rosing, Raab Chair in Theoretical Astrophysics prior to becoming KITP director in 2012. He is presently the Frederick W. Gluck Chair in Theoretical Physics and serves on the board of directors of the Research Corporation for Science Advancement and the Las Cumbres Observatory. Among his awards are the Alfred P. Sloan Foundation Fellowship, the Cottrell Scholar of the Research Corporation, the Helen B. Warner Prize from the American Astronomical Society and the Dannie Heineman Prize for Astrophysics. He was elected to the National Academy of Sciences in 2018 and is a Fellow of the American Association for the Advancement of Science, the American Physical Society and the American Astronomical Society.



Research Interests

Dr. Bildsten's research spans the fields of stellar astrophysics, gravitational wave phenomena, and observational astrophysics. His current efforts are focused on theoretical puzzles raised by the remarkable observational progress in time-domain astrophysics; from exploding stars observed in distant galaxies to unusual binaries or pulsating and variable stars found in our own galaxy. His current efforts are focused on the variability from stars much more massive than the sun, both before they explode as a supernovae, and after they are blown apart by energy released from their collapsed core. His early efforts focused on the physics of accreting white dwarfs, with a special focus on the thermonuclear instabilities that lead to explosions on them, including the remarkable Type Ia supernovae. The constant thread in his research for the last decade has been the development and use of the open source stellar structure and evolution computational code, Modules for Experiments in Stellar Astrophysics (MESA). Available to the international astrophysics community, this "instrument" for calculation and theoretical exploration has enabled many scientists to become engaged in stellar astrophysics at this time of observational renaissance. He is also avidly engaged in the observational field of time domain astronomy via his long-standing collaborative efforts with the world-wide Las Cumbres Observatory and the Zwicky Transient Facility at Palomar.

Nomination Excerpts

"Prof. Bildsten's wide ranging and world leading contributions to theoretical and observational astrophysics, and his scientific leadership at the Kavli Institute for Theoretical Physics and more broadly across other institutions and national roles, make him an outstanding candidate for the Joseph Sullivant Medal."

- *Dr. Christopher S. Kochanek, Ohio Eminent Scholar and Professor, Department of Astronomy, The Ohio State University*

"Lars is one of the highest impact theoretical astrophysicists of his generation. He has made seminal contributions to our understanding of stars and stellar explosions. Lars' work is defined by its close connection to observations and his prescience in identifying and solving important problems before they are fully recognized as such by the rest of the community... Lars' work led to the double white dwarf model now being the widely favored model for the origin of Type Ia supernovae, likely solving one of the longest standing puzzles in theoretical astrophysics. Lars's most important science contribution is his development and leadership of the MESA stellar evolution code (MESA stands for Modules for Experiments in Stellar Astrophysics). Over the last ~15 years, MESA has transformed a range of interconnected fields in astronomy, all of which rely on models for the interior structure and time evolution of stars."

- *Dr. Eliot Quataert, Charles A. Young Professor of Astronomy, Princeton University*

"[I]t is clear that Bildsten is one of the top astrophysicists of his generation. He is widely known for his work on compact objects, notably white dwarfs and their explosions as Type Ia supernovae. This work is very important as these supernovae are used as standard candles to measure the expansion of the universe and played an essential role in the discovery of the acceleration of the expansion of the universe... I can however, with authority, attest to his remarkable service to science as a leader and advisor to many institutions around the works and especially to his role as Director of the Kavli Institute for Theoretical Physics... In this he succeeded brilliantly, so that currently Astrophysics and Astronomy are a central element of our activities with many programs each year that attract the leading astrophysicists from around the world with major impact on the field. In addition, he attracted Bill Paxton to Santa Barbara and supported his development of MESA (Modules for Experiments in Stellar Astrophysics), which has become the gold standard for simulating the properties and evolution of stars; and in guiding the development of the Las Cumbres Observatory, a network of astronomical observatories..."

- *Dr. David Gross, Chancellor's Chair Professor of Theoretical Physics, University of California, Santa Barbara*

"Lars' principal interest is in compact objects especially neutron stars and white dwarfs He has written seminal papers on all aspects of them from discussing their births as a consequence in advanced stellar evolution, their marriages in close binary systems and their deaths through decay, starvation or disintegration. He has proposed now generally accepted mechanisms for X-ray bursts from neutron stars and the emission of gravitational radiation and is credited with the prediction that rotational modulation should be seen. He has incorporated the effects of strong surface magnetic field fully into his calculations and shown how this changes the physics completely. Much of his most cited research has involved the properties of ultracompact binaries, comprising white dwarfs with white dwarf or neutron star companions. I see him as about the strongest and broadest theorist in his cohort working today in the field of compact objects."

- *Dr. Roger Blandford, Luke Blossom Professor in the School of Humanities and Sciences, and professor of physics and of particle physics and astrophysics, Stanford University*