



Provost's report

August 20, 2026

Trevor Brown, Interim Executive Vice President and Provost



THE OHIO STATE UNIVERSITY

Leadership announcements



College of Optometry leadership transition



Karla Zadnik, OD, PhD

Glenn A. Fry Professor in Optometry
and Physiological Optics



Jeffrey Walline, OD, PhD

Dean, College of Optometry



College of Engineering leadership transition



Ayanna Howard
President, Spelman College



Balasubramaniam Shanker
Interim Dean
Elizbeth and John Tinkham Endowed
Professorship in Engineering

Strategic Enrollment Management leadership



Kiely Fletcher

Vice Provost

Office of Strategic Enrollment Management



Advancing bold initiatives

Innovation and AI



Innovation and entrepreneurship

Third Coast Foundry opening

- Consortium of eight Midwestern universities, accounting for nearly \$10B in annual research investment.
- Carnegie Mellon
- Northwestern
- Ohio State
- Purdue
- University of Chicago
- University of Illinois Urbana-Champaign
- University Wisconsin—Madison
- Washington University in St. Louis



Inaugural Summer Catalyst event

- Student founders connected with alumni and other Bay Area startup leaders



AI and generative design class



DESIGN 5193, AI and Generative Design

- First AI-focused course in Department of Design
- Available to undergraduate and graduate students
- Taught by **Gaëtan Robillard**, assistant professor for computational visual design

Summer on campus ...

... and around the globe



Cultivating tomorrow's researchers

- Welcomed 40 undergraduate students for a nine-week immersive research experience
- Connected students with faculty mentors, providing professional development, networking, and graduate school preparation
- Research and learning extended through field experiences, campus visits, and engagement with industry and community partners



Welcoming new Buckeyes



Columbus campus

- ~8,200 new first-year students, along with 11,000 guests
- ~1,800 new transfer students served through online orientation programs
- Office of International Affairs worked with F1 or J1 visa students through online programming and August in-person programming

Regional campuses

- ~2,700+ new first-year students attended orientation



Building bridges in public leadership

26 rising state and local public leaders from across Ohio attended the week-long program focused on cross-aisle trust, collaborative problem-solving, and effective governance for local communities



From campus to community to the world

Undergraduate Research Library Fellowship



LifeSports



Education abroad



Thank you





Autumn on Campus: Setting the Stage for Success

Melissa S. Shivers, PhD
Senior Vice President for Student Life



THE OHIO STATE UNIVERSITY
OFFICE OF STUDENT LIFE



Student Life Updates

- Enhanced support for regional campuses
- Student Health Services
- BuckID modernization progress

Marion campus



Summer Planning and Preparation



By the Numbers

- **27 two-day orientation sessions** for new, first-year students and 13 orientation sessions for campus change, transfer and international students
- **665,000 square feet** of indoor recreation space deep cleaned
- **25,000+ preventative maintenance labor hours** used to maintain residential spaces.
- **1,056 resident rooms** underwent restorative floor refinishing across four buildings
- **320,539 square feet** of carpet cleaned



Starting with Success

Why the First Six Weeks Matter



Signature Experiences



Move-In



President's Convocation



Welcome Week



Move-In Volunteers

4+ hour shifts covered by volunteers:

- 581 staff members shifts
- 1,057 student shifts
- 50 alumni shifts



Resident Advisors and Community Advisors

- 377 Resident and Community Advisors supporting students in residence halls
- 838 Resident Advisor (RA) applications for 2026-27 academic year



Celebrating Student Success

A Student Perspective



Jack Swartley

- **Rank:** Junior
- **Major:** Finance
- **Hometown:** Doylestown, Pennsylvania





Questions?



Quarterly Highlights: Research and Innovation Excellence

August 2026

John M. Horack
Vice President for Research



Buckeye BioLaunch announced

Buckeye BioLaunch is Ohio State's new university-wide engine for therapeutic innovation. Led by the College of Pharmacy, the initiative harnesses the power of research, clinical expertise, and AI-driven drug discovery to accelerate the development of life-changing treatments and expand Ohio's leadership in the biotech economy.



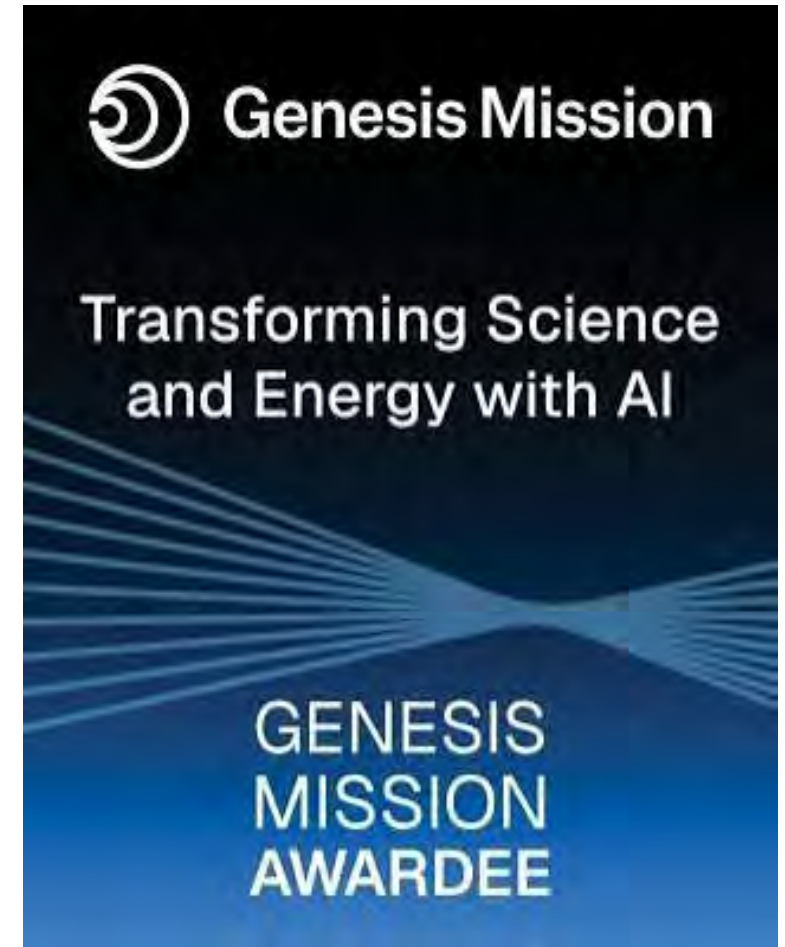
- Expected to advance 10-20 high-potential, AI-driven therapeutic discovery projects annually
- Tangible success metrics include patents, technical development milestones, licensing partnerships, startup creation, and clinical trial advancement.
- Collaborative effort involving the Wexner Medical Center, OSUCCC-James, and the Colleges of Pharmacy and Medicine, with support from ERIK's Innovation team to enhance commercialization and industry engagement.



National Recognition of Ohio State's AI Leadership

Two Ohio State-led research teams were selected for the U.S. Department of Energy's **\$293 million Genesis Initiative**, positioning the university at the forefront of applying artificial intelligence to some of the nation's most pressing challenges in energy, scientific discovery, and national security.

- **Roland Kawakami**, physics professor in the College of Arts and Sciences, and **Han-Wei Shen**, professor of computer science and engineering in the College of Engineering are leading the two Ohio State projects, which includes partners from other universities, national labs and industry.
- Teams selected for phase one are eligible for phase two funding of between \$6-15 million over three years. ERIK's Research Development team will help with the proposals.



Ohio State awarded two NSF quantum awards

Ohio State is rapidly emerging as a national leader in quantum science. Last month, researchers secured two significant National Science Foundation awards that advance the university's leadership in next-generation quantum networking, sensing, and computing technologies.

- Ohio State is leading the first of these efforts with Physics Prof. **Zeke Johnston-Halperin**. Four additional Ohio State faculty are engaged with a University of Michigan-led effort, led at Ohio State by Physics Prof. **Lou DiMauro**.
- Both projects received \$4 million grant from NSF from its Phase 2 design program to nationally advance next-generation quantum sensing. If successful, the projects will be eligible to advance to compete for a Phase 3 \$55M NSF Quantum Center.



Ohio State Institute on Aging launched

Positioning Ohio State as a leader in aging innovation, the newly launched Institute on Aging brings together researchers, clinicians, and community partners to address one of the most significant demographic and healthcare challenges facing the nation.

- Built on Ohio State's strengths in science, medicine, and outreach, the institute connects more than 50 faculty members across 13 colleges and 20+ centers and initiatives, creating a multidisciplinary center for discovery, care transformation, and population health impact.
- It is co-led by **Christin Burd**, professor of Molecular Genetics in the College of Arts and Sciences; **Carolyn Presley**, associate professor in the Division of Medical Oncology in the Department of Internal Medicine at OSUCCC – James; and **Ashley Rosko**, professor in the Division of Hematology at the OSUCCC – James.



Researchers explore spinal cord's role in immunity with Keck Foundation grant

Nationally recognized research at Ohio State is redefining our understanding of human health. Phillip Popovich, professor and chair of neuroscience, secured a highly competitive \$1.2 million Keck Foundation award to explore groundbreaking links between the nervous and immune systems.

His research is exploring whether the spinal cord helps detect infection and direct the body's immune response. The work challenges the long-held view that the brain is the nervous system's main controller of immunity and could lead to new ways to treat inflammatory diseases.



This is Ohio State's second Keck Foundation award after a decade of proposals being denied. It is an indicator that prestigious sponsors are taking note of our world-class researchers and research impact.



Pierre Agostini Prize

August 2026

John M. Horack

Vice President for Research

Pierre Agostini Prize

Created in honor of Nobel laureate and Ohio State Professor Emeritus Pierre Agostini, the Pierre Agostini Prize reflects the university's commitment to recognizing and investing in world-class faculty whose work shapes the future.

The university's most prestigious faculty distinction, the award recognizes one scholar annually whose groundbreaking achievements have redefined their discipline and generated impact on a global scale.



SUMMARY OF ACTIONS TAKEN

May 21, 2026 – Academic Affairs, Research and Student Life Committee Meeting

Members Present:

Reginald A. Wilkinson
Elizabeth A. Harsh
Elizabeth P. Kessler

Jeff M.S. Kaplan
Bradley R. Kastan – arr. 1:05 p.m.
Phillip Popovich

Eric Bielefeld
John W. Zeiger (ex officio)

Members Present via Zoom:

Patrick C. Arp

Members Absent:

Kara J. Trott

PUBLIC SESSION

The Academic Affairs, Research and Student Life Committee of The Ohio State University Board of Trustees convened on Thursday, May 21, 2026, virtually and in person at the Longaberger Alumni House on the Columbus campus. Committee Chair Reginald Wilkinson called the meeting to order at 1:02 p.m.

EXECUTIVE SESSION

It was moved by Dr. Wilkinson and seconded by Mr. Kaplan 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. Arp, Dr. Popovich, Dr. Bielefeld and Mr. Zeiger. Mr. Kastan was not present for this vote.

The committee entered executive session at 1:03 p.m. and reconvened in public session at 3:10 p.m.

PUBLIC SESSION**Items for Discussion:**

1. Provost's Report: Interim Executive Vice President and Provost Trevor Brown joined the committee for the first time in his new role. After noting the reappointment of Dean Cathann Kress of the College of Food, Agricultural, and Environmental Sciences, he recognized several graduate programs that earned top rankings from *U.S. News & World Report* as well as recent Truman, Goldwater and Fulbright Scholars. He then highlighted the new Regional Campus Commitment program, which was launched during a celebration at Ohio State Lima and reflected on several recent events on the Columbus campus, including the annual James F. Patterson Land-Grant



University Lecture, the Diversity of Thought Speaker Series and Written in Scarlet and Gray, which showcases faculty who have recently published books.

(See Attachment X for background information, page XX)

2. Quarterly Research and Innovation Highlights: Dr. John Horack, vice president for research, shared high points over the last three months from the Enterprise for Research, Innovation and Knowledge. The university's position in the National Academy of Inventors' annual patent rankings rose from 28th to 21st nationally, and to 30th globally. Further, Ohio State was ranked 28th in the nation in translating biomedical research into real-world impact. The 2026 Innovators of the Year were honored during the Research and Innovation Showcase in April. Dr. Horack also shared specific examples of how Ohio State is leading advances in critical fields, such as immuno-oncology, fusion energy and quantum computing. He closed by noting the university's role in hosting a recent meeting of the National Academy of Engineering and by recognizing Ohio State's four new American Association for the Advancement of Science Fellows.

(See Attachment X for background information, page XX)

3. Senior Vice President for Student Life Report: Driving Student Outcomes: Using Data to Inform Action: Dr. Melissa Shivers, senior vice president for student life, and Dr. Erica Regan, director of the Center for the Study of Student Life, discussed the evidenced-based approach used by the Office of Student Life to drive strategic decision making and improve student outcomes. They shared insights about the annual Student Life Survey, a key data-collection tool, and trends in student loneliness and involvement. They also detailed areas in which data is already informing action, including increasing on-campus involvement of campus-change and transfer students, alleviating financial strain, and leveraging generative artificial intelligence to enhance the student experience and streamline Student Life operations.

(See Attachment X for background information, page XX)

Items for Action:

4. Approval of Minutes: No changes were requested to the February 19, 2026, meeting minutes of the Academic Affairs and Student Life Committee; therefore, a formal vote was not required, and the minutes were considered approved.
5. Resolution No. 2026-124, 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



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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.

(See Appendix X for background information, page XX)

6. Resolution No. 2026-125, 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.

(See Appendix X for background information, page XX)

7. Resolution No. 2026-126, 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.

(See Appendix X for background information, page XX)

8. Resolution No. 2026-127, 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.

(See Appendix X for background information, page XX)

9. Resolution No. 2026-128, 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



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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.

(See Appendix X for background information, page XX)

10. Resolution No. 2026-129, 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



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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.

(See Appendix X for background information, page XX)

11. Resolution No. 2026-130: 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.

(See Appendix X for background information, page XX)

12. Resolution No. 2026-131: 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.

(See Appendix X for background information, page XX)

13. Resolution No. 2026-132, 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)



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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



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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)



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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. Boutsellis, 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



THE OHIO STATE UNIVERSITY

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

(See Appendix X for background information, page XX)

14. Resolution No. 2026-133, 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



THE OHIO STATE UNIVERSITY

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.

(See Appendix X for background information, page XX)

15. Resolution No. 2026-134, 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.

16. Resolution No. 2026-135, Approval to Award the Joseph Sullivant Medal:

Synopsis: Approval of the awarding of the Joseph Sullivant Medal is proposed.

WHEREAS the Joseph Sullivant Medal is awarded once every five years as a memorial to the eminent services of Joseph Sullivant 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 Sullivant Medal be presented to Dr. Lars Bildsten in accordance with the provisions for granting this award.

(See Appendix X for background information, page XX)

Action: Upon the motion of Dr. Wilkinson, seconded by Ms. Kessler, the foregoing resolutions were adopted by majority voice vote, 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.

The committee adjourned at 3:57 p.m.

APPROVAL TO ESTABLISH ACADEMIC PROGRAMS

**BIOTECH SCIENCE MAJOR
CIVICS, LAW AND LEADERSHIP MAJOR**

Synopsis: Approval to establish the Bachelor of Science major in Biotech Science and the Bachelor of Arts major in Civics, Law and Leadership are proposed.

WHEREAS the proposed major in Biotech Science addresses a growing workforce need within Ohio's rapidly expanding biotechnology and life sciences sector, which includes nearly 5,000 biotechnology and life sciences establishments and significant industry growth throughout Central Ohio; and

WHEREAS the interdisciplinary curriculum leverages the expertise of the Center for Life Sciences Education and the Departments of Biochemistry, Evolution, Ecology and Organismal Biology, Microbiology, and Molecular Genetics to provide students with a strong foundation in the biological sciences, advanced laboratory and research skills, biotechnology applications, data analysis and professional communication; and

WHEREAS the major is designed to enhance Ohio State's ability to prepare graduates for careers in biotechnology, biomanufacturing, pharmaceuticals, healthcare, agriculture, environmental sciences and related fields; and

WHEREAS the proposed major in Civics, Law and Leadership offered by the Salmon P. Chase Center for Civics, Culture, and Society advances Ohio State's land-grant mission by preparing students to participate thoughtfully and lead effectively in civic life through the study of history, constitutionalism, law and leadership; and

WHEREAS the interdisciplinary curriculum integrates coursework in American civic life, constitutional studies and leadership with civic application and capstone experiences designed to develop research, communication, critical thinking and civic problem-solving skills; and

WHEREAS graduates of the program will be prepared for careers and advanced study in fields including law, public service, public affairs, education, journalism, nonprofit leadership, policy analysis, business and other professions that benefit from civic literacy and leadership competencies; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs meetings between May 25, 2026, and July 23, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the establishment of the major in Biotech Science and the major in Civics, Law and Leadership.



College of Arts and Sciences

186 University Hall
230 North Oval Mall
Columbus, OH 43210
614-292-1667 Phone
614-292-8666 Fax

artsandsciences.osu.edu

April 06, 2026

W. Randy Smith, Vice Provost,
Council on Academic Affairs
University Square South, Campus

Dear Randy,

I am writing to provide staunch support for the new Biotech Science Major program. I am aware of how much care the initial committee and the CLSE curriculum committee have taken to position this degree so that it fits the needs of the biotechnology industry. Graduates in this major will have a skill set that is highly competitive nationwide compared to those from other biotechnology science majors. I strongly believe this major will position the graduates well for outstanding initial jobs in industry and opportunities in graduate programs.

Biotechnology involves the use of life processes to develop products that improve human health. Approximately 5,000 life science establishments are currently located within Ohio. In 2023, Columbus and Cincinnati were listed among the top emerging U.S. life science hubs. The graduates of this major will contribute strongly to expanding biotechnology industries in central Ohio and across the state of Ohio.

This new major involves collaboration among Molecular Genetics, Microbiology, Evolution, Ecology and Organismal Biology and Biochemistry. Accordingly, the Center for Life Sciences Education, CLSE is the natural home for this major.

In support of this major, ASC will provide a new advisor for this new undergraduate major. I also understand that some faculty on the respective committees were concerned about potentially overwhelming our laboratory courses with the major. The college commits to monitoring this issue and addressing the challenge if more lab courses are needed, which will require more personnel.

The College of Arts and Sciences is looking forward to this new opportunity for our undergraduate students.

Sincerely,

A handwritten signature in cursive script, reading "Susan Olesik". The signature is written in dark ink on a white background.

Susan V. Olesik

Dean, Natural and Mathematical Sciences

College of Arts and Sciences

Christopher M. Hadad

hadad.1@osu.edu

614-688-3141

614-292-2251 Phone

614-292-1685 Fax

<http://chemistry.osu.edu>

April 17, 2026

Chair, Arts and Sciences Curriculum Committee
Ohio State University
CAMPUS

Dear Chair and Members of the Arts and Sciences Curriculum Committee:

On March 24, 2026, the Natural and Mathematical Sciences Subcommittee reviewed a program request for a new Bachelor of Science major in Biotech Science. This was a revised version of a previously submitted program from late 2025.

The program was well received by the NMS curriculum committee, and the proposal was approved with only some minor contingencies. These contingencies were addressed in a slightly updated and revised program which was subsequently submitted by Dr. Adam Andrews in the Center for Life Sciences Education on April 8, 2026. As Chair, I then approved the revised version on behalf of the NMS Curriculum Committee. Thus, this new Biotech Science major can now make its next steps in the review process at the University.

Thus, the new BS major in Biotech Science is now advanced to the ASCC with a motion to approve.

Sincerely,

**Christopher M. Hadad**

Professor of Chemistry and Biochemistry

Vice Chair for Research and Administration, Department of Chemistry and Biochemistry

Director, Campus Chemical Instrument Center (Nuclear Magnetic Resonance | Mass Spectrometry and Proteomics)

Ohio State University

Fiscal Unit/Academic Org	Introductory Biology - D0326
Administering College/Academic Group	Arts and Sciences
Co-administering College/Academic Group	
Semester Conversion Designation	New Program/Plan
Proposed Program/Plan Name	Biotech Science
Type of Program/Plan	Undergraduate bachelors degree program or major
Program/Plan Code Abbreviation	BIOTECH
Proposed Degree Title	Biotech Science Bachelor of Science

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program				121	
Required credit hours offered by the unit	Minimum			11	
	Maximum			16	
Required credit hours offered outside of the unit	Minimum			39	
	Maximum			76	
Required prerequisite credit hours not included above	Minimum			0	
	Maximum			0	

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- 1a. Explain the structure and function of molecules essential to life, i.e. DNA, RNA, and proteins, and how these molecules interact to regulate cellular processes.
- 1b. Explain how traits are inherited and expressed through genes, including DNA structure, gene function, mutation, and regulation.
- 1c. Describe how chemical processes and molecules such as enzymes, nucleic acids, carbohydrates, and lipids drive cellular function and metabolism.
- 1d. Describe the key role that microorganisms play as tools for biotechnology.
- 1e. Describe the physiology, genetics, evolution, and ecology of organisms that are the subjects of biotechnological manipulation.
- 2a. Explain the fundamental concepts and techniques of biotechnology relevant to a chosen subdiscipline of the life sciences.
- 2b. Apply laboratory skills and techniques commonly used in biotechnology research and industrial settings, such as DNA/RNA manipulation, protein assays, and use of bioinformatics tools.
- 2c. Demonstrate an understanding of biosafety by employing safe laboratory practices.
- 2d. Demonstrate literacy in data preparation, organization, archiving and use of tools to process data.
- 3a. Retrieve information from the life sciences literature; read, understand, and critically review scientific papers.
- 3b. Apply the scientific process, including designing and conducting experiments and testing hypotheses.
- 3c. Draw valid conclusions based on quantitative and qualitative results.
- 3d. Adapt tools such as laboratory notebooks and spreadsheets to organize and analyze data associated with scientific processes.
- 3e. Communicate scientific information clearly and effectively in written reports, oral presentations, and through visual media to both scientific and non-scientific audiences.
- 4. Exhibit professional and ethical behavior, including understanding of biosafety, ethical dilemmas in genetic engineering and biotechnology, and the implications and impacts of biotechnology on natural ecosystems and populations.
- 5. Work effectively in diverse teams, demonstrating leadership, collaboration, and problem-solving in both laboratory and non-laboratory project environments.
- 6. Demonstrate preparedness for employment or further education, including ability to articulate their skills and knowledge in professional settings such as internships, job interviews, or graduate school applications.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Classroom assignments

- Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
- Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

- Capstone course reports, papers, or presentations

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

- Student survey

Additional types of indirect evidence

- Job or post-baccalaureate education placement
- Grade review

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

- Analyze and discuss trends with the unit's faculty
- Analyze and report to college/school
- Make improvements in curricular requirements (e.g., add, subtract courses)
- Make improvements in course content
- Make improvements in course delivery and learning activities within courses
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
- Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No

Attachments

- Biotech Science Major Response to NMS Panel 20260406.pdf: Contingent Approval Response to Panel
(Letter from Program-offering Unit. Owner: Andrews, Adam Lee)
- Proposal to Create a Bachelor of Science Biotech Science Major Program 20260406.pdf
(Program Proposal. Owner: Andrews, Adam Lee)
- ASC support letter for Biotech Science major April 26.pdf
(Support/Concurrence Letters. Owner: Andrews, Adam Lee)

Comments

- Please see subcommittee feedback email sent 03/27/2026. *(by Wade, Macy Joy on 03/27/2026 12:42 PM)*
- Please see subcommittee feedback email sent 12-23-25. *(by Neff, Jennifer on 12/23/2025 04:59 PM)*

Status: PENDING

PROGRAM REQUEST
Biotech Science

Last Updated: Vankeerbergen,Bernadette
Chantal
04/08/2026

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Andrews,Adam Lee	11/06/2025 09:01 AM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	11/06/2025 09:18 AM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	11/10/2025 09:45 AM	College Approval
Revision Requested	Neff,Jennifer	12/23/2025 04:59 PM	ASCCAO Approval
Submitted	Andrews,Adam Lee	03/11/2026 03:01 PM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	03/11/2026 04:04 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	03/11/2026 04:33 PM	College Approval
Revision Requested	Wade,Macy Joy	03/27/2026 12:42 PM	ASCCAO Approval
Submitted	Andrews,Adam Lee	04/07/2026 02:39 PM	Submitted for Approval
Approved	Kulesza,Amy Elizabeth	04/07/2026 02:52 PM	Unit Approval
Approved	Vankeerbergen,Bernadette Chantal	04/08/2026 12:01 PM	College Approval
Pending Approval	Jenkins,Mary Ellen Bigler Neff,Jennifer Vankeerbergen,Bernadette Chantal Wade,Macy Joy Steele,Rachel Lea	04/08/2026 12:01 PM	ASCCAO Approval

7 April 2026

Dr. Hadad and Members of the NMS Panel:

On behalf of the CLSE, I write to thank you for the contingent approval of our proposed new Biotech Science Major. We have addressed the Panel's concerns, as noted below, and look forward to your further consideration.

- **Contingency:** The Subcommittee notes that the proposal indicates the unit's intent for students to be able to use Chemistry 2310 to fulfill the program's organic chemistry requirement (pp. 21–23); however, Chemistry 2310 is not included on the advising sheet (Appendix A). If the unit intends for students to be able to use Chemistry 2310 to fulfill this requirement, the Subcommittee requests that Chemistry 2310 be added to the advising sheet and that the "Required Supporting Courses" credit hours be revised from 34–43 to 30–43.

I apologize for the oversight as the first page of the revised advising sheet was not previously included. The proposal has been appropriately updated.

- **Contingency:** As part of the University's AI Fluency Initiative, the College of Arts and Sciences has charged individual units with determining how their students will graduate AI fluent. The Subcommittee requests that the unit specify in the proposal how coursework within the proposed major will support students in fulfilling the AI Fluency requirement. Additional information about the University's AI Fluency Initiative can be found on the Office of Academic Affairs' [AI Fluency webpage](#).

A plan for the Biotech Science Major to meet the AI Fluency Initiative's expected outcomes has been included on page 36 of the proposal.

- **Contingency:** The Subcommittee notes that Section 6c of the proposal (pp. 25–27) states that students will be "required to take a course from each of three content areas below and may choose a course from the fourth area as an open elective" (proposal, p. 25). The Subcommittee requests that the CLSE clarify whether students must select three courses from three specific categories among the four listed (biochemistry, evolution, microbiology, and molecular genetics), or whether students may select three courses from any three of the four categories. Additionally, the Subcommittee requests clarification regarding which



categories may be used for elective coursework. For example, may a student who enrolls in Biochemistry 4511 as a required course also enroll in Biochemistry 5613 as an elective option? The Subcommittee asks that these points be clarified both in the proposal and on the advising sheet in Appendix A to ensure that accurate information is available to students.

Our intent is that students must complete at least one course from three of the four areas and may complete a course from the fourth area as an elective. Additional courses from a particular content area (i.e. Biochem 4511 and 5613) may not be used as electives. Language clarifying this intent has been added to page 25 of the proposal as well as page two of the advising sheet (Appendix A).

- **Contingency:** The Subcommittee notes that both curriculum.osu.edu (under the Proposed Degree title) and the letter of support reference a degree *in* Biotech Science. In this context, the preposition “in” would indicate the creation of a new tagged degree rather than a new major in an existing degree. To ensure alignment with the program type described in the proposal (i.e., a new major under the existing Bachelor of Science degree), the Subcommittee requests that the Proposed Degree title field in curriculum.osu.edu read “Biotech Science Bachelor of Science.” Additionally, the letter of support should reference the new Biotech Science major instead of the “Biotechnology Science degree.”

We have changed the title in curriculum.osu.edu and Dean Olesik’s letter of support has been appropriately updated.

I appreciate the Panel’s careful review and comments, we and look forward to the review by the full Arts & Sciences Curriculum Committee.

Sincerely,

Adam Andrews

Assistant Director for Curriculum & Instruction

Proposal to Create a Bachelor of Science Biotech Science Major Program

Center for Life Sciences Education
College of Arts & Sciences



THE OHIO STATE UNIVERSITY

CENTER FOR LIFE SCIENCES EDUCATION

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Proposal to create the *Biotech Science Major*

Executive Summary

The Center for Life Sciences Education proposes a new undergraduate interdisciplinary Major Program in *Biotech Science*.

The Life Science Departments in the College of Arts & Sciences possess the expertise to support the curriculum for this Major, and all courses except an advanced biotechnology course and a seminar are already being taught.

The Center for Life Sciences Education has the experience and infrastructure to support an interdisciplinary Major.

The Biotechnology industry in Ohio is booming, positioning The Ohio State University to expand upon existing partnership to provide additional co-curricular opportunities for students in addition to post-baccalaureate job opportunities.

1. General Information

- **Name of proposed major**
 - o *Biotech Science*
- **Degree students completing the major will receive**
 - o Bachelor of Science
- **Proposed implementation date**
 - o Autumn 2026
- **Academic units responsible for administrating the major program**

2. Rationale

Modern molecular biotechnology seeks to harness the power of biological systems as solutions to address major needs and challenges of society. Biotechnology can be categorized based on the systems that are manipulated, including microbes, plants, and animals. Applications of biotechnology span multiple sectors including health, energy, agriculture, environment, and material science.¹

The Center for Life Sciences Education is proposing a new Biotech Science Major program. The Major would provide undergraduate students foundational education and training to pursue careers in the molecular biosciences, or advanced graduate or professional studies. This is in alignment with federal, state, and regional initiatives and recommendations.

The Center for Life Sciences Education (CLSE) is the long-standing administrative home of the Biology Major at The Ohio State University, the institution's second largest Major. While the CLSE offers only the introductory biology courses and two core courses for this interdisciplinary Major, all other upper-level coursework is taught in other units. As such, the CLSE has the experience and infrastructure to offer an interdisciplinary Biotech Science Major utilizing a similar structure. The CLSE's core partner departments in the College of Arts & Sciences (i.e. Department of Chemistry and Biochemistry; Department of Evolution, Ecology, and Organismal Biology; Department of Microbiology; Department of Molecular Genetics) will offer the majority of the Major coursework, with some limited opportunities for inclusion of additional relevant elective courses taken both within and outside of ASC. These core Departments already offer a large array of classes appropriate for inclusion in the Major with sufficient variety for students to choose electives toward a sub-disciplinary focus.

The growth of the biotechnology field both nationally and especially throughout Ohio gives The Ohio State University an ideal opportunity to train future graduates who can be retained in the state as they enter their careers in this rapidly growing field. The industry association, Ohio Life Sciences (OLS) published a report, *Ohio Life Sciences Industry Assessment and Economic Impact Report*, January 2025, which lists 4,900 biotech and life sciences-related businesses across the state, employing nearly 64,000 Ohioans providing \$68.0 billion of total economic impact. The College of Arts & Science's Office of Industry Partnerships and Research Collaborations (OIPRC) has already partnered with Ohio Life

¹ ASC *Biotechnology Major Committee Recommendations Report*, 5 February, 2025.

Sciences (OLS), and many of Central Ohio's biotechnology-oriented firms such as Amgen, Sarepta Therapeutics, and Andelyn Biosciences. These companies and others have expressed a need for well-trained graduates that have the skills and knowledge specific to biotechnology. They cite the need for a broad range of laboratory skills, an understanding of scientific laboratory processes, and the ability to synthesize content from across the life sciences and beyond. These already existing partnerships promise immediate opportunities to expand student placement into internships, externships, and eventual post-graduate careers. Addressing the employment needs of Ohio's biotechnology industry has been one of the driving forces behind the development of this Major.

Students with a Biotech Science baccalaureate degree can expect to find positions in laboratory and research roles, the pharmaceutical and healthcare industry, agricultural and environmental biotechnology, industrial and manufacturing roles, or business and communication roles. Many graduates will also choose to pursue graduate education or professional certification in regulatory affairs, data science, or clinical research.

3. Goals/Objectives and Evaluation of Program

Program Goals & Associated Learning Outcomes

Students earning a *Biotech Science Bachelor of Science* will be able to ...

1. Demonstrate a strong foundational knowledge in the Biological Sciences that underpin biotechnology.
 - a. Explain the structure and function of molecules essential to life, i.e. DNA, RNA, and proteins, and how these molecules interact to regulate cellular processes.
 - b. Explain how traits are inherited and expressed through genes, including DNA structure, gene function, mutation, and regulation.
 - c. Describe how chemical processes and molecules such as enzymes, nucleic acids, carbohydrates, and lipids drive cellular function and metabolism.
 - d. Describe the key role that microorganisms play as tools for biotechnology.
 - e. Describe the physiology, genetics, evolution, and ecology of organisms that are the subjects of biotechnological manipulation.
2. Develop Technical Proficiency in Biotechnology Techniques.
 - a. Explain the fundamental concepts and techniques of biotechnology relevant to a chosen subdiscipline of the life sciences.
 - b. Apply laboratory skills and techniques commonly used in biotechnology research and industrial settings, such as DNA/RNA manipulation, protein assays, and use of bioinformatics tools.
 - c. Demonstrate an understanding of biosafety by employing safe laboratory practices.

- d. Demonstrate literacy in data preparation, organization, archiving and use of tools to process data.
3. Foster Research Competence and Scientific Inquiry.
 - a. Retrieve information from the life sciences literature; read, understand, and critically review scientific papers.
 - b. Apply the scientific process, including designing and conducting experiments and testing hypotheses.
 - c. Draw valid conclusions based on quantitative and qualitative results.
 - d. Adapt tools such as laboratory notebooks and spreadsheets to organize and analyze data associated with scientific processes.
 - e. Communicate scientific information clearly and effectively in written reports, oral presentations, and through visual media to both scientific and non-scientific audiences.
4. Exhibit professional and ethical behavior, including understanding of biosafety, ethical dilemmas in genetic engineering and biotechnology, and the implications and impacts of biotechnology on natural ecosystems and populations.
5. Work effectively in diverse teams, demonstrating leadership, collaboration, and problem-solving in both laboratory and non-laboratory project environments.
6. Demonstrate preparedness for employment or further education, including ability to articulate their skills and knowledge in professional settings such as internships, job interviews, or graduate school applications.

Assessment Plan

Methods

To assess the *Biotech Science Major*, a range of direct and indirect measures will be used. These include:

Direct Measures

- Assessment of student performance in these content areas is measured directly in Biology 1113, 1114, and 3501.04 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.
- The four core life science departments will each participate in providing assessment data in the 1-2 upper-level courses required from each for this major through exam analysis and evaluation of written assignment using the Carmen rubrics tool. These courses include the three versions of the 48xx *Advanced Biotechnology* course, which will utilize assessment of the final written report and in the 4891 Seminar. The CLSE will be responsible for collating and reporting these data.

- An average mastery of 80% on graded assignments will be used as the threshold for success. These data will be drawn from:
 - Exam question data
 - Embedded rubric items on written assignments
 - Laboratory report and Lab Exam data

Indirect Measures

- *Student Assessment of Learning Gains (SALG)*² survey, a validated survey tool administered at the end of the term in all Biology courses
 - SALG questions are based on Likert scales of 1-5. We take an average score of 3 for each individual item to be the threshold for success.
- Participation in the Denman Research Forum and the *ASC Graduation Survey*, including both the general and targeted questions.

Alignment

The following table illustrates the direct and indirect methods that will be used for assessment of each specific Program Outcome and the desired achievement level to determine success.

Program ELO	Direct Measures	Indirect Measures
1a. Explain the structure and function of molecules essential to life, i.e. DNA, RNA, and proteins, and how these molecules interact to regulate cellular processes.	Direct measurement in Biology 1113, Biochem 4511/5613, Micro 4100, and MolGen 4500/4606 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.	<i>Student Assessment of Learning Gains (SALG)</i> survey, a validated survey tool administered at the end of the term in all Biology courses.
1b. Explain how traits are inherited and expressed through genes, including DNA structure, gene function, mutation, and regulation.	Direct measurement in Biology 1113, Micro 4100, and MolGen 4500/4606 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.	

² Seymour, Elaine & Wiese, Douglas & Hunter, Anne-Barrie & Daffinrud, Sue. (1997). Student Assessment of Learning Gains (SALG) CAT.
https://www.researchgate.net/publication/252112013_Student_Assessment_of_Learning_Gains_SALG_CAT

1c. Describe how chemical processes and molecules such as enzymes, nucleic acids, carbohydrates, and lipids drive cellular function and metabolism.	Direct measurement in Biology 1113 and 1114, Biochem 4511/5613, and Micro 4100 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.	
1d. Describe the key role that microorganisms play as tools for biotechnology.	Direct measurement in Biology 1113, 3501.04, and Micro 4000/4100 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.	
1e. Describe the physiology, genetics, evolution, and ecology of organisms that are the subjects of biotechnological manipulation.	Direct measurement in Biology 1113, 1114, 3501.04, EEOB 3310x, Micro 4100, and MolGen 4500/4606 through the collection of Exam Data and other assessments collected individually through the use of the Carmen rubrics tool.	
2a. Explain the fundamental concepts and techniques of biotechnology relevant to a chosen subdiscipline of the life sciences.	Direct measurement in Biology 1113 & 3501.04, Biochem 4511/5613, EEOB 3310x, Micro 4000/4100, MolGen 4500/4606, and the 4xxx Advanced Biotech courses through the collection of Exam Data and other assessments collected individually using the Carmen rubrics tool.	<i>Student Assessment of Learning Gains (SALG)</i> survey, a validated survey tool administered at the end of the term in all Biology courses.
2b. Apply laboratory skills and techniques commonly used in biotechnology research and industrial settings, such as DNA/RNA manipulation, protein	Direct measurement in Biology 1113 and Micro 4000/4100 through collection of laboratory report data through the use of the Carmen rubrics tool.	

assays, and use of bioinformatics tools.		
2c. Demonstrate an understanding of biosafety by employing safe laboratory practices.	Direct measurement in Biology 1113 and Micro 4000/4100 through collection of laboratory report data through the use of the Carmen rubrics tool.	
2d. Demonstrate literacy in data preparation, organization, archiving and use of tools to process data.	Direct measurement in Biology 1113, 1114, 3501.04, Biochem 4511/5613, EEOB 3310x, Micro 4000/4100, MolGen 4500/4606, and the 48xx <i>Advanced Biotech</i> courses through the assessment collected individually using the Carmen rubrics tool in both laboratory reports and other written assignments.	
3a. Retrieve information from the life sciences literature; read, understand, and critically review scientific papers.	Directly measurement in Biology 1113, 1114, 3501.04, Biochem 4511/5613, EEOB 3310x, Micro 4000/4100, MolGen 4500/4606, and the 48xx <i>Advanced Biotech</i> courses through the assessment collected individually using the Carmen rubrics tool in both laboratory reports and other written assignments.	Student performance is measured through the <i>Student Assessment of Learning Gains (SALG)</i> , a validated survey tool administered at the end of the term in all Biology courses, through participation in the Denman Research Forum participation, and using the <i>ASC Graduation Survey</i> .
3b. Apply the scientific process, including designing and conducting experiments and testing hypotheses.	Direct measurement in Biology 1113 and 1114, and Micro 4000/4100 through collection of laboratory report data through the use of the Carmen rubrics tool.	
3c. Draw valid conclusions based on quantitative and qualitative results.	Direct measurement in Biology 1113, 1114, 3501.04, Micro 4000/4100, and the 48xx <i>Advanced Biotech</i> courses through	

	the assessment collected individually using the Carmen rubrics tool in both laboratory reports and other written assignments.	
3d. Adapt tools such as laboratory notebooks and spreadsheets to organize and analyze data associated with scientific processes.	Direct measurement in Biology 1113, 1114, and Micro 4000/4100 through the assessment data collected individually with the use of the Carmen rubrics tool in laboratory reports.	
3e. Communicate scientific information clearly and effectively in written reports, oral presentations, and through visual media to both scientific and non-scientific audiences.	Direct measurement in Biology 1113, 1114, 3501.04, and the 48xx <i>Advanced Biotech</i> courses through the assessment collected individually using the Carmen rubrics tool in both laboratory reports and other written assignments such as the Oral and Poster Presentations.	
4. Exhibit professional and ethical behavior, including understanding of biosafety, ethical dilemmas in genetic engineering and biotechnology, and the implications and impacts of biotechnology on natural ecosystems and populations.	Direct measurement in Biology 1113, 1114, Biochem 4511/5613, EEOB 3310x, Micro 4000/4100, MolGen 4500/4606, and the 48xx <i>Advanced Biotech</i> courses through the assessment collected individually using the Carmen rubrics tool in both laboratory reports and other written assignments.	Student performance is measured through the <i>Student Assessment of Learning Gains (SALG)</i> , a validated survey tool administered at the end of the term in all Biology courses.
5. Work effectively in diverse teams, demonstrating leadership, collaboration, and problem-solving in both laboratory and non-laboratory project environment.	Direct measurement in Biology 3501.04 through collection of laboratory report data through the use of the Carmen rubrics tool.	Student performance is measured through the <i>Student Assessment of Learning Gains (SALG)</i> , a validated survey tool administered at the end of the term in all Biology courses, and using targeted

		questions on the ASC <i>Graduation Survey</i> .
6. Demonstrate preparedness for employment or further education, including ability to articulate their skills and knowledge in professional settings such as internships, job interviews, or graduate school applications.	Direct measurement in Biology 3501.04, the 48xx <i>Advanced Biotech</i> courses, and 4891 seminar through the assessment collected individually using the Carmen rubrics tool written assignments.	Student performance is measured through the <i>Student Assessment of Learning Gains (SALG)</i> , a validated survey tool administered at the end of the term in all Biology courses, and using targeted questions on the ASC <i>Graduation Survey</i> .

Timeline

Biology 1113, 1114, and 3501.04 are courses central not only to the *Biotech Science Major*, but also the existing *Biology Major*. As such, data are already being collected from these courses for the purpose of assessment. While most of the program outcomes between the two Majors are different, there will be opportunities to streamline the assessment reporting across the two Majors.

Over the first two years, data will be collected from Biology 1113 and 1114, which will focus on those outcomes associated with Goals 1 and 3. As students move through the program, year three will focus on data collection from 3501.04 and the required core courses from each department, while year four will focus on the data collected from the upper-level courses. The four cycle will then repeat, though we anticipate more overlap as the cohorts of students begin to move through the program.

Program Review

Assessment data collected, collated, and reported by the CLSE Assistant Director and staff will be shared with the CLSE Curriculum Committee and the CLSE Executive Committee, which will have oversight of the Major. Among the Committee members are faculty representatives from each of the four ASC Life Science Departments, providing a regular mechanism for curricular communication across the units. The Committee has the authority to make adjustments to required and elective courses based on the data collected and communal discussion of shared goals.

4. Relationship to Other Programs / Benchmarking³

The core structure of proposed Biotech Science Major was initially developed by a committee consisting of faculty from the four life science departments in the College of Arts & Sciences: Kou-San Ju, Associate Professor, Department of Microbiology, Medicinal Chemistry & Pharmacognosy (chair); Paul Herman, Professor, Department of Molecular Genetics; James Pease, Associate Professor, Department of Evolution, Ecology, and Organismal Biology; Vladislav Belyy, Assistant Professor, Department of Chemistry and Biochemistry; Justin North, Assistant Professor, Department of Microbiology, Associate Dean Andrew Martin, Assistant Dean Bernadette Vankeerbergen, and Director of Industry Research Collaborations Elizabeth Drotleff. The Committee was tasked with development of a novel structure for this Major that reflected the strengths of the Life Science Departments and paired those with the needs of the local biotech industry based on continued consultation with biotech representatives. This is the first such proposal developed within the College of Arts & Sciences.

In their exploration, the Committee found that biotechnology majors at institutions around the country are numerous and highly variable. In thinking about the appropriate structure for a program at OSU, they evaluated 12 different biotechnology programs at R1 peer institutions across the country. This included Indiana University, Kent State, University of Houston, James Madison University, Penn State, Rutgers, Syracuse University, Tufts University, University of Georgia, University of Central Florida, UC San Diego, and UC Davis. The majority of Biotechnology Majors were housed in a college of Letters & Sciences, with others in colleges of Agriculture & Environmental Sciences (2), Engineering (2), or Medicine (1). Programs fell into three general categories: (A) those with dedicated biotechnology curriculum including introduction and capstone classes; (B) those that were an amalgam of existing courses without cohesive unity (“biotechnology in name”); or (C) heavily quantity programs akin to chemical engineering or computer science majors (these were all within Engineering).

Considering this landscape, the Committee proposed the best approach for the Biotech Science Major would be the creation of a program that includes dedicated biotechnology classes (model A) and focused in molecular biotechnology. This provides programmatic identity that distinguishes it from other general majors, such as Biology. The foundational overlap between the proposed Biotech Science Major and other Majors in the life sciences will allow for student mobility across majors with little to no loss of credit, while offering a curriculum that is more applied than would be found in more broad, interdisciplinary

³ ASC *Biotechnology Major Committee Recommendations* Report, 5 February, 2025.

Majors such as Biology, which has a higher load of supporting coursework and more requirements for interdisciplinary coursework.

The proposed Biotech Science Major differs from other programs at Ohio State, such as those offered by the College of Engineering's Department of Food, Agriculture, and Biological Engineering which places heavy emphasis on the Physics and advanced Mathematics necessary for the Engineering of biotechnology. In contrast the proposed Biotech Science Major housed in the College of Arts & Sciences will focus on core molecular techniques, both theoretical and applied, which form the foundation of biotechnology applications with little emphasis on math or physics.

5. Student Enrollment

We anticipate that we could see as many as of 500 majors by the end of the first five years, with student interest in the Biotech Science Major coming from two primary sources:

- Direct entry into the Major
- Major-changing, especially from other Life Science Majors

Based on a comparison of the size of benchmark biotechnology majors, we anticipate interest in an applied career pathway will attract students toward a direct entry to the Major. We anticipate around 25-50 students per year initially declaring the Major with a target of 50-100 students ultimately declaring annually. This population of students is unlikely to be drawn from other OSU majors, with the majority of NFYS students recruited to come to OSU who might have otherwise matriculated elsewhere for a competing biotechnology program.

We anticipate that a significant proportion of the overall interest in the Biotech Science Major will be generated from Major-changing students. Given the extensive overlap in the supporting courses between the proposed Biotech Science and existing Biology Majors, we anticipate the Biotech Science Major will be popular for the *very significant* number of the approximately 45% of pre-health intentioned students who depart the Biology and other Life-Science Majors within the first two years after matriculation. These students often seek career-oriented majors after deciding that a pre-health professions track is not in their best or realistic long-term future. Many of these students will still retain interest in the life sciences broadly and can be guided toward a biotech science pathway as a career-oriented goal with little to no course 'waste' from the first two years. We often hear anecdotally from our academic advisors that students aren't clear on alternative career paths after leaving a pre-health professions track. The structure of the proposed Major will allow for a smooth transition for most students interested in staying within a life science

major, and we anticipate retention of 10-20% of students who would otherwise depart the life sciences.

Given that the supporting and core courses for the Major have large capacities and are offered every term, students will be able to declare the Major to begin any semester. With the exception of *Advanced Biotechnology* and the Seminar, which will inherently be taken toward the end of a student's pathway, there is no set order required for students to complete the core courses.

6. Curricular Requirements

In designing the curriculum, we elected for a bedrock of biology, chemistry, mathematics, and statistics universal to majors in the life sciences. An introductory course will cover essential topics such as the biotechnology origins, principles, and ethics, emphasizing intersections between science and society. This course should have broad appeal among students interested in applied molecular biosciences and serve as a gateway into the major. Biol 3501.04 (*Integrative Skills in Biology: Biotechnology*) will fulfill this role. The course was designed around the University's General Education Embedded Literacies requirements and will utilize biotechnology as a mechanism to teach fundamental skills.

Upper-division classes in general microbiology, biochemistry, evolution, and genetics will establish foundational knowledge in core scientific principles that anchor modern biotechnology. As meaningful laboratory research experience is favored among employers in the chemical and life sciences, this was integrated in multiple required components of the major. Students will be required to complete one course in technical or communication skills from a list of electives. Finally, students can select from a list of diverse electives that cover a wide range of topics related to applied molecular sciences to round out the curriculum. The major is anchored by two courses: an Advanced Biotechnology course and a Seminar. Three versions of the Advanced Biotechnology course, Micro 4800 (approved), as well as MolGen 4810 and EEOB 4840, both in curricular review, will be taught independently by each department with a shared set of common learning outcomes covering both skills and recent or significant developments in biotechnology. Students will have the flexibility to choose which course they would like depending on their chosen biotechnical focus while still meeting program outcomes. A literature-review and seminar course – Micro 4891, will provide real-world exposure to the state of the field with biweekly seminars by industry professionals.

The Biotech Science Major will require 30-43 hours of Prerequisite Supporting Courses and a minimum 37 hours of Major coursework. The Major courses will be subdivided as:

- 10 hours of required *Core Courses*
- 9-13 hours of *Foundational Content Courses*
- 3 hours of (1) *Business and Communication Content Course*
- 6-8 hours of (2) *Advanced Laboratory Courses*
- 3-9 hours of elective coursework

Given the wide range of elective options at variable credit hours, most students will be able to complete the Major with exactly 37 credit hours should they choose to do so. Students who begin with a Math Placement score L (Calculus) and utilize 37 hours to complete the Major will ultimately require 19 hours of open elective credit hours to reach the 121-hour degree requirement, assuming 10 credit hours overlapping between the GE and Supporting Courses. Students will therefore have ample flexibility to take elective coursework or additional math courses as necessary to reach the Calculus requirement before exceeding the minimum hour to degree.

Following below are the details for each course that may be taken to fulfill either a Supporting or Major course requirement for the proposed Biotech Science Major. Additionally,

- The Major Advising Sheet can be found in [Appendix A](#).
- A summary of the course detail including prerequisites for each course listed can be found in [Appendix B](#).
- The Curriculum Map for the Biotech Science Major can be found in [Appendix C](#).
- A sample four-year plan can be found as [Appendix D](#).

A. Prerequisite Supporting Courses (30-43 credit hours)

*All courses are currently offered.

Introductory Biology Courses

Students will fulfill the Biology course requirements by completing one option from Introductory Biology 1 and one option from Introductory Biology 2. Biology 1 and Biology 2 are not sequential courses, but rather two parts of a whole.

Introductory Biology Course 1

- Biology 1111 and 1112:

Biology 1111 – *Biological Foundations 1: Cells and Chemistry of Life*; 3 credit hours

1111 Course description: An introductory exploration of life's chemical and cellular foundations, including macromolecular and cellular structure and function, energetics, pathways, the nature of scientific endeavors, and metacognitive

strategies. Includes a required weekly Peer Led Team Learning Workshop. Intended for student Majoring in STEM fields. Combined with Bio 1112, these courses will address content at similar depth and breadth as Bio 1113x.

Prereq or concurrent: Math 1075 or 1120. Not open to students with credit for 1113x

AND

Biology 1112 – *Biological Foundations 2: Molecular Machinery & Genetics*; 4 credit hours

1112 Course description. An introductory exploration of life's cellular and genetic mechanisms, molecular biology, and metacognitive strategies. Includes a required weekly Peer Led Team Learning Workshop. Intended for student Majoring in STEM fields. Combined with Bio 1111, these courses will address content at similar depth and breadth as Bio 1113x.

Prereq: 1111; Prereq or concurrent: Math 1121 or 1148. Not open to students with credit for 1113x.

OR

- Biology 1113.01: *Biological Sciences: Energy Transfer and Development*; 4 credit hours

Course description. 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 1113 and 1114. Lecture, Lab.

Prereq: Math 1120, 1130, 1148, 1150, or above, or Math Placement Level L or M.

Prereq or concur: Chem 1110, 1210, 1610, or 1910H, or permission of course coordinator. Not open to students with credit for 1113 or 1113.02.

OR

- Biology 1113.02 – *Biological Sciences: Energy Transfer and Development PLTL*; 5 credit hours

Course Description. Exploration of biology and biological principles; evolution and the origin of life, cellular structure and function, bioenergetics, and genetics. This course includes a required Peer-Led Team Learning (PLTL) component. Peer-led team learning (PLTL) provides a structure within which students will actively work together in groups to complete a series of activities and deepen their understanding of concepts associated with Biology 1113. A peer leader will work with the group on

challenging and relevant activities to prepare biology students to apply scientific reasoning to authentic problems.

Prereq: Math 1120, 1130, 1148, 1150, or above, or Math Placement Level L or M.

Prereq or concur: Chem 1110, 1210, 1610, or 1910H, or permission of course coordinator. Not open to students with credit for 1113 or 1113.01.

Introductory Biology Course 2

- Biology 1114.01 – *Biological Sciences: Form, Function, Diversity, and Ecology*; 4 credit hours

Course description.; Exploration of biology and biological principles; evolution and speciation, diversity in structure, function, behavior, and ecology among prokaryotes and eukaryotes. A broad introduction to biology comprises both Biology 1113 and 1114.; Lecture, Lab.

Prereq: Math 1120, 1130, 1148, or 1150 or above, or Math Placement Level L or M.

Prereq or concur: Chem 1110, 1210, 1610, or 1910H, or permission of course coordinator. Not open to students with credit for 1114 or 1114.02.

OR

- Biology 1114.02 – *Biological Sciences: Form, Function, Diversity, and Ecology PLTL*; 5 credit hours

Exploration of biology and biological principles; evolution and speciation, diversity in structure, function, behavior, and ecology among prokaryotes and eukaryotes. This course includes a required Peer-Led Team Learning (PLTL) component. Peer-led team learning (PLTL) provides a structure within which students will actively work together in groups to complete a series of activities and deepen their understanding of concepts associated with Biology 1114. A peer leader will work with the group on challenging and relevant activities to prepare biology students to apply scientific reasoning to authentic problems.

Prereq: Math 1120, 1130, 1148, or 1150 or above, or Math Placement Level L or M.

Prereq or concur: Chem 1110, 1210, 1610, or 1910H, or permission of course coordinator. Not open to students with credit for 1114 or 1114.01.

Mathematics Course

Students will fulfill this requirement by completing Mathematics through Calculus 1. This can be achieved with the two-semester version (Math 1140 and 1141) or a single semester version (Math 1151 or 1156).

- Math 1140 and 1141

Math 1140 – *Calculus with Review I*; 4 credit hours

This is the first of a two semester course sequence. The topics covered in Math 1140 will include differential calculus of one real variable, with review of important algebra and pre-calculus concepts. Calculus with Review I is a course designed with an emphasis on reviewing these fundamental pre-calculus skills as they apply to calculus.

Prereq: A grade of C- or above in 1148 and 1149, or in 1144, 1150, or 150, or Math Placement Level L

AND

Math 1141 – *Calculus with Review II*; 4 credit hours

This is the second of a two semester course sequence. The topics covered in Math 1141 will include differential calculus of one real variable, with review of important algebra and pre-calculus concepts. Math 1141 is a course designed with an emphasis on reviewing these fundamental pre-calculus skills as they apply to calculus.

Prereq: A grade of C- or above in 1140.

OR

- Math 1151 – *Calculus I*; 5 credit hours

Differential and integral calculus of one real variable.

Prereq: A grade of C- or above in 1148 and 1149, or in 1144, 1150, or 150, or Math Placement Level L

OR

- Math 1156 – *Calculus for the Biological Sciences*

Differential calculus and mathematical modeling in the life sciences.

Prereq: A grade of C- or above in 1148 and 1149, or a grade of C- or above in 1150, or credit for 150, or Math Placement Level L

Statistics Course

Students will fulfill this requirement by completing one statistics course from the list below.

- Stat 1450x – *Introduction to the Practice of Statistics*; 3 credit hours

Algebra-based introduction to data analysis, experimental design, sampling, probability, inference, and linear regression. Emphasis on applications, statistical reasoning, and data analysis using statistical software.

Prereq: Math 1116 or 1130 or above, or Math Placement Level L or M, or permission of instructor

OR

- Stat 2450x – *Introduction to Statistical Analysis I*; 3 credit hours

Calculus-based introduction to statistical data analysis. Includes sampling, experimental design, probability, binomial and normal distributions, sampling distributions, inference, regression, ANOVA, two-way tables.

Prereq: Math 1131, 1141, 1151, 1156, 1161.xx, or 1181H, or equiv, or permission of instructor

OR

- Stat 2480x – *Statistics for the Life Sciences*; 3 credit hours

Calculus-based introduction to the statistical analysis of biological data, including probability, common discrete and continuous distributions, experimental design, hypothesis testing, linear regression and correlation.

Prereq: Math 1131, 1141, 1151, 1156, 1161.xx, or 1181H, or equiv, or permission of instructor

General Chemistry Courses

Students will fulfill the General Chemistry course requirement by completing one option from General Chemistry Course 1 and one option from General Chemistry Course 2. The chemistry courses have specific sequences for students and are not interchangeable.

- Chem (1206 and 1208) or 1210 => Chem 1220
- Chem 1610 => 1620
- Chem 1910H => 1920H

General Chemistry Course 1

- Chem 1206 and 1208

Chem 1206 – *Foundations 1 of General Chemistry*; 3 credit hours

Chem 1206 is the first course in a two-course series, for science majors, covering units & measurement, atomic structure, electron configuration, periodic trends, bonding, and molecular structure. The chemistry content is covered in the same depth and rigor as in Chem 1210, and is about 1/2 of the Chem 1210 content.

Additionally, metacognitive learning strategies are taught in the course.

Prereq or concur: Math Placement Level L or M, Math 1120, 1130, 1131, 1140, 1148, 1150, or above

AND

Chem 1208 – *Foundations 2 of General Chemistry*; 4 credit hours

CHEM 1208 is second course in a two-course series, for science majors, covering the mole, stoichiometry, chemical reactions, thermochemistry, gases, liquids, and solids, paired with metacognitive learning strategies. CHEM 1208 also includes a laboratory experience, that covers labs from both CHEM 1206 and CHEM 1208 content. Credit for CHEM 1206 and CHEM 1208 is equivalent to CHEM 1210.

Prereq: Chem 1206, and a grade of C- or above in Math 1120, 1130, 1131, 1140, 1148, 1150, or above

OR

- Chem 1210 – *General Chemistry 1*; 5 credit hours

First course for science majors, covering dimensional analysis, atomic structure, the mole, stoichiometry, chemical reactions, thermochemistry, electron configuration, bonding, molecular structure, gases, liquids, and solids.

Prereq: One unit of high school chemistry, and Math Placement Level L or M; or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above

OR

- Chem 1610 – *General Chemistry for Majors 1*; 5 credit hours

First course for chemistry and biochemistry majors, covering dimensional analysis, atomic structure, the mole, stoichiometry, chemical reactions, thermochemistry, electron configuration, bonding, molecular structure, gases, liquids, and solids.

Prereq: One unit of high school chemistry, and Math Placement Level L or M; or a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above, and enrolled in Chemistry or Biochemistry major; or permission of department

OR

- Chem 1910H – *Honors General Chemistry 1*; 5 credit hours

Fundamental chemical principles and the chemistry of nonmetals for selected students.

Prereq: ACT composite score of 30 or above, and ACT mathematics score of 30 or above, and ACT science reasoning score of 28 or above. Prereq or concur: Math 1141 or 1151 or above, or permission of instructor

General Chemistry Course 2

- Chem 1220 – *General Chemistry 2*; 5 credit hours

Continuation of 1210 for science majors, covering solutions, kinetics, chemical equilibrium, solubility and ionic equilibria, qualitative analysis, thermodynamics, electrochemistry, descriptive chemistry, coordination compounds, and nuclear chemistry.

Prereq: 1210, 1215, 1250, 1610, or 1910H, and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above; or credit for both Chem 1206 and 1208.

OR

- Chem 1620 – *General Chemistry for Majors 2*; 5 credit hours

Continuation of 1610 for science majors, covering solutions, kinetics, chemical equilibrium, solubility and ionic equilibria, qualitative analysis, thermodynamics, electrochemistry, descriptive chemistry, coordination compounds, and nuclear chemistry.

Prereq: 1210, 1215, 1250, 1610, or 1910H; and a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above, or Math Placement Level L or M; and enrollment in Chemistry or Biochemistry major; or permission of department

OR

- Chem 1920H – *Honors General Chemistry 2*; 5 credit hours

Continuation of Chem 1910H for selected students covering fundamental principles and the chemistry of metals.

Prereq: 1910H (202H). Not open to students with credit for 203H, 1220 or 1620

Organic Chemistry Courses

Students will fulfill the Organic Chemistry course requirement by completing either the standalone option of Chem 2310 or the combination of one option from Organic Chemistry Course 1 and one option from Organic Chemistry Course 2. The chemistry courses have specific sequences for students and are not interchangeable.

- Chem 2310
- Chem 2510 => Chem 2520
- Chem 2610 => 2620
- Chem 2910H => 2920H

Standalone Organic Chemistry Course Option

- Chem 2310 – *Introductory Organic Chemistry*; 4 credit hours

A condensed presentation of organic chemistry organized by functional groups with an emphasis on practical applications.

Prereq: 1110, 1220 (122), 1250 (125), 1620, or 1920H. Not open to students with credit for 2510 (251), 2610, or 2910H.

OR

Organic Chemistry Course 1

- Chem 2510 – *Organic Chemistry 1*; 4 credit hours
Introduction to structure, nomenclature, physical properties, preparation and reactions of alkanes, alkenes, conjugated dienes, alkynes, alcohols, ethers, epoxides, aldehydes, and ketones. Other topics include stereochemistry, conformations of molecules, acids, bases, and reaction mechanisms.
Prereq: Chem 1208, or 1210, or 1250, or 1610 or 1910H; and Chem 1220, or 1620 or 1920H; and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above

OR

- Chem 2610 – *Organic Chemistry for Majors 1*; 4 credit hours
Introduction to structure, nomenclature, physical properties, preparation and reactions of alkanes, alkenes, alkynes, alcohols, ethers, epoxides, aldehydes and ketones. Other topics include stereochemistry, acids, bases, and reaction mechanisms.
Prereq: 1220 (123), 1620 (163), or 1920H (203H); and Chemistry or Biochemistry major, or permission of Department

OR

- Chem 2910H – *Honors Organic Chemistry 1*; 4 credit hours
Honors introduction to structure, nomenclature, physical properties, preparation and reactions of alkanes, alkenes, alkynes, alcohols, ethers, epoxides, aldehydes and ketones, including stereochemistry, acids, bases, and reaction mechanisms.
Prereq: 1220 (123), 1620 (163), or 1920H (203H); Honors program or permission of department or instructor

AND

Organic Chemistry Course 2

- Chem 2520 – *Organic Chemistry 2*; 4 credit hours
Continuation from 2510, including aromatic systems, carboxylic acids, carboxylic acid derivatives, amines, carbon-carbon bond-forming reactions, polymers, carbohydrates, and amino acids.
Prereq: Chem 1208, 1210, 1250, 1610, or 1910H, and Chem 1220, 1620, or 1920H, and Chem 2510, 2610, or 2910H, and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above

OR

- Chem 2620 – *Organic Chemistry for Majors 2*; 4 credit hours

Continuation from 2610, including aromatic systems, carboxylic acids, carboxylic acid derivatives, amines, carbon-carbon bond-forming reactions, polymers, carbohydrates and amino acids.

Prereq: 2510 (252), 2610, or 2910H; and Chemistry or Biochemistry major, or permission of Department

OR

- Chem 2920H – *Honors Organic Chemistry 2*; 4 credit hours
Continuation from 2910H, including aromatic systems, carboxylic acids, carboxylic acid derivatives, amines, carbon-carbon bond-forming reactions, polymers, carbohydrates and amino acids.
Prereq: Honors standing, and 2910H (252H) or 252; or permission of department or instructor

B. Required Major Core Courses (10 credit hours)

*All courses are approved.

Foundational Course with Embedded Literacies

- Bio 3501.04 – *Integrative Skills in Biology: Biotechnology*; 3 credit hours
A biotechnology themed integrative approach to fundamental skills enhancement in the life sciences. *Note that this course is designed around and satisfies the Advanced Writing, Data Analysis, and Technology Embedded Literacies.*
Prereq: 1113, 1114, and Chem 1220; or permission of instructor

Students who complete an alternate decimalized version of Biology 3501.xx *prior to declaring* the Biotech Science Major will be allowed to substitute that version of the course for the 3501.04 requirement and thus fulfill the Embedded Literacy requirement for the Major.

Advanced Biotechnology Course

- EEOB 4840 – *Biodiversity Biotechnology*; 3 credit hours (in curricular review)
Study of the properties and use of organisms that are relevant to biotechnology from an ecological and evolutionary perspective, including structural and chemical properties of organisms, communities and microbiomes, biomaterials and bio-inspired design, bioprospecting, GMOs, and conservation implications.

OR

- Micro 4800 – *Advances in Microbial Biotechnology*; 3 credit hours
Lecture course covering topics in applied microbial biotechnology, biocatalysis, and chemical biology. The origins of modern biotechnology, impact of microbial chemicals, and significant developments in biotechnology will be discussed.
Prereq: MICRBIO 4100; or BIOCHEM 4511 or 5613; or PHR 3200

OR

- MolGen 4810 – *Advances in Genetic Biotechnology*; 3 credit hours
This upper-level course explores recent breakthroughs and emerging technologies in the field of biotechnology, with a focus on biotechnology in the genetic sector. Topics will include regulation of gene expression, genome editing technologies (CRISPR and beyond), synthetic biology, use of microbial and cellular systems in the discovery of natural compounds and the production of commodity chemicals, and applications in medicine and agriculture. Students will engage with primary literature and learn to critically evaluate cutting-edge research, providing foundational knowledge and skills for careers in biotechnology and beyond.
Prereq: Completion of MolGen4500 or MolGen4606 with a grade of C- or higher, or permission of instructor

Common Advanced Biotechnology Course ELOs

While each of the four sub-disciplinary courses will approach the topic from individual perspectives by adding content specific to their area, all versions of the Advanced Biotechnology course will commonly share the following course learning outcomes (with Program Outcome Alignment):

1. Describe the historical origins of various modern biotechnologies. (2a)
2. Explain commonly employed methods in biotechnology. (2a)
3. Demonstrate ability to interpret raw and processed data sets. (3b)
4. Describe and debate ethical dilemmas in genetic engineering and biotechnology. (4)
5. Critically evaluate peer-reviewed papers. (3a)
6. Demonstrate effective leadership and collaboration within group work. (5)

Students will choose one Advanced Biotechnology offering to fulfill the Major requirement. As the scientific content of the three Advanced Biotech courses will vary by discipline, students may elect to take *up to one additional version* to fulfill open elective hours toward the Major. While students may benefit from some breadth by taking up to two versions, the limit ensures the opportunity for depth of content with other electives.

Seminar Course

- Micro 4891 – *Progress in Biotechnology*; 1 credit hour
Students will gain insight into real-world applied molecular sciences and biotechnology research through seminars presented by industry scientists; bi-weekly discussions will facilitate understanding of core research principles presented in seminars through shared reflection and discussion of research articles relevant to seminars.

Prereq: Microbiology 4100; or Biochemistry 4511 or 5613; or Pharmacy 3200

4891 Course Expected Learning Outcomes

1. Gain insight into real-world applied molecular sciences and biotechnology research being conducted at companies
2. Be exposed to career paths and opportunities in the applied molecular sciences and biotechnology
3. Understand how fundamental biological discoveries can be commercialized
4. Understand how to learn from scientific research seminars
5. Critically evaluate research papers, accurately interpret raw and processed data sets
6. Identify key findings of research papers and explain them clearly to an audience of peers
7. Identify strong arguments supported by conclusive data; identify weak arguments supported by inconclusive data
8. Argue the merits and/or weaknesses of published work from a knowledgeable perspective

Internship or Research Credit Hours

Students will be required to have a minimum of 3 credit hours of either 4191, 4998/H, or 4999/H from one or a combination of Biochemistry, Biology, EEOB, Microbiology, or Molecular Genetics. While discouraged, an additional course from the Advanced Laboratory electives list may be substituted for this requirement in the event a student struggles to find a laboratory or internship opportunity.

C. Major Foundational Content Courses (9-13 credit hours)

*All courses are currently offered. Students will be required to take a course from each of three content areas below and may choose a course from the fourth area as an open elective. Additional courses from a completed content area may not be used as electives.

Biochemistry Course

- Biochem 4511 – *Introduction to Biological Chemistry*; 4 credit hours
An introductory course in biochemistry dealing with the molecular basis of structure, metabolism, genetic replication, transcription, and translation in plants, animals, and microorganisms.
Prereq: Chem 1220, 1250, 1620, or 1920H, and 2510, 2310, 2610, or 2910H and one semester of Biological Sciences

OR

- Biochem 5613 – *Biochemistry and Molecular Biology 1*; 3 credit hours
An introductory course in biochemistry and molecular biology developing in three semesters the molecular basis of structure and function of living cells.

Prereq: Chem 2510 (252), 2610, or 2910H. Prereq or concur: Chem 2520 (253), 2620, or 2920H, and one semester in Biological Sciences

Evolution Course

- EEOB 3310.01 – *Evolution*; 4 credit hours

Basic conceptual issues and processes in evolution with an emphasis on the ecological basis of adaptation and consequences of natural selection. Also available summer term at Stone Lab.

Prereq: Biology 1114 or 1114H, or permission of instructor.

OR

- EEOB 3310.02 – *Evolution (Hybrid Online)*; 4 credit hours

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. This course is presented in a hybrid online format.

Prereq: Biology 1114 or 1114H, or permission of instructor.

OR

- EEOB 3310.20 – *Evolution (Hybrid Lecture)*; 3 credit hours

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. This course is presented in a hybrid online format.

Prereq: Biology 1114.01 or 1114H; or permission of instructor.

Microbiology Course

- Micro 4000x – *Basic and Practical Microbiology*; 4 credit hours

Provides an understanding of microorganisms and their interaction with the human experience.

Prereq: 3 cr hrs in Biology.

OR

- Micro 4100 – *General Microbiology*

Fundamental principles of microbiology and the characteristics of microorganisms with emphasis on their structure, molecular biology, growth, classification, physiology, ecology, biotechnology, ecology, and applied microbiology.

Prereq: Biology 1113, or 1113H, and Chem 1220.

Molecular Genetics Course

- MolGen 4500.x – *General Genetics*; 3 credit hours

The principles of genetics, including molecular genetics, transmission genetics of prokaryotes and eukaryotes, developmental and non-chromosomal genetics, recombinant DNA and genomics, and the genetics and evolution of populations.

Prereq: Biology 1101, 1113, or 1113H, and 3 additional sem cr hrs in Biological Sciences

OR

- MolGen 4606 – *Molecular Genetics*; 4 credit hours

A comprehensive genetics course for majors covering transmission and molecular genetics; DNA replication, repair and mutation; transcription and translation; analysis and manipulation of genes at the molecular level.

Prereq: Biology 1113 (113), 1113H (115H), 1114 (114), 1114H (116H), or Chem 1210 (121) or equiv, or permission of instructor

D. Business and Communications Content Courses (3 credit hours)

Student will select one course from this list which will support development of skills for the biotechnology business environment.

*All courses are currently offered.

- AEDECON 3101 – *Principles of Agribusiness Management*
Introduction to agribusiness management principles and skills in the context of the four functions of management: planning, organizing, directing, and controlling.
Prereq: 2001 (200) or 2001H (201H) or Econ 2001 (200) or 2001H (200H). Not open to students with credit for 401.
- AEDECON 4340 - *Project Management for Sustainability and Applied Economics*
An introduction to project management concepts and techniques focusing on how to initiate, plan, manage, control, and close projects related to sustainability and applied economics.
Prereq: none
- BUSMHR 4244 – *Negotiations*
This course will explore the major concepts and theories of negotiation and the dynamics of interpersonal and inter-group negotiation and problem-solving strategies.
Prereq: English 1110.01 or equiv. Not open to students with credit for 4220.
- BUSOBA 3130 - *Foundations of Operations Management*
Introduction to operations & supply chain management to improve organizations; specifically analyzing, controlling & improving resources & processes to increase productivity, generate value-added output & meet business strategic & tactical goals.

Prereq: Math 1116, 1130, 1148, or equiv, and Econ 2001.01, or equiv. Not open to students with credit for 3230. Not open to students enrolled in the BSBA degree program.

- COMM 3330 - *Communication and Conflict Management*
An overview of the communication and conflict literature with emphasis on effective conflict management.
Prereq: Not open to students with credit for 3330H (531H) or 531.
- COMM 3331 - *Communication and Decision Making*
Decision-making as a process; comparisons between interpersonal, bargaining-negotiation contexts, and group organizations; descriptive and prescriptive models of decision-making in small groups and organizations.
Prereq: Not open to students with credit for 631.
- COMM 4635 - *Communication Dynamics in Groups*
This class examines how communication dynamics affect group performance in organizations through topics such as: communication roles and norms, effective communication in teamwork and decision-making, leadership, group cohesion, managing conflict and using communication technologies.
Prereq: none
- English 3305 - *Technical Writing*
Study of principles and practices of technical writing. Emphasis on the style, organization, and conventions of technical and research reports, proposals, memoranda, professional correspondence, etc..
Prereq: English 1110.xx; or GE foundation writing and info literacy course.

E. Advanced Laboratory Course Electives (6-8 credit hours)

Students will choose two courses from this list of electives to support laboratory skill development.

*All courses are currently approved.

- Biochem 5621 – *Biochemistry and Molecular Biology Laboratory*; 4 credit hours
Laboratory course covering the principles and application of basic lab techniques, protein purification, enzyme assays, and recombinant DNA technologies.
Prereq: A grade of C- or above in 4511 or 5613, or equiv.
- Micro 4140 – *Molecular Microbiology Laboratory*; 3 credit hours
Advanced laboratory covering structure, maintenance, expression and exchange of genetic materials in microbial cells and methods in immunobiology.
Prereq or concur: Micrbio 4130
- Micro 4145 – *Introduction to Industrial Microbiology and Bioprocessing Laboratory*; 3 credit hours
Discovery-based lab course to introduce students to industrial microbiology.
Students will use fermentation processes and biological engineering of

microorganisms for the production of value-added molecules. Students will gain operational knowledge of bioreactors and of molecular biology and microbiology techniques relevant to industrial microbiology.

Prereq: 4100, or 4000.01, 4000.02; or permission of instructor

- Micro 4150 – *Immunobiology Laboratory*; 3 credit hours
This course will provide an introduction to the experimental approaches and laboratory methods commonly used in Immunology research. Topic areas include the purification, characterization and applications of antibodies, the characterization and responses of cells and organs of the immune system, and cell culture techniques for the use of eukaryotic cells in immunology research.
Prereq: 4110, or 5122, or permission of the Instructor.
- MolGen 5601 – *Eukaryotic Molecular Genetics Lab*; 3-4 credit hours
Current laboratory techniques used in the genetic, cellular, and molecular analyses of yeast, *Drosophila*, and other model systems.
Prereq: 4500 or 4606, or permission of instructor.
- MolGen 5602 – *Eukaryotic Cell and Developmental Biology Laboratory*; 3-4 credit hours
Laboratory course emphasizing techniques and methods central to cell and developmental biology of eukaryotes.
Prereq: 4500 or 4606; or permission of instructor.
- PHR 4600 – *Pharmaceutical Sciences Laboratory*; 3 credit hours
Lab exercises to teach the theory and practice of basic techniques in pharmaceuticals, medicinal chemistry and pharmacology: including spectroscopy, hydrolysis, drug synthesis, pKa determination, IC50 determination, enzyme kinetics, and drug action.
Prereq: Chem 2540, and enrollment in the BSPS program or Pharmaceutical Sciences minor; or permission of instructor. Prereq or concur: PHR 3200 or 4100, or Biochem 4511 or 5613.
- PHR 4610 – *Experimental Techniques in Drug Discovery*; 4 credit hours
Examination of the laboratory instrumentation and methods used in the drug discovery process.
Prereq: 3200, or equiv. Biochem course, or permission of instructor.

F. Major Elective Courses (3-9 credit hours)

*All courses are currently approved.

- Biochem 5614 – *Biochemistry and Molecular Biology II*; 3 credit hours
Continuation of Biochem 5613.

Prereq: A grade of C- or above in 5613.

- Biochem 5615 – *Biochemistry and Molecular Biology III*; 3 credit hours
Continuation of Biochem 5614.
Prereq: A grade of C- or above in 5614.
- Biochem 5721 – *Physical Biochemistry 1*; 3 credit hours
Introduction to physical chemistry with emphasis on biological applications; designed for students in the life sciences.
Prereq: Biology 1113; Math 1152 (153), 1172, 1181H, or 2162 (162); and Physics 1201 (113) or 1251 (133). Prereq or concur: Chem 2520 (253), 2620, or 2920H.
- Biochem 5722 – *Physical Biochemistry 2*; 3 credit hours
Continuation of Biochem 5721.
Prereq: 5721, or Chem 4200 or 4300.
- CBE 5730 – *Industrial Biopharmaceuticals*; 3 credit hours
Key technologies of industrial biopharmaceuticals (protein, cellular and gene therapies) will be introduced: therapy development, unit operations, bioprocessing, biomanufacturing, GLP, cGMP, quality control, clinical trials, and FDA regulations.
Prereq: 2200; or BiomedE 2000; or Biochem 2210; or Biology 3401; or MolGen 2690; or Grad standing in Engineering; or permission of instructor. Not open to students with credit for BiomedE 5830. Cross-listed BiomedE 5830.
- Chem 5230 – *Neurotransmitter Chemistry*; 3 credit hours
Come and explore the natural and unnatural organic molecules involved in neurotransmission. Through the study of synthetic strategies, mechanistic principles, and the structural requirements for biological activity, students will investigate the chemical world of endogenous molecules, pharmaceuticals, and drugs of abuse. Recommended prereqs: Chem 2550, and Biochem 4511 or 5613.
Prereq: 2520, 2620, or 2920H, and 2540; or Grad standing; or permission of instructor.
- Chem 5240 – *Introduction to Protein Modeling*; 3 credit hours
This course provides a practical introduction to the theory and methods of molecular modeling and computational chemistry as it pertains to modeling large biological molecules such as proteins. Hands-on experience will be obtained by all attendees in doing molecular mechanics and modeling dynamic systems (molecular dynamics). Recommended prereq: Biochem 4511.
Prereq: 2310, 2510, 2610, or 2910H; or Grad standing; or permission of instructor.

- Chem 5430 – *Carbohydrate Chemistry*; 3 credit hours
Introduction to synthesis, conformation, and biological importance of carbohydrates and oligosaccharides, including nomenclature, protecting groups, glycoside synthesis, biosynthesis and biology, and NMR methods.
Prereq: 2520 (253), 2620, or 2920H (253H), or equiv.
- EEOB 2511 – *Human Anatomy*; 4 credit hours
This introductory course in human anatomy introduces students to the principles of vertebrate anatomy with emphasis on human systems. Weekly laboratory meetings provide students with experience dissecting a small mammal as a model for human organ systems.
Prereq: 3 sem cr hrs in Biological Sciences.
- EEOB 3310.22 – *Evolution (Laboratory)*; 1 credit hour
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. This course is a laboratory course intended to be taken concurrently with EEOB 3310.20 or by students with credit in EEOB 3310.20.
Prereq or concur: 3310.01 or 3310.20
- EEOB 3320 – *Organismal Diversity*; 3 credit hours
A survey of organismal diversity and the evolutionary relationships between and within major groups of organisms. Class is laboratory based.
Prereq: 3310.
- EEOB 3410 – *Ecology*; 4 credit hours
Distribution and abundance of species, population dynamics, community ecology, ecosystem dynamics, and applied perspectives. Also available summer term at Stone Lab.
Prereq: Biology 1114 or 1114H, or permission of instructor.
- EEOB 3510 – *Cellular and Developmental Biology*; 3 credit hours
Introduction to the structure and function of animal cells, and to patterns of early development in vertebrates and invertebrates.
Prereq: 3310, and Biology 1113 or 1113H
- EEOB 3610 – *Evolutionary Genomics*; 3 credit hours (in curricular review)
An introduction to core principles of the modeling and investigation of biological data using quantitative models applied to genomic and other data. The course focuses on applications of quantitative modeling methods to study of the evolution and ecology to natural populations of animals, plants, and fungi.

Prereq: Recommend a working knowledge of molecular genetics, inheritance genetics, and basic statistics. No specific course is required as a formal prerequisite.

- EEOB 4520 – *Comparative Physiology*; 4 credit hours
Functional systems in invertebrates and vertebrates: respiration, circulation, water, ion, and energy balance; communication; locomotion; and reproduction.
Prereq: Biology 1114 or 1114H, and 1 course in Biological Sciences.
- EEOB 4560 – *Comparative Endocrinology*; 2 credit hours
Introduction to hormones and hormone action; comparison between vertebrates and invertebrates with emphasis on special situations such as metamorphosis.
Prereq: 4520 and Biochem 4511, or equiv, or permission of instructor.
- EEOB 5360 – *Biodiversity Informatics*; 3 credit hours
This course will provide students with the knowledge and practical skills to access, manage, analyze, and utilize biodiversity data for scientific research and conservation efforts. The course covers a comprehensive understanding of diverse biodiversity data sources and introduces a range of analytical, statistical, and computational tools essential for biodiversity data analysis.
Prereq: 3410, or 3310.01, or 3310.02; or permission of instructor.
- HCS 5325 – *Plant Genetics*; 3 credit hours
This course will serve as a general introduction to the basic principles of plant genetics. Specifically, this course focuses on concepts in molecular genetics, transmission genetics, quantitative genetics, and population genetics which can be used to understand the biological processes of plants, our use and improvement of crop plants, and the process of evolution.
Prereq: 2202 or MolGen 3300, and Chem 1110 or 1210, and Biology 1101 or 1113 or MolGen 1101; or Grad standing
- HCS 5625 – *Applied Plant Biotechnology*; 2 credit hours
An introduction to the principles of plant biotechnology. Examining concepts relevant to biotechnology, plant breeding and genetics. The course content will present a broad range of applicable information pertaining to modification and improvement of a wide range of crops, including both agronomic and horticultural crop species important in temperate and tropical areas.
Prereq: 4325 or 5325.
- Micro 2100 – *Wild Yeast: Isolation to Fermentation*; 3 credit hours
An introduction to yeast biology and microbiological techniques used in fermentation. Students will isolate an unknown yeast from the environment and characterize the growth behavior of the wild strains; use molecular biology and

bioinformatics to determine the yeast species they have isolated; use the wild yeast to prepare a fermentation and characterize the finished 'wild' ferment.

Prereq: Biology 1110 or 1113, and Chem 1110, 1210, or 1610; or permission of instructor.

- Micro 4110 – *Microbial Pathogenesis and Immunobiology*; 3 credit hours
Provides an overview of microbe-host interactions with an emphasis on virulence mechanisms of bacterial pathogens, host infection routes, immune recognition of microbes, and the cellular and molecular effectors of the host immune system.
Prereq: 4000 (509) or 4100 (520)
- Micro 4120 – *Microbial Physiology and Diversity*; 3 credit hours
Principles of microbial growth, metabolism, microbial structure and function, and regulation of microbial metabolism.
Prereq: 4100. Prereq or concur: Biochem 4511.
- Micro 4130 – *Microbial Genetics*; 3 credit hours
Structure, maintenance, expression, and exchange of genetic materials in microbial cells.
Prereq: 4100, MolGen 4500, or 4606.
- Micro 5161 – *Introduction to Computational Genomics*; 3 credit hours
Application of computational tools to the analysis of microbial genomes and their gene products. Recommended background in basic molecular biology, genetics or biochemistry.
- MolGen 3436 – *Introductory Plant Physiology*; 3 credit hours
Topics in plant physiology at the introductory level: diffusion, transpiration, water stress, translocation, photosynthesis, plant growth hormones, tropisms, flowering, and fruit development.
Prereq: Biology 1113, 1113H, 1114, 1114H, and 6 cr hrs in Chem.
- MolGen 4700 – *Molecular Cell and Developmental Biology*; 3 credit hours
A genetics-based introduction to the structure and function of cells and the early development of invertebrates and vertebrates, with a special focus on the molecular mechanisms underpinning cellular biology and development.
Prereq: 4500 or 4606, or permission of instructor.
- MolGen 4703 – *Human Genetics*; 3 credit hours
This course covers principles of human genetics, including mapping and identification of disease genes, animal models, genetic testing and gene therapy, with a focus on reading the primary scientific literature.
Prereq: A grade of C- or above in 4500 or 4606, or permission of instructor.

- MolGen 5300 – *Cancer Genetics*; 3 credit hours
 Students will learn about the genetic evolution of human cancer. Specifically, the hallmarks of cellular transformation and tumor progression will be discussed. Students will be introduced to modern approaches aimed at targeting genetic aberrations in cancer cells. Includes hands-on training in the use of online databases of cancer genetics.
 Prereq: A grade of C- or above in 4606 or 4500; or Grad standing.
- MolGen 5607 – *Cell Biology*; 3 credit hours
 Analysis of the structure and function of animal and plant cells and their components, stressing molecular genetic and biochemical approaches.
 Prereq: 4500 or 4606. Not open to students with credit for 607, 607H, 5607E.
- MolGen 5607E – *Cell Biology with Embedded Honors*; 4 credit hours
 Analysis of the structure and function of animal and plant cells and their components, stressing molecular genetic and biochemical approaches.
 Prereq: 4500 or 4606. Not open to students with credit for 607, 607H, 5607E.
- MolGen 5623 – *Genetics and Genomics*; 3 credit hours
 Advanced study of plant physiology; regulation of plant growth and development, hormones, and stress physiology.
 Prereq: 3300, 4500, 4606, Biology 1114, 1114H, or permission of instructor.
- MolGen 5650 – *Analysis and Interpretation of Biological Data*; 3 credit hours
 Methods of analyzing biological data including: sampling, descriptive statistics, distributions, analysis of variance, inference, regression, and correlation. Emphasizes practical applications of statistics in the biological sciences.
 Prereq: Math 1149 or 1150 (150) or equiv, and 10 semester cr hrs at the 3000-level (or 300 level in the quarter system) or above in Agricultural or Biological Sciences.
- MolGen 5701 – *DNA Transactions and Gene Regulation*; 3 credit hours
 Understanding mechanisms of DNA replication, DNA repair and recombination, transcription, translation, regulation of gene expression, and the experimental approaches to these topics.
 Prereq: 4500, 4606, Biochem 4511, or equiv., and Sr standing; or Grad standing; or permission of instructor. Not open to students with credit for Biochem 5701. Cross-listed in Biochem.
- MolGen 5720 – *Genomic Data Analysis*; 3 credit hours
 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.

Prereq: MolGen 4500 or MolGen 4606 or instructors' permission

- MolGen 5800 – *Organelle Biology*; 2 credit hours

Structure and function of plastids and mitochondria, apicoplasts and hydrogenosomes.

Prereq: 4500, 4500E, or 4606, or permission of instructor.

- PHR 2500 – *Drug Discovery, Development and Delivery*; 3 credit hours

Provides a comprehensive overview of the drug discovery, development, and delivery process within the U.S. healthcare system, exploring the roles of vested stakeholders (e.g., patients, pharmaceutical industry, providers, insurers, society, etc.) during a drug's "bench to bedside" development including its post-development place in therapy.

Prereq: none

- PHR 4420 – *Biologics: Transforming Medicine*; 2 credit hours

Overview of biopharmaceutical products and their production methods.

Concur: 3200, or permission of instructor.

G. Summary of Departmental Contributions

The Center for Life Sciences Education will be responsible for the administration, advising, and assessment for the interdisciplinary Biotech Science Major as well as offering courses listed under the Biology catalog.

The table below outlines the total credit hours counting toward the degree requirement as offered by each associated unit.

Unit	Required / Core Credits		Open Elective Credits	
	Lower Level	Upper Level	Lower Level	Upper Level (*Students will select 12-20 hours total)
Agricultural, Environmental, and Development Economics				6
Biology (CLSE)	8-10	3-6	0	0
Business Management and Human Resources				3
Business Operations and				3

Business Analytics				
Chemical and Biomolecular Engineering	0	0	0	3
Chemistry and Biochemistry	18-20	3-11	0	19
Communications				9
Evolution, Ecology, and Organismal Biology	0	3-11	0	30
English	0	0	0	3
Horticulture and Crop Science (CFAES)	0	0	0	5
Mathematics	5-8	0	0	0
Microbiology	0	4-12	0	24
Molecular Genetics	0	3-11	0	35-38
Pharmacy	0	0	0	12
Statistics	3	0	0	0

H. AI Fluency

The Biotech Science Major will be well place to fulfill the University's AI Fluency initiative given the natural overlap within STEM fields. The Major will meet the six AI Fluency learning outcomes in the following courses, with others in revision to meet the outcomes at a future date.

Outcome	Courses
Explain foundational concepts such as artificial intelligence, large language models, machine learning	GenEd 1201, EEOB 3310x, Micro 4100
Explore the potential benefits and limitations of common AI applications in the context of a chosen field	Bio 1113x, Bio 3501x, GenEd 1201, EEOB 3310x, Micro 4100, Micro 4120, Micro 4130, Micro 4140
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	GenEd 1201, EEOB 3310x, Micro 4100, Micro 4130
Use AI tools to accomplish specific goals in the field of study, and critically assess outputs for accuracy and relevance to the task	Bio 3501x, GenEd 1201, EEOB 3310x, Micro 4130, Micro 4140

Design innovative applications of AI within a discipline, supported by a rationale for the potential value and feasibility	EEOB 3310x
Explore the implications (ethical, societal, environmental, legal, practical) of AI use cases and develop reasoned recommendations for responsible implementation within a field of study	Bio 3501x, EEOB 3310x

I. Additional Resources Required

Three Departments (EEOB, Microbiology, and Molecular Genetics) have or will each be developing a new course (48xx – *Advanced Biotechnology*) and a cross-listed seminar course (Micro 4891- *Seminar*) and staffing those courses from within their own faculty. EEOB has plans to develop one additional new course, EEOB 3610 – *Evolutionary Genomics* as an elective offering, while Molecular Genetics has developed MolGen 5720 – *Genomic Data Analysis*. Beyond those courses, no new offerings are currently planned to facilitate the implementation of this Major. Student demand for electives will be monitored and additional sections proposed as appropriate. Given that all other courses are currently offered, no additional course resources beyond appropriate staffing are necessary at this time.

We anticipate the need for one additional academic advisor initially and potentially a second should the anticipated interest in the major manifest within 3-5 years. The CLSE's current team of academic advisors already service approximately 350 students or more each and cannot take on the load of an additional Major's students without additional support, especially should the Major attain the anticipated enrollment. College Leadership has been supportive of the need for additional advising resources should the Major grow as anticipated.

The CLSE will also request an additional staff line to help facilitate the annual Major assessment process, which will involve significant coordination with multiple units to gather data from the range of interdisciplinary courses utilized in the Major.

Appendix A: Biotech Science Major Advising Sheet

Biotech Science Major Checklist Bachelor of Science

NAME _____

DATE _____

SEMESTER OF GRADUATION _____

General Education Requirements (32-39 credit hours)

☐ GE Launch Seminar (1)	GENED 1201
☐ Foundations: Writing and Information Literacy (3)	_____
☐ Foundations: Mathematics & Quantitative Reasoning / Data Analysis (3-5)	_____
☐ Foundations: Literacy, Visual & Performing Arts (3)	_____
☐ Foundations: Historical & Cultural Studies (3)	_____
☐ Foundations: Natural Sciences (4-5)	_____
☐ Foundations: Social & Behavioral Sciences (3)	_____
☐ Foundations: Race, Ethnicity and Gender Diversity (3)	_____
☐ Theme: Citizenship for a Diverse & Just World (4-6)	_____
☐ Theme: Student Choice (4-6)	_____
☐ GE Reflection (1)	GENED 4001

Required Arts & Sciences Courses (1-13 Credit Hours)

☐ Arts & Sciences Survey (1)	_____
☐ World Language (0-12)	_____

Required Supporting Courses (30-43 credit hours)

Biology (Check 2 boxes)

- ☐ Biology 1113.01 (4) or 1113.02 (5)*
or Biology 1111 (3) and 1112 (4)*
☐ Biology 1114.01 (4) or 1114.02 (5)*
☐ _____ Substitution

* Can be used to fulfill the GEN Foundation: Natural Sciences requirement

Mathematics/Statistics (Check 2 boxes)

- ☐ Math 1151 or 1156 (5)**
OR 1140 (4) AND 1141 (4)
☐ Stat 1450 (3) or Stat 2480 (3) or Stat 2450 (3)
☐ _____ Substitution

** Can be used to fulfill the GEN Foundation; MQR/DA requirement

Chemistry (Check 2 boxes)

- ☐ Chemistry 1206 (3) and 1208 (4)
or 1210 or 1610 or 1910H (5)
☐ Chemistry 1220 or 1620 or 1920H (5)
☐ _____ Substitution

Organic Chemistry (Check 1 box)

- ☐ Chemistry 2310 (4)
☐ Chemistry 2510 or 2610 or 2910H (4)
AND Chemistry 2520 or 2620 or 2920H (4)
☐ _____ Substitution

Embedded Literacies (no additional credit hours)

☐ Advanced Writing	3501.xx
☐ Advanced Data Analytics	3501.xx
☐ Technology Literacy	3501.xx

Notes:

- * Indicated a course within the major with a laboratory component
- ** Students are required to take one (1) Advanced Information Literacy course. Up to two additional versions from the list of three may be taken to fulfill the requirement.
- Major Core and Electives courses must total 37 semester units and must include three chemistry courses. At least two laboratory courses must fulfill the Advanced Laboratory Literacy requirement.
- At least 30 of the 37 semester units must be courses in: Biochemistry, Biology, Microbiology, Cell Biology, Molecular Genetics, or one from outside those units must be from the pre-approved list below.
- An additional Advanced Laboratory Elective course may be substituted for the ALE1/ALE2/ALE3 requirement.
- A minimum grade of C- is required for all elective courses.
- Transfer credit allowed - no more than one-third of the credit hours required for the major.
- Transfer students of previous substitute credit.

Biotech Science Major Checklist **Bachelor of Science**

Required Core Courses – Check all 4 boxes (10 credit hours)

☐ Biology 3501.04 (3)	☐ Micro 4891 (1)
☐ EEOB 4840 or Micro 4800 or MolGen 4810 (3)*	☐ Bio 4191 (3) or
(*A second course may be taken as an open elective)	
	Biochem/Bio/EEOB/Micro/MolGen 4998 or 4999 (3)

Foundational Content Courses – Check 3 boxes (9-13 credit hours)

☐ Biochem 4511 (4) or 5613 (3)	☐ MolGen 4500xx (3) or 4606 (4)
☐ EEOB 3310.01 or 3310.02† or 3310.20 (3-4)	☐ Micro 4000† (4) or 4100† (5)

Business & Communication Content Courses – Check 1 box (3 credit hours)

☐ AEDECON 3101 (3)	☐ BUSOBA 3130 (3)	☐ COMM 4635 (3)
☐ AEDECON 4340 (3)	☐ COMM 3330 (3)	☐ English 3305 (3)
☐ BUSMHR 4244 (3)	☐ COMM 3331 (3)	

Advanced Laboratory Courses – Check 2 boxes (6-8 credit hours)

☐ Biochem 5621† (4)	☐ Micro 4150† (3)	☐ PHR 4600† (3)
☐ Micro 4140† (3)	☐ MolGen 5601† (3-4)	☐ PHR 4610† (4)
☐ Micro 4145† (3)	☐ MolGen 5602† (3-4)	

Major Electives (3-5 credit hours)

☐ Biochem 5614 (3)	☐ EEOB 3510 (3)	☐ MolGen 3436 (3)
☐ Biochem 5615 (3)	☐ EEOB 3610 (3)	☐ MolGen 4700 (3)
☐ Biochem 5721 (3)	☐ EEOB 4520 (4)	☐ MolGen 4703 (3)
☐ Biochem 5722 (3)	☐ EEOB 4560 (2)	☐ MolGen 5300 (3)
☐ CBE 5730 (3)	☐ EEOB 5360 (3)	☐ MolGen 5607 (3) or 5607E (4)
☐ Chem 5230 (3)	☐ HCS 5325 (3)	☐ MolGen 5623 (3)
☐ Chem 5240 (3)	☐ HCS 5625 (2)	☐ MolGen 5650 (3)
☐ Chem 5430 (3)	☐ Micro 2100† (3)	☐ MolGen 5701 (3)
☐ EEOB 2511† (4)	☐ Micro 4110 (3)	☐ MolGen 5720 (3)
☐ EEOB 3310.22† (1)	☐ Micro 4120 (3)	☐ MolGen 5800 (2)
☐ EEOB 3320† (3)	☐ Micro 4130 (3)	☐ PHR 2500 (3)
☐ EEOB 3410† (4)	☐ Micro 5161 (3)	☐ PHR 4420 (2)

Core Hours		TOTAL CREDIT HOURS	
Elective Hours			
Total Binâci Hours			

Appendix B: Summary of Course Details

Catalog Number	Course Name	Credit Hours	Prerequisites
Prerequisite Supporting Courses			
Biology 1111	<i>Biological Foundations 1: Cells and Chemistry of Life</i>	3	Prereq or concurrent: Math 1075 or 1120
Biology 1112	<i>Biological Foundations 2: Molecular Machinery & Genetics</i>	4	1111; Prereq or concurrent: Math 1121 or 1148
Biology 1113x	<i>Biological Sciences: Energy Transfer and Development</i>	4-5	Math 1120, 1130, 1148, 1150, or above, or Math Placement Level L or M. Prereq or concur: Chem 1110, 1208, 1210, 1610, or 1910H, or permission of course coordinator
Biology 1114x	<i>Biological Sciences: Form, Function, Diversity, and Ecology</i>	4-5	Math 1120, 1130, 1148, or 1150 or above, or Math Placement Level L or M. Prereq or concur: Chem 1110, 1208, 1210, 1610, or 1910H, or permission of course coordinator.
Math 1140	<i>Calculus with Review I</i>	4	A grade of C- or above in 1148 and 1149, or in 1144, 1150, or 150, or Math Placement Level L
Math 1141	<i>Calculus with Review II</i>	4	A grade of C- or above in 1140.
Math 1151	<i>Calculus 1</i>	5	A grade of C- or above in 1148 and 1149, or in 1144, 1150, or 150, or Math Placement Level L
Math 1156	<i>Calculus for the Biological Sciences</i>	5	A grade of C- or above in 1148 and 1149, or a grade of C- or above in 1150, or credit for 150, or Math Placement Level L
Stat 1450x	<i>Introduction to the Practice of Statistics</i>	3	Math 1116 or 1130 or above, or Math Placement Level L or M, or permission of instructor
Stat 2450	<i>Introduction to Statistical Analysis I</i>	3	Math 1131, 1141, 1151, 1156, 1161.xx, or 1181H, or equiv, or permission of instructor
Stat 2480	<i>Statistics for the Life Sciences</i>	3	Math 1131, 1141, 1151, 1156, 1161.xx, or 1181H, or equiv, or permission of instructor
Chem 1206	<i>Foundations 1 of General Chemistry</i>	3	Prereq or concur: Math Placement Level L or M, Math 1120, 1130, 1131, 1140, 1148, 1150, or above
Chem 1208	<i>Foundations 2 of General Chemistry</i>	4	Chem 1206, and a grade of C- or above in Math 1120, 1130, 1131, 1140, 1148, 1150, or above

Chem 1210	<i>General Chemistry 1</i>	5	One unit of high school chemistry, and Math Placement Level L or M; or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above
Chem 1610	<i>General Chemistry for Majors 1</i>	5	One unit of high school chemistry, and Math Placement Level L or M; or a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above, and enrolled in Chemistry or Biochemistry major; or permission of department
Chem 1910H	<i>Honors General Chemistry 1</i>	5	ACT composite score of 30 or above, and ACT mathematics score of 30 or above, and ACT science reasoning score of 28 or above. Prereq or concur: Math 1141 or 1151 or above, or permission of instructor
Chem 1220	<i>General Chemistry 2</i>	5	1210, 1215, 1250, 1610, or 1910H, and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above; or credit for both Chem 1206 and 1208.
Chem 1620	<i>General Chemistry for Majors 2</i>	5	1210, 1215, 1250, 1610, or 1910H; and a grade of C- or above in Math 1120, 1130, 1131, 1148, or 1150, or above, or Math Placement Level L or M; and enrollment in Chemistry or Biochemistry major; or permission of department
Chem 1920H	<i>Honors General Chemistry 2</i>	5	1910H (202H). Not open to students with credit for 203H, 1220 or 1620
Chem 2310	<i>Introductory Organic Chemistry</i>	4	1110, 1220 (122), 1250 (125), 1620, or 1920H. Not open to students with credit for 2510 (251), 2610, or 2910H.
Chem 2510	<i>Organic Chemistry 1</i>	4	Chem 1208, or 1210, or 1250, or 1610 or 1910H; and Chem 1220, or 1620 or 1920H; and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above
Chem 2610	<i>Organic Chemistry for Majors 1</i>	4	1220 (123), 1620 (163), or 1920H (203H); and Chemistry or

			Biochemistry major, or permission of Department
Chem 2910H	<i>Honors Organic Chemistry</i>	4	1220 (123), 1620 (163), or 1920H (203H); Honors program or permission of department or instructor
Chem 2520	<i>Organic Chemistry 2</i>	4	Chem 1208, 1210, 1250, 1610, or 1910H, and Chem 1220, 1620, or 1920H, and Chem 2510, 2610, or 2910H, and Math Placement Level L or M, or a grade of C- or above in Math 1120, 1130, 1131, 1148, 1150, or above
Chem 2620	<i>Organic Chemistry for Majors 2</i>	4	2510 (252), 2610, or 2910H; and Chemistry or Biochemistry major, or permission of Department
Chem 2920H	<i>Honors Organic Chemistry 2</i>	4	Honors standing, and 2910H (252H) or 252; or permission of department or instructor
Required Major Core Courses			
Bio 3501.04	<i>Integrative Skills in Biology: Biotechnology</i>	3	1113.xx, 1113E, or 1113H; and 1114.xx, 1114E, or 1114H; and Chem 1220, 1620, or 1920H; or permission of instructor
EEOB 4840	<i>Biodiversity Biotechnology</i>	3	4 credit hours of EEOB 3310.xx or permission of instructor
Micro 4800	<i>Advances in Microbial Biotechnology</i>	3	MICRBIO 4100; or BIOCHEM 4511 or 5613; or PHR 3200
MolGen 4810	<i>Advances in Genetic Biotechnology</i>	3	MolGen4500 or MolGen4606 with a grade of C- or higher, or permission of instructor
Micro 4891	<i>Progress in Biotechnology Seminar</i>	1	Microbiology 4100; or Biochemistry 4511 or 5613; or Pharmacy 3200
Biochem 4998	<i>Undergraduate Research in Biochemistry</i>	1-3	Permission of instructor under whose supervision the work is to be completed. Repeatable to a maximum of 20 cr hrs or 5 completions.
Bio 4191	<i>Internship in Biology</i>	1-3	Permission of instructor. Repeatable to a maximum of 8 cr hrs or 8 completions. This course is graded S/U.
Bio 4998	<i>Research</i>	1-3	Permission of advisor. Repeatable to a maximum of 30 cr hrs or 8 completions. This course is graded S/U.

EEOB 4998	<i>Undergraduate Research</i>	1-3	2 courses in Biological Sciences, and permission of instructor. Repeatable to a maximum of 12 cr hrs or 5 completions. This course is graded S/U.
Micro 4998	<i>Undergraduate Research in Microbiology</i>	1-3	Permission of instructor. Repeatable to a maximum of 20 cr hrs or 8 completions. This course is graded S/U.
MolGen 4998	<i>Undergraduate Research in Molecular Genetics</i>	1-3	Permission of instructor. Repeatable to a maximum of 20 cr hrs or 8 completions. This course is graded S/U.
Biochem 4998H	<i>Undergraduate Honors Research in Biochemistry</i>	1-3	Honors standing, and permission of instructor under whose supervision the work is to be completed. Repeatable to a maximum of 20 cr hrs or 5 completions.
Bio 4998H	<i>Honors Undergraduate Research</i>	1-3	Honors standing, and permission of advisor. This course is graded S/U.
EEOB 4998H	<i>Undergraduate Research - Honors</i>	1-3	Honors standing, and 2 courses in Biological Sciences, and permission of instructor. Repeatable to a maximum of 12 cr hrs or 5 completions. This course is graded S/U.
Micro 4998H	<i>Honors Research in Microbiology</i>	1-3	Honors standing, and permission of instructor. Repeatable to a maximum of 20 cr hrs or 8 completions. This course is graded S/U.
MolGen 4998H	<i>Undergraduate Research in Molecular Genetics</i>	1-3	Honors standing, and permission of instructor. Repeatable to a maximum of 20 cr hrs or 8 completions. This course is graded S/U.
Biochem 4999H	<i>Thesis Research in Biochemistry</i>	1-3	Permission of instructor under whose supervision the work is to be completed. Repeatable to a maximum of 20 cr hrs or 5 completions.
Bio 4999	<i>Thesis Research</i>	1-3	1113 (113) or 1113H (115H), and 1114 (114) or 1114H (116H), and permission of advisor. Repeatable to a maximum of 12 cr hrs or 8 completions. This course is graded S/U.

EEOB 4999	<i>Undergraduate Thesis Research</i>	1-3	8 cr hrs in Biological Sciences, and permission of instructor. Repeatable to a maximum of 12 cr hrs or 5 completions. This course is graded S/U.
Micro 4999	<i>Undergraduate Research in Microbiology-Thesis</i>	1-3	Permission of instructor. Repeatable to a maximum of 10 cr hrs or 2 completions. This course is graded S/U.
MolGen 4999	<i>Thesis Research in Molecular Genetics</i>	1-3	Sr standing, and permission of instructor. Repeatable to a maximum of 10 cr hrs or 2 completions. This course is graded S/U.
Biochem 4999H	<i>Honors Thesis Research in Biochemistry</i>	1-3	Honors, and Jr or Sr standing, and permission of instructor under whose supervision the work is to be completed. Repeatable to a maximum of 20 cr hrs or 5 completions.
Bio 4999H	<i>Honors Thesis Research</i>	1-3	Honors standing, and 1113 (113) or 1114 (114), and permission of advisor. Repeatable to a maximum of 12 cr hrs or 8 completions. This course is graded S/U.
EEOB 4999H	<i>Undergraduate Thesis Research - Honors</i>	1-3	Honors standing, and 8 cr hrs in Biological Sciences, and permission of instructor. Repeatable to a maximum of 12 cr hrs or 5 completions. This course is graded S/U.
Micro 4999H	<i>Honors Research in Microbiology-Thesis</i>	1-3	Honors standing, and Jr or Sr standing, and permission of instructor. Repeatable to a maximum of 10 cr hrs or 2 completions. This course is graded S/U.
MolGen 4999H	<i>Thesis Research in Molecular Genetics</i>	1-3	Honors standing, and Sr standing, and permission of instructor. Repeatable to a maximum of 10 cr hrs or 2 completions. This course is graded S/U.
Major Foundational Content Courses			
Biochem 4511	<i>Introduction to Biological Chemistry</i>	4	Chem 1220, 1250, 1620, or 1920H, and 2510, 2310, 2610, or 2910H and one semester of Biological Sciences

Biochem 5613	<i>Biochemistry and Molecular Biology I</i>	3	Chem 2510 (252), 2610, or 2910H. Prereq or concur: Chem 2520 (253), 2620, or 2920H, and one semester in Biological Sciences
EEOB 3310.01	<i>Evolution</i>	4	Biology 1114 or 1114H, or permission of instructor.
EEOB 3310.02	<i>Evolution (Hybrid Online)</i>	4	Biology 1114 or 1114H, or permission of instructor.
EEOB 3310.20	<i>Evolution (Hybrid Lecture)</i>	3	Biology 1114.01 or 1114H; or permission of instructor
Micro 4000x	<i>Basic and Practical Microbiology</i>	4	3 credit hours in Biology
Micro 4100	<i>General Microbiology</i>	5	Biology 1113, or 1113H, and Chem 1220.
MolGen 4500x	<i>General Genetics</i>	3	Biology 1101, 1113, or 1113H, and 3 additional sem cr hrs in Biological Sciences
MolGen 4606	<i>Molecular Genetics</i>	4	Biology 1113 (113), 1113H (115H), 1114 (114), 1114H (116H), or Chem 1210 (121) or equiv, or permission of instructor
Business and Communication Content Courses			
AEDECON 3105	<i>Principles of Agribusiness and Global Food Supply Chains</i>	3	2001 or Econ 2001
AEDECON 4340	<i>Project Management for Sustainability and Applied Economics</i>	3	none
BUSMHR 4244	<i>Negotiations</i>	3	English 1110.01 or equiv.
BUSOBA 3130	<i>Foundations of Operations Management</i>	3	Math 1116, 1130, 1148, or equiv, and Econ 2001.01, or equiv. Not open to students with credit for 3230.
COMM 3330	<i>Communication and Conflict Management</i>	3	none
COMM 3331	<i>Communication and Decision Making</i>	3	none
COMM 4635	<i>Communication Dynamics in Groups</i>	3	none
English 3305	<i>Technical Writing</i>	3	English 1110.xx; or GE foundation writing and info literacy course.
Advanced Laboratory Elective Major Courses			
Biochem 5621	<i>Biochemistry and Molecular Biology Laboratory</i>	4	A grade of C- or above in 4511 or 5613, or equiv.
Micro 4140	<i>Molecular Microbiology Laboratory</i>	3	Prereq or concur: Micrbio 4130

Micro 4145	<i>Introduction to Industrial Microbiology and Bioprocessing Laboratory</i>	3	4100, or 4000.01, 4000.02; or permission of instructor
Micro 4150	<i>Immunobiology Laboratory</i>	3	4110, or 5122, or permission of the Instructor.
MolGen 5601	<i>Eukaryotic Molecular Genetics Lab</i>	3-4	4500 or 4606, or permission of instructor.
MolGen 5602	<i>Eukaryotic Cell and Developmental Biology Lab</i>	3-4	4500 or 4606; or permission of instructor.
PHR 4600	<i>Pharmaceutical Sciences Laboratory</i>	3	Chem 2540, and enrollment in the BSPS program or Pharmaceutical Sciences minor; or permission of instructor. Prereq or concur: PHR 3200 or 4100, or Biochem 4511 or 5613.
PHR 4610	<i>Experimental Techniques in Drug Discovery</i>	4	3200, or equiv. Biochem course, or permission of instructor.
Major Elective Courses			
Biochem 5614	<i>Biochemistry and Molecular Biology II</i>	3	A grade of C- or better in 5613
Biochem 5615	<i>Biochemistry and Molecular Biology III</i>	3	A grade of C- or better in 5614
Biochem 5721	<i>Physical Biochemistry I</i>	3	Biology 1113; Math 1152 (153), 1172, 1181H, or 2162 (162); and Physics 1201 (113) or 1251 (133). Prereq or concur: Chem 2520 (253), 2620, or 2920H.
Biochem 5722	<i>Physical Biochemistry II</i>	3	5721, or Chem 4200 or 4300.
CBE 5730	<i>Industrial Biopharmaceuticals</i>	3	2200; or BiomedE 2000; or Biochem 2210; or Biology 3401; or MolGen 2690; or Grad standing in Engineering; or permission of instructor.
Chem 5230	<i>Neurotransmitter Chemistry</i>	3	2520, 2620, or 2920H, and 2540; or Grad standing; or permission of instructor.
Chem 5240	<i>Introduction to Protein Modeling</i>	3	Recommended prereq: Biochem 4511. Prereq: 2310, 2510, 2610, or 2910H; or Grad standing; or permission of instructor.
Chem 5430	<i>Carbohydrate Chemistry</i>	3	2520 (253), 2620, or 2920H (253H), or equiv.
EEOB 2511	<i>Human Anatomy</i>	4	3 sem cr hrs in Biological Sciences
EEOB 3310.22	<i>Evolution Laboratory</i>	1	Prereq or concur: 3310.20
EEOB 3320	<i>Organismal Diversity</i>	3	3310

EEOB 3410	<i>Ecology</i>	4	Biology 1114 or 1114H, or permission of instructor.
EEOB 3510	<i>Cellular and Developmental Biology</i>	3	3310, and Biology 1113 or 1113H
EEOB 3610	<i>Evolutionary Genomics</i>	3	none
EEOB 4520	<i>Comparative Physiology</i>	4	Biology 1114 or 1114H, and 1 course in Biological Sciences
EEOB 4560	<i>Comparative Endocrinology</i>	2	4520 and Biochem 4511, or equiv, or permission of instructor
EEOB 5360	<i>Biodiversity Informatics</i>	3	3410, or 3310.01, or 3310.02; or permission of instructor.
HCS 5325	<i>Plant Genetics</i>	3	2202 or MolGen 3300, and Chem 1110 or 1210, and Biology 1101 or 1113 or MolGen 1101; or Grad standing
HCS 5625	<i>Applied Plant Biotechnology</i>	2	4325 or 5325
Micro 2100	<i>Wild Yeast: Isolation to Fermentation</i>	3	Biology 1110 or 1113, and Chem 1110, 1210, or 1610; or permission of instructor.
Micro 4110	<i>Microbial Pathogenesis and Immunobiology</i>	3	4000 (509) or 4100 (520)
Micro 4120	<i>Microbial Physiology and Diversity</i>	3	4100. Prereq or concur: Biochem 4511.
Micro 4130	<i>Microbial Genetics</i>	3	4100, MolGen 4500, or 4606.
Micro 5161	<i>Introduction to Computational Genomics</i>	3	none
MolGen 3436	<i>Introductory Plant Physiology</i>	3	Biology 1113, 1113H, 1114, 1114H, and 6 cr hrs in Chem.
MolGen 4700	<i>Molecular, Cell, and Developmental Biology</i>	3	4500 or 4606, or permission of instructor.
MolGen 4703	<i>Human Genetics</i>	3	A grade of C- or above in 4500 or 4606, or permission of instructor.
MolGen 5300	<i>Cancer Genetics</i>	3	A grade of C- or above in 4606 or 4500; or Grad standing.
MolGen 5607/5607E	<i>Cell Biology / Cell Biology with Embedded Honors</i>	3/4	4500 or 4606.
MolGen 5623	<i>Genetics and Genomics</i>	3	4500, 4606, 5607, or 5608, or Grad standing
MolGen 5650	<i>Analysis and Interpretation of Biological Data</i>	3	Math 1149 or 1150 (150) or equiv, and 10 semester cr hrs at the 3000-level (or 300 level in the quarter system) or above in Agricultural or Biological Sciences.
MolGen 5701	<i>DNA Transactions and Gene Regulation</i>	3	4500, 4606, Biochem 4511, or equiv., and Sr standing; or Grad

			standing; or permission of instructor. Cross-listed in Biochem.
MolGen 5720	<i>Genomic Data Analysis</i>	3	MolGen 4500 or MolGen 4606 or instructors' permission
MolGen 5800	<i>Organelle Biology</i>	2	4500, 4500E, or 4606, or permission of instructor
PHR 2500	<i>Drug Discovery, Development and Delivery</i>	3	None
PHR 4420	<i>Biologics: Transforming Medicine</i>	2	Concur: 3200, or permission of instructor.

Appendix C: Biotech Science Major Curriculum Map

Biotech Science Major BS Program Outcomes

Students earning a Bachelor of Science in *Biotech Science* will be able to ...

1. Demonstrate a strong foundational knowledge in the Biological Sciences that underpin biotechnology.
 - a. Explain the structure and function of molecules essential to life, i.e. DNA, RNA, and proteins, and how these molecules interact to regulate cellular processes.
 - b. Explain how traits are inherited and expressed through genes, including DNA structure, gene function, mutation, and regulation.
 - c. Describe how chemical processes and molecules such as enzymes, nucleic acids, carbohydrates, and lipids drive cellular function and metabolism.
 - d. Describe the key role that microorganisms play as tools for biotechnology.
 - e. Describe the physiology, genetics, evolution, and ecology of organisms that are the subjects of biotechnological manipulation.
2. Develop Technical Proficiency in Biotechnology Techniques.
 - a. Explain the fundamental concepts and techniques of biotechnology relevant to a chosen subdiscipline of the life sciences.
 - b. Apply laboratory skills and techniques commonly used in biotechnology research and industrial settings, such as DNA/RNA manipulation, protein assays, and use of bioinformatics tools.
 - c. Demonstrate an understanding of biosafety by employing safe laboratory practices.
 - d. Demonstrate literacy in data preparation, organization, archiving and use of tools to process data.
3. Foster Research Competence and Scientific Inquiry.
 - a. Retrieve information from the life sciences literature; read, understand, and critically review scientific papers.
 - b. Apply the scientific process, including designing and conducting experiments and testing hypotheses.
 - c. Draw valid conclusions based on quantitative and qualitative results.
 - d. Adapt tools such as laboratory notebooks and spreadsheets to organize and analyze data associated with scientific processes.
 - e. Communicate scientific information clearly and effectively in written reports, oral presentations, and through visual media to both scientific and non-scientific audiences.
4. Exhibit professional and ethical behavior, including understanding of biosafety, ethical dilemmas in genetic engineering and biotechnology, and the implications and impacts of biotechnology on natural ecosystems and populations.
5. Work effectively in diverse teams, demonstrating leadership, collaboration, and problem-solving in both laboratory and non-laboratory project environments.

6. Demonstrate preparedness for employment or further education, including ability to articulate their skills and knowledge in professional settings such as internships, job interviews, or graduate school applications.

B = beginning, I = intermediate, A = advanced

Category	Course Options (Choose 1 per Category)	Credit Hours	Biotech Science BS Learning Outcomes																	
Required Prerequisite Supporting Courses			1 a	1 b	1 c	1 d	1 e	2 a	2 b	2 c	2 d	3 a	3 b	3 c	3 d	3 e	4	5	6	
Biology 1	Biology 1111 & 1112	7	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	
	Biology 1113x	4-5																		
Biology 2	Biology 1114x	4-5			B		B			B	B	B	B	B	B	B	B	B	B	
Math	Math 1140 and 1141	8	B		B		B				B									
	Math 1151	5																		
	Math 1156	5																		
Statistics	Stat 1450x	3									B	B		B	B					
	Stat 2450	3																		
	Stat 2480	3																		
Gen Chem 1	Chem 1206 & 1208	7	B	B	B			B	B	B	B	B	B	B	B	B	B	B		
	Chem 1210	5																		
	Chem 1610	5																		
	Chem 1910H	5																		
Gen Chem 2	Chem 1220	5	B	B	B			B	B	B	B	B	B	B	B	B	B	B		
	Chem 1620	5																		
	Chem 1920H	5																		
Organic Chem 1	Chem 2310	4	I		I			I	I	I	I							I		
	Chem 2510	4	I		I			I	I	I	I							I		
	Chem 2610	4																		
	Chem 2910H	4																		
Organic Chem 2	Chem 2520	4	I		I			I	I	I	I							I		
	Chem 2620	4																		
	Chem 2920H	4																		
Required Major Core Courses (10 credit hours) *Choose one course from each area			1 a	1 b	1 c	1 d	1 e	2 a	2 b	2 c	2 d	3 a	3 b	3 c	3 d	3 e	4	5	6	
Embedded Literacies / Foundation	Bio 3501.04	3	I	I	I	I	I	I	I		I	I		I		I	I	I	B	
Advanced Biotechnology	EEOB 4840	3	A	A	I	I	A	A	I		A	A	A	A	A	A	A	A	A	
	Micro 4800	3	A	A	A	A	A	A				A		A		A	B	I		
	MolGen 4810	3						A				A		A		A		A		
Seminar	Micro 4891	1	A	A	A	A	A	A				A		A		A			I	
Required Major Content Courses (9-13 credit hours) *Must choose a class from three areas			1 a	1 b	1 c	1 d	1 e	2 a	2 b	2 c	2 d	3 a	3 b	3 c	3 d	3 e	4	5	6	
Biochemistry	Biochem 4511	4	A	I	A	B	B	I					B				B			
	Biochem 5613	3																		
Evolution	EEOB 3310x	3-4		I	I		I	I	I		I	I	I	I		I	I		B	

Microbiology	Micro 4000x	4	B	B	B	B	B	B	I	A	B	B		B	B	B		B	
	Micro 4100	5	I	I	I	I	I	B	I	A	I		I	I	I	I		I	
Molecular Genetics	MolGen 4500x	3	A	A		I		I					I	I					
	MolGen 4606	4	A	A		I	I	I					I	I					
Major Electives (6-10 credit hours total)			1 a	1 b	1 c	1 d	1 e	2 a	2 b	2 c	2 d	3 a	3 b	3 c	3 d	3 e	4	5	6
Advanced Laboratory Electives (Choose 2 minimum)	Biochem 5621	4	I	I	I	I	I	A	I	A	A	I	I	A	A	I	A	A	
	Micro 4140	3	A	A		A	A	A	A	A	A		A	A	A	A	A	A	
	Micro 4145	3	I	I	I	A	A	A	A	A	A		A	A	A	A	A	A	B
	Micro 4150	3	I						A	A	A		A	A	A	A	A	A	
	MolGen 5601	3-4	A	A	A	I	A	A	A	A	A	I	A	A	A	A		A	
	MolGen 5602	3-4	A	A	A	I	A	A	A	A	A	I	A	A	A	A		A	
	PHR 4600	3	A		A			A	A	A	A	I	A	A	A	A	A		
	PHR 4610	4	A		A			A	A	A	A	I	A	A	A	A	A		
Business and Communication Content (Choose 1)	AEDECON 3101	3																I	I
	AEDECON 4340	3																I	I
	BUSMHR 4244	3																I	I
	BUSOBA 3130	3																I	I
	COMM 3330	3																I	I
	COMM 3331	3																I	I
	COMM 4635	3																I	I
	English 3305	3														A			I
Major Electives	Biochem 5614	3	A	I	A	B	B	I					B				B		
	Biochem 5615	3	A	I	A	B	B	I					B				B		
	Biochem 5721	3	A	I	A			A				I	I	A					
	Biochem 5722	3	A		I			A			B		I	I				I	I
	CBE 5730	3	A	A	A	A		A			I	I		I		A	A	A	I
	Chem 5230	3	I		A	I		I				A		I	I	A		A	
	Chem 5240	3	A					A	A	I	I		I	I	I	I			
	Chem 5430	3	I		I	I						A				I			
	EEOB 2511	4	B	B	B	B	I	B			B	B	B				B	I	
	EEOB 3310.22	1		I	I		I	I	I		I	I	I	I		I	I		B
	EEOB 3320	3		I	I	B		I				I	I	I			B	B	
	EEOB 3410	4		B	B	I	I	I	I		I	I	I	I	I	I	I	I	I
	EEOB 3510	3	I	I	I	I	I	I	A			I	I	I		I	I	I	I
	EEOB 3610		I	A	A	B	A	A	A		A	I	I	A	I	I	A	I	I
	EEOB 4520	4	I	I	A	I	A	I	I			I	I	I		I	I	I	I
	EEOB 4560	2	A	A	A	I	A	A	I			I	A	A	I	I	I	I	I
	EEOB 5360	3			I	I	I	A	A		A	I	A	A	A	I	I	I	I
	HCS 5325	3	I	I			I					I				I			
	HCS 5625	2	A	A	A		A	A				A				A	A		
	Micro 2100	3	B		B	B	B		B	A	B		B	B	B	B		B	
	Micro 4110	3	A		A														
	Micro 4120	3	A		A	I	A												
	Micro 4130	3	A	A	A	I	A	A				I		A				I	
	Micro 5161	3	A	A			A		A		A			A		A			
	MolGen 3436	3	I		I		I												
	MolGen 4700	3	A		A			A											

	MolGen 4703	3	A	A			A	A			A	A		A					
	MolGen 5300	3	A	A	A		A	A	A		A	A				A			
	MolGen 5607/5607E	3/4	A		A			A											
	MolGen 5623	2	A	A	A			A			A	A		A		A			
	MolGen 5650	3									A	A	A	A	A	A			
	MolGen 5701	3	A	A	A														
	MolGen 5720	3	A	A				A	A		A	A	A	A	A	A			
	MolGen 5800	3	A	A	A		A					A		A		A			
	PHR 2500	3		B	B	B		I			B	B				B	I	I	B
	PHR 4420	2	I	I	I	I	I	A			I	I				I	A	I	I

Appendix D: Sample Four-Year Plan

BIOTECH SCIENCE BS – 4 Year Sample Plan					
SEMESTER	COURSE	CREDIT HOURS	CH Sem Total	CH per Year	Credit Hour Summary
Autumn I	ASC 1100	1	15	32	Gen Ed Hours = 39*
	Foreign Lang 1	4			
	Math 1151 (GE: MQR)	5			
	Chem 1210 (GE: Nat Sci)	5			ASC Hours = 13
Spring I	Foreign Lang 2	4	17	32	
	GenEd 1201	1			
	GE Found: SBS	3			Supporting Course Hours = 34*
	Bio 1113.01	4			
	Chem 1220	5			
Autumn II	Foreign Lang 3	4	15	29	Major Core Course Hours = 25
	GE Found: WIL	3			
	Bio 1114.01	4			
	Chem 2510	4			
Spring II	GE Found: HCS	3	14	29	Major Elective Course Hours = 12
	GE Found: LVPA	3			
	Chem 2520	4			
	Bio 3501.04	3			
	Bio 4998	1			
Autumn III	CJDW Theme	3	16	32	Open Elective Hours = 8
	Stat 2480	3			
	Biochem 4511	4			
	Micro 4100	5			
	Bio 4998	1			TOTAL HOURS = 121
Spring III	CJDW Theme	3	16	32	
	Choice Theme	3			
	GE Found: REGD	3			
	MolGen 4500	3			*10 CH overlap between Supporting Courses and GE
	Bio 4998	1			
	Micro 4145	3			
Autumn IV	Choice Theme	3	14	28	**Plan assumes Math Placement ‘L’
	Micro 4800	3			
	MolGen 5601	3			
	English 3305	3			
	Open Elective	2			
Spring IV	GenEd 4001	1	14	28	
	Micro 4981	1			
	MolGen 5602	3			
	Open Major Elective	3			
	Open Elective	3			
	Open Elective	3			

From: [Schoen, Brian](#)
To: [Nelson, Thomas](#); [Fortier, Jeremy](#)
Cc: [Smith, Randy](#); [Reed, Katie](#); [Sutherland, Sue](#)
Subject: Re: CIVICLL major proposal
Date: Sunday, March 22, 2026 12:24:48 PM
Attachments: [CIVICLL 4000 - Solving Civic Problems.docx](#)

Dear Tom,

Thank you for reaching out. I hope that you are doing better and thank you and the committee for their time. Yes, there was a lot of effort put into this, and we are appreciative of the many people who helped contribute to its emergence, both within and outside of Chase. Thanks for raising these concerns. Here are some thoughts, forwarded not to preempt conversation, but in the event that you and others find them helpful.

Although our guidance from Randy Smith has been that syllabi are not required for the major proposal. (I looked through a lot of previous proposals to CAA and didn't find (m)any that included actual course syllabi.). Regardless the syllabi for most of the courses listed in the proposal have all gone through concurrence with four colleges and are available from OAA. An exception is one of our required courses, CIVICLL 4000 ("Solving Civic Problems"), which is attached. We have shared this course with other units informally, and so we thought it was worth sharing with the CAA Subcommittee via email. It was still in development when we submitted the major, but It's part of our response to concerns about research methods.

There are a lot of evolving conversations in the civic thought and studies space concerning methodological approaches.

We're developing a suite of courses that will prepare students to understand and critically evaluate the use of different methods in making sense of civic problems. It's not the same sort of training students get in methods courses from Political Science or Sociology, but we have the personal to do something unique in this area, as we think is reflected by the syllabus for this course. We have other courses in development by faculty members who have both methodological training and background in the philosophy and practice of the social sciences (including Jesse Smith, new hire Albert Cheng, Jacob Hall and John Thrasher—all of whom do quantitative research). Based on our consultations with the Glenn College and other units, this is an open space at OSU, and we hope it can supplement without replacing the training offered in specific disciplines.

We did plan on a robust early assessment plan to ensure that things were working well, but we do want to be realistic too, and welcome feedback towards that aim. I think that the e-portfolio was more for those students who are close to graduating, but I am looping in Jeremy Fortier who has been spearheading program development including assessment. Feel free to clarify Jeremy.

And happy to address any other questions that you or others have.

Sincerely,
Brian

From: Nelson, Thomas <nelson.179@polisci.osu.edu>

Date: Saturday, March 21, 2026 at 9:03 PM

To: Schoen, Brian <schoen.110@osu.edu>

Cc: Smith, Randy <smith.70@osu.edu>, Reed, Katie <reed.901@osu.edu>, Sutherland, Sue <sutherland.43@osu.edu>

Subject: CIVICLL major proposal

Dear Brian:

Thanks for your understanding about the delay in presenting the CIVICLL major proposal to the Council. I am 100% recovered and ready to move forward.

I've reviewed the proposal and I appreciate the care you put into addressing the major criteria for evaluation. My subcommittee will meet Tuesday morning to consider our recommendation. Since that won't leave much time for you to prepare any response, I'm writing to let you know of my personal reactions. I've also been in touch with two of the subcommittee members and so I feel confident I can anticipate the most significant concerns.

1. Two members of the subcommittee (including me) wondered about the claim that the major will impart "methodological training" to students. I understand that research methods come in many forms. As a social scientist, I am most familiar with social research design and quantitative analysis (with some passing familiarity with qualitative methods). The course listing does not seem to include training in these types of methods unless students are expected to acquire that knowledge from other departments. The roster of Chase Center faculty does not include, so far as I can see, anyone who specializes in these methods. Perhaps you could elaborate on the methodological component of the major.
2. Much the same can be said about the intention to impart technical competencies (pg. 9). Are there specialized technical skills that come with the CIVICLL major, or are they the same skills that a student in other liberal arts majors, such as English or History, would be expected to master?
3. The program assessment plan (pg. 21) seems very ambitious. As I understand it, a Curriculum Committee will conduct an annual review of student performance, drawing from class assignments posted to students' portfolios. Will the committee actually evaluate *all* student work from the previous year? That seems like a monumental job, and fairly redundant with the professors' own evaluations. But perhaps I misunderstood the plan.
4. Some people both within and without the committee remarked that it might have been easier to evaluate the proposal if it included course syllabi. My understanding from Randy Smith is that syllabi are not required for a major proposal. I don't know if this issue will come up in the full committee meeting, but it's possible.

I don't think you need to prepare extensive responses to these concerns, but some or all will likely arise in the

meeting.

Looking forward to the discussion,
Tom Nelson

[illegible]

Tom Nelson
Professor, Department of Political Science
The Ohio State University

Political Persuasion: The Use of Values in Communication (Oxford University Press).



THE OHIO STATE UNIVERSITY

CHASE CENTER FOR CIVICS, CULTURE,
AND SOCIETY

Brian Schoen, Associate Director
Salmon P. Chase Center for Civics, Culture, and Society

5044 Smith Lab
174 W. 18th Ave.
Columbus, OH 43210
schoen.110@osu.edu

January 17, 2026

Vice Provost W. Randy Smith
Council on Academic Affairs
Office of Academic Affairs
University Square South
15 E. 15th Ave.
Columbus, OH 43201

CC: Lee Strang, Executive Director of the Chase Center
Jeremy Fortier, Assistant Director of the Chase Center

Dear Randy Smith,

Please accept the attached materials as a proposal for a Bachelor of Arts degree in Civics, Law, and Leadership. This degree has been created by the faculty at the Salmon P. Chase Center for Civics, Culture, and Society at The Ohio State University, who unanimously voted (13-0) in support of this proposal.

The proposed Bachelor of Arts in Civics, Law, and Leadership (CIVICLL) advances Ohio State's land-grant mission of "Education for Citizenship" by preparing students to engage thoughtfully and lead effectively in American civic life. The program emphasizes rigorous study of foundational texts, constitutional principles, and historical debates that have shaped American civic life and law. Through interdisciplinary coursework, methodological training, and experiential learning, students will develop intellectual habits, ethical dispositions, and practical skills essential for democratic self-government. This initiative aligns well with state and university initiatives, including President Carter's "Education for Citizenship 2035" initiative.

A CIVICLL degree will equip graduates with deep constitutional knowledge, advanced research and communication skills, and leadership capabilities aligned with ethical responsibility and collaboration. It offers clear career pathways in law, public sector work, education, journalism, nonprofit leadership, and policy analysis, while fostering informed citizenship for all professions. CIVICLL strengthens Ohio States' interdisciplinary teaching, enhances recruitment, and can build partnerships across existing colleges. For the state and region, it contributes to civic literacy, social capital, and leadership development—advancing democratic culture and supporting the institutions necessary for flourishing communities. Anchored by the Salmon P. Chase Center's unique interdisciplinary approach, and

resources, the program combines integrated faculty expertise, a curriculum rooted in civic tradition, and collaborative learning to create a transformative educational experience.

Sincerely,

Brian Schoen, Associate Director
Salmon P. Chase Center for Civics, Culture, and Society
The Ohio State University

Attachments:

Proposal

Curriculum Map

Sample Schedule

(Advising Sheet—later)

(Letters of Support)

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Bachelor of Arts in Civics, Law and Leadership

Section I: General Information

I.A. Proposal type:

We ask approval of a new undergraduate Bachelor of Arts degree “Civics, Law, and Leadership” (CIVICLL), to be housed in the Salmon P. Chase Center for Civics, Culture, and Society, whose faculty and staff will administer and teach the major. The mission of the interdisciplinary Salmon P. Chase Center for Civics, Culture, and Society is to “conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society” and “the foundations of responsible leadership and informed citizenship.” If approved, the Civics, Law, and Leadership (CIVICLL) major will represent the Chase Center’s first degree program aimed at fulfilling its legislative mandate, which also furthers the university’s land-grant mission of *Disciplina in Civitatem*, “Education for Citizenship” and President Carter’s “Education for Citizenship 2035” initiative.

I.B. Name of the proposed program: Civics, Law, and Leadership

I.C. Degree Title: Bachelor of Arts Degree in Civics, Law, and Leadership

I.D. Proposed implementation date

- Proposed term and year the program will begin admitting students: Autumn 2026
- Term and year new students are expected to begin the program: Autumn 2027

I.E. Delivery method: In-person

I.F. Academic unit(s) responsible for administering the program: The Salmon P. Chase Center for Civics, Culture, and Society

Section II: Rationale and Goals

The proposed Bachelor of Arts in **Civics, Law, and Leadership** advances Ohio State’s land grant mission—*Disciplina in Civitatem* (“Education for Citizenship”). It does so by preparing students to participate thoughtfully and lead effectively in the civic life of a constitutional republic. The program’s curriculum is anchored in rigorous engagement with the ideas, texts, debates, and institutions that have shaped American¹ constitutional and civic traditions. Through close study of primary sources (e.g., the Declaration of Independence, the U.S. Constitution, and the Federalist Papers), interpretive scholarship, and historically-grounded case studies, students develop the intellectual habits, ethical dispositions, and practical skills essential for self-government and civic leadership. Doing so will fulfill the legislative charge of Ohio State and the Salmon P. Chase Center for Civics, Culture, and Society to “conduct

¹ Throughout this proposal, “America” and “American” refer specifically to the United States of America. We recognize that “America” can also denote the broader continents of North and South America, which include many countries. For clarity and consistency with established usage in U.S. civic education, constitutional studies, and legal discourse, we use “America” as shorthand for the United States of America in this document.

teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society,” to encourage “free, open, and rigorous intellectual inquiry to seek the truth,” to cultivate viewpoint diversity, and to equip “students with the skills, habits, and dispositions of mind they need to reach their own informed conclusions on matters of social and political importance.”

The Civics, Law, and Leadership major is aimed at addressing several specific but interrelated challenges within American society, civic life, and higher education and workforce development. First, for over twenty years surveys have lamented the erosion of American civic knowledge², civic engagement³, and political civility⁴, especially amongst America’s youth. COVID and technological changes have only deepened that concern. Secondly, surveys from the American Bar Association suggest that only 42% of Americans understand that the U.S. Constitution, authorized federal statutes, and treaties all reign as the supreme law of the land. Fewer than 30% of respondents believe the American public understands how democracy works, while 74% of Americans believe democracy is weaker now than it was five years ago.⁵ Thirdly, there has been a dramatic erosion of public faith in American institutions historically credited with preserving and bettering American civic life, including institutions of higher education.⁶ Fourth, data suggests that Americans’ confidence in their country’s economic system is far higher than it is in their political system. That is alarming, but even more so as other reports suggest that businesses, especially small business, thrive best in communities with strong civic ecosystems. Many Americans also reasonably question the civic mindedness of both business leaders and politicians.

The reasons behind what has been called a “civics recession” and a “crisis of civic education” are, of course, numerous and complicated. The solutions are beyond the capacity of any single discipline, degree program (or proposal), or university. Still, voters, politicians, and many universities are recognizing the need for new approaches. Ohio State has taken tangible actions by making Citizenship for a Diverse and Just World a required General Education category for its students beginning in August 2022. The John Glenn College of Public Affairs created the Civic Engagement Minor. Faculty across multiple colleges created the Center for Ethics and Human Values and the Civil Discourse Certificate housed in the College of Arts and Sciences. Yet there remains more to do. In his State of the University Address in September 2025, University President Ted Carter championed an “Education for Citizenship 2035” initiative aimed at showing that Ohio State is “an institution that is about unifying, about bringing us together. We are an

² See for example, the American Council of Trustees and Alumni report “A Crisis in Civic Education,” January 2016. More recently, a 2024 U.S. Chamber of Commerce poll of 2,000 registered voters suggests that almost 70% of Americans failed a basic civic literacy test. While 2/3rds of Americans studied Civics in high school, only 25% felt confident that they could explain how the government works. That only 30% of respondents passed a basic literacy test suggests that this lack of confidence was appropriate. Hilary Crow and Clara Pino, “Civics in America Ahead of our Country’s 250th Anniversary,” <https://www.uschamberfoundation.org/civics/civics-countrys-250th-anniversary>

³ Constance Flanagan and Peter Levine, “Civic Engagement and the Transition to Adulthood,” <https://files.eric.ed.gov/fulltext/EJ883084.pdf>

⁴ Rogers, J. & Kahne, J. with Ishimoto, M., Kwako, A., Stern, S.C., Bingener, C., Raphael, L., Alkam, S., & Conde, Y. (2022). *Educating for a Diverse Democracy: The Chilling Role of Political Conflict in Blue, Purple, and Red Communities*. Los Angeles, CA: UCLA’s Institute for Democracy, Education, and Access.

⁵ For example, only 42% correctly knew that the U.S. Constitution, authorized federal statutes, and treaties all reign as the supreme law of the land. Nearly half (48%) incorrectly thought that only the Constitution was the supreme law. ABA Survey of Civic Literacy, 2024. <https://www.americanbar.org/content/dam/aba/administrative/news/2024/2024-survey-civic-literacy.pdf>

⁶ A 2024 Gallup poll highlights that in less than ten years, Americans’ faith in higher education has fallen from 57% to an all-time low of 36%. While cost was a significant factor given for that distrust (29%), the top two causes were a belief that higher education was serving a narrow political agenda (41%) and that higher education had the wrong focus or was not teaching the right things. “U.S. Confidence in Higher Education Now Closely Divided,” July 8, 2024. <https://news.gallup.com/poll/646880/confidence-higher-education-closely-divided.aspx>

institution that's going to recommit to the principles of civil discourse, academic freedom, freedom of expression, and the pursuit of diversified excellence.”⁷ The proposed interdisciplinary Civics, Law and Leadership major will further this goal. It is carefully designed to complement the existing good work that is happening within Ohio State, while providing a degree option more comprehensively focused on the American civic tradition, thought, institutions, and legal order. The proposed major will allow students to develop a deeper understanding of the American civic tradition and constitutional order, while honing the skills necessary to lead their communities regardless of their chosen career path. By so doing, we expect Civics, Law, and Leadership to be a premier degree program that will answer critics, attract high quality students, and form knowledgeable and committed citizens and civic-minded leaders capable of answering today and tomorrow’s civic challenges.

For Students. The major will equip graduates with (a) deep knowledge of constitutional principles, civic arguments, and historical context; (b) advanced skills in research, analysis, and communication needed to solve civic problems; and (c) leadership capabilities oriented toward ethical responsibility, collaboration, and problem-solving. The CIVICLL approach is well aligned with the National Association of Colleges and Employers (NACE)’s eight career competencies⁸ and will translate directly to career pathways in law, public affairs, education, journalism, nonprofit leadership, community development, and policy analysis, while also preparing students to be informed, constructive citizens regardless of their profession. Students from the United States will benefit from this program by being better able to understand their own experience as part of a wider and deeper civic tradition and to appreciate what approaches to legal questions and civic leadership have been more and less effective within that tradition. A deeper basis for common understanding and the ability to dialogue across difference will allow CIVICLL students to better navigate the demands of the 21st century. International students will engage in situated learning within the United States, gaining firsthand knowledge about the richness and complexities of the American civic tradition and the constitutional order central to it. They can in turn bring that knowledge wherever in the world their chosen profession takes them, and if they chose, to seek to officially join the American experience as citizens. By learning alongside peers from various national backgrounds, U.S. and international students will broaden their perspectives, deepen their understanding of civic traditions and leadership, and develop skills to engage thoughtfully and collaboratively in an interconnected world.

For the Institution. The major strengthens Ohio State’s identity as a leader in civic education. It enriches the undergraduate curriculum, fosters interdisciplinary teaching and research, and creates opportunities for collaboration with units across the university (e.g., Colleges of Arts & Sciences, Public Affairs, Education and Human Ecology, Moritz College of Law). It also supports recruitment and retention by appealing to students seeking a serious, pluralistic civic education with clear applications beyond the classroom. The CIVICLL program can help position Ohio State as a leader in the burgeoning national civic education movement, which is described below, and which is attracting majors at similar campuses, including the University of Texas at Austin, the University of Florida, and the University of Tennessee, Knoxville.

For the Region and State. The program contributes to Ohio’s civic infrastructure and social capital by graduating citizens and leaders who understand the constitutional tradition, can navigate disagreements productively, and are prepared to serve in public, private, and nonprofit roles. This talent pipeline supports local and state governments, schools, civil society organizations, and the broader public sphere. By fostering civic dialogue, common understanding, and practical leadership, the major advances

⁷ Walter “Ted” Carter, State of the University Address, September 17, 2025.
<https://president.osu.edu/communications/speeches/sotu2025>

⁸ Those competencies are: 1) Career & Self-Development; 2) Leadership; 3) Communication; 4) Professionalism; 5) Critical Thinking; 6) Teamwork; 7) Equity & Inclusion; and 8), Technology.

statewide goals for civic literacy and strengthens the civic culture that undergirds democratic self-government. Public and private research shows a healthier civic life contributes to lower unemployment, higher incomes, greater economic resilience,⁹ better K-12 completion, reduced political polarization,¹⁰ and even “increased well-being, physical health and mental health.”¹¹

Ohio State is uniquely positioned to offer this major because the Salmon P. Chase Center for Civics, Culture, and Society is an interdisciplinary academic unit created to conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society. The Center brings together faculty expertise spanning political science, history, philosophy, law, religious studies, sociology, and leadership—providing uncommon depth and breadth for a program of this kind. Several features distinguish the major:

- **Integrated, Interdisciplinary Faculty:** Chase faculty are hired and structured to work across disciplines, enabling students to examine civic questions from multiple lenses and to translate theoretical insight into civic practice. This integrated model prevents fragmentation often seen in siloed programs and equips students to address complex issues more holistically.
- **Curriculum Designed Around the Civic Tradition:** The major’s introductory core classes ensure students learn the declining skill of close textual reading and sustained engagement with American constitutionalism, leadership, and the key cultural, political, and economic ideas that have informed American civic life. These courses are interdisciplinary in design. Students encounter landmark texts and cases, leadership theory and case studies, and courses that connect civic thought to contemporary social, technological, and moral questions.
- **Methodological Training and Advanced Communication:** With courses that embed both quantitative and qualitative research methods and advanced writing, students gain the capability to analyze contested evidence, present arguments in multiple modalities (verbal, textual, visual), and communicate with diverse audiences—skills essential for civic leadership in the modern information environment. Advanced coursework teaches students how to select the best methodology and approach to apply to particular questions or situations.
- **Collaborative and Public Facing Learning:** The program emphasizes discussion-based learning and collaboration with peers and community stakeholders. Through group projects, experiential components, and public forums, students learn to co-produce and apply knowledge related to power, law, and politics in ways that foster common understanding and responsible decision making.
- **Institutional Scale and Reach:** As one of the nation’s largest public universities, Ohio State can extend civic education to students in STEM, health, and the arts, not just those already concentrated in humanities and social sciences. This broad reach amplifies the program’s impact on civic literacy and leadership across disciplines.

⁹ “States with high social cohesion had unemployment rates 2% lower than their less-connected and trusting counterparts, even when controlling for demographics and other economic factors,” cited in “Civic Life & the Economy,” National Conference on Citizenship https://ncoc.org/wp-content/uploads/2016/08/CivicHealthandEconomy_2016-1.pdf, and Elizabeth R. Miller, Knight Foundation, “New study: better civic health means lower unemployment,” <https://knightfoundation.org/articles/new-study-better-civic-health-means-lower-unemployment/#:~:text=Published%20September%2012%2C%202012%20by,communities%20recover%20from%20economic%20hardships>.

¹⁰ Cullum Clark, “Rebuilding Local Social Capital Will Help Repair America's Divisions,” *The Catalyst: A Journal of Ideas from the Bush Institute*, Summer 2022.

¹¹ Studies from Tufts University and the RAND Corporation, including Nelson C, Sloan J, Chandra A. “Examining civic engagement links to health,” Santa Monica: RAND Corporation; 2019; Stopka TJ, Feng W, Corlin L, King E, Mistry J, Mansfield W, Wang Y, Levine P, Allen JD, “Assessing equity in health, wealth, and civic engagement: a nationally representative survey,” United States, 2020. *International Journal of Equity Health*. 2022 Jan 28;21(1):12. doi: 10.1186/s12939-021-01609-w. PMID: 35090465; PMCID: PMC8795944.

These resources and approach make Ohio State—and the Chase Center in particular—an especially appropriate and strategic home for a major dedicated to civic thought, constitutional understanding, and leadership.

Program Goals and Expected Learning Outcomes

The Chase Center’s mission is to: “conduct teaching and research in the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” In furthering this mission, the CIVICLL program has three inter-related goals (hereafter CPG):

1. **Civic and Constitutional Understanding:** Students will learn to appreciate and constructively evaluate foundational texts, legal frameworks, judicial opinions, and scholarly interpretations to understand how law, institutions, and citizens have interacted to form and then shape the American polity over time. (CPG#1)
2. **Civil Discourse and Viewpoint Diversity:** Courses and co-curricular experiences invite students to encounter and faithfully represent competing arguments, cultivating the habits of fair-minded inquiry, intellectual charity, and constructive dialogue—key ingredients of a healthy civic culture. (CPG#2)
3. **Leadership for the Common Good:** The major emphasizes principled leadership within pluralistic communities. Students will learn to synthesize, or make an informed selection between, insights and methods from history, law, literature, philosophy, economics, and the social sciences to frame practical courses of action responsive to contemporary civic challenges. (CPG#3)

Taken together, these goals align directly with Ohio State’s role as a comprehensive public research university committed to the following mission goals (hereafter UMG):¹²

- Creating and discovering knowledge to improve the well-being of our local, state, regional, national and global communities (UMG #1)
- Educating students through a comprehensive array of distinguished academic programs (UMG #2)
- Preparing a diverse student body to be leaders and engaged citizens (UMG #3)
- Fostering a culture of engagement and service (UMG #4).

The Bachelor of Arts in Civics, Law, and Leadership accomplishes these goals through five expected program learning outcomes (PLO). By the end of this program, students will be able to:

1. Analyze and critically evaluate the primary and secondary sources necessary for understanding and appreciating the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life. (CPG #1; UMG#1, #3, and #4)
2. Compare and contrast their experiences, reasoning, and cultural assumptions with the accumulated wisdom of inherited traditions, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences. (CPG#2&3, UMG#3 & #4)
3. Apply a multi-disciplinary perspective to identify and draw insights from historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity. (CPG #1 &2; UMG #1, #2, #3, #4)
4. Draw on multiple scholarly disciplines to effectively research and present arguments about civic and constitutional traditions and civic life using a variety of modes (e.g., verbal, textual, and

¹² “Vision, Mission, and Values,” University Mission Statement, <https://www.osu.edu/shared-values>

visual), while faithfully characterizing arguments that counter their positions. (CPG #2 &3; UMG #1, #3, #4)

5. Collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership. (CPG #1, 2, &3; UMG#1, #3, #4)

As a result, students will be equipped with transferable skills for studies and careers beyond their undergraduate degree. Our curriculum as it stands already enables students to acquire career readiness competencies identified by the National Association of Colleges and Employers (NACE) in courses that are relevant to students with a variety of academic and professional interests. For instance:

- Students acquire **Critical Thinking** competencies in courses that require them to accurately summarize, fairly characterize, and constructively debate public affairs controversies from a variety of political, philosophic, and methodological perspectives (e.g., CIVICLL 2130, “America’s Foundational Debates”; CIVICLL 3300, “How Politics Breaks Your Brain”; CIVICLL 3305, “Truth versus Post-Truth in Civic Life”).
- Students acquire **Leadership** competencies in courses that require them to consider the range of sources that have historically informed leaders and motivated citizens around shared civic visions, while proposing creative strategies for addressing new challenges (e.g., CIVICLL 2000, “Can We Rule Ourselves”; CIVILL 3550, “Presidential Crises in War and Peace”; CIVICLL 3370, “Thinking Well and Leading Well”).
- Students acquire **Equity & Inclusion, Professionalism, and Teamwork** competencies in courses that require them to consider the shared principles, personal codes of conduct, and community-building practices that have enabled Americans to navigate and negotiate social pluralism (e.g., CIVICLL 2210, “Freedom and Equality in American Literature”; CIVICLL 2300, “Civic Friendship and Dialogue in American Democracy”; CIVICLL 3320, “Toleration and Its Discontents”).
- Students acquire **Career & Self-Development** and **Communication** competencies through courses that require them to reflect holistically on the territory their studies have covered, and plan proactively for how they can synthesize, communicate, and build on their achievements moving forward (CIVICLL 4000, “Solving Civic Problems”; CIVICLL 4800, “Capstone Experience”).
- Students will acquire **Technology** competencies through historical, ethical, and creative reflection that equips them to navigate change, integrate information across multiple domains, evaluate proper applications of emergent technologies, and identify their implications for both the opportunities available to individual and the bonds of a shared civic culture (CIVICLL 3215, “Science, Health, and the Good Life”; CIVICLL 3370, “The Promise and Perils of Technology”; CIVILL 3340, “Science Fiction and Civic Life”).

We are building on these strengths through hiring in Law and Leadership that will offer students expertise and mentoring from faculty with professional backgrounds that are consistently in high demand. At the same time, our interdisciplinary faculty and curriculum ensures that students will graduate with knowledge and skills that are transferable beyond any specialization and which prepare them for leadership roles in a variety of fields in public service, religious communities, law, business, and other fields.

Since a major in Civics, Law, and Leadership will be prepared to pursue a variety of career paths, they will be equipped with skills that help them adapt to new or changing professional contexts, and to reflect on the implications of their choices. This is the spirit in which our program will approach AI fluency. We are in the process of developing AI fluency learning objectives which emphasize not the technical skills of using AI (the importance of which will vary considerably amongst our majors, and the details of which will change over time) but rather the capacity of students to ethically discern for themselves what AI is good for and when to effectively use it: for instance, when can leaders' use of it enhance civic benefit and the responsibility and accountability of individuals, and when does it lessen those. These are not new questions: they are enduring puzzles that can be studied through engagement with the historical ideas, traditions, and texts that have shaped the American constitutional order and society. Our students will be able to apply and answer those questions in new contexts, including the context of AI.

Our program goals and learning outcomes will be supported by embedded assessment practices—portfolios, research papers, presentations, case analyses, group projects, and reflective work—evaluated by faculty. Together, they will ensure that the curriculum not only supports students with developing knowledge, but that it cultivates the habits, skills, and dispositions required for civic leadership and constitutional literacy.

Public Leadership Programs in Ohio

Within Ohio there are a few programs that have focus on leadership, but they are housed in either Colleges of Business or Education and tend to have an emphasis on one of three areas: 1. Organizational Leadership; 2. Business and Management or 3. Education and Human services.

The University of Toledo's Neff College of Business and Innovation offers a Bachelor's in Business Administration (B.B.A.) in [Organizational Leadership and Management](#). The program is designed "to train future business leaders in four key areas: leading and managing change, leadership skills, emotional intelligence, and conflict resolution." The curriculum requires students to complete "a general core of business courses, and a specific area of specialization." Kent State University's College of Business offers a five-course [Leadership Minor and a Graduate Certificate, the goals of which are](#) "to provide students skills in understanding the business environment as a system of interrelated and independent parts, how to analyze the system to identify opportunities and challenges for addressing stakeholder concerns and skills for influencing others to work toward sustainable practices." The University of Cincinnati's on-line Organizational Leadership certificates, minors, and majors focus on "theoretical and practical approaches to leadership" with an emphasis on business leadership. Cleveland State University similarly offers an on-line Bachelor of Arts in Organizational Leadership, with concentrations in "business, communications, or urban studies." Case Western has a Master of Leadership and Organizational Change. Wright State University's School of Education and Leadership offers a B.S. in [organizational leadership](#). This degree "is designed for students with a two-year degree or its equivalent who want a broad academic background to prepare them for supervisory and management careers. The major combines courses in communication and administrative skills with the study of leadership theory and practice. Students will also learn problem-solving techniques and complete a leadership skills project."

Other programs are more explicitly focused on management, including Miami University's Farmer School of Business, which offers a Human Capital Management and Leadership major and minor. Ohio University's College of Business offers a [Strategic Leadership and Management Major](#) (B.B.A.), which is "designed to create the foundations of knowledge and personal capability requisite to lifelong

professional learning and career-long success in business leadership.” These programs all prioritize training business leaders in how to navigate change and structure organizations typically towards profit-making ends.

Ohio University’s Patton College of Education has a Consumer Leadership Major (B.S.H.C.S.) aimed primarily at individuals in the education and service sector. Bowling Green State University’s College of Education & Human Development offers an interdisciplinary [Leadership Minor Program](#). None of these Leadership programs focus on the concept of Civic Leadership, nor do they place emphasis on considering the theoretical and practical elements of leadership as critically embedded within a particular civic tradition and legal framework.

Similar Majors at Other Institutions

The contemporary movement for university-level civic and citizenship education has been around for at least a quarter century, with important programmatic influences including the [James Madison Program](#) at Princeton University and the [Program on Constitutionalism and Democracy](#) at the University of Virginia. However, the development of civics as a distinctive curricular and institutional space has gained substantial headway over the past five years, in many ways catalyzed by the [Educating for American Democracy Roadmap](#) (released in March 2021, led by principal investigators from Harvard University, Tufts University, Arizona State University, and iCivics, with support from the National Endowment for the Humanities), and subsequently exemplified by the establishment of the [Alliance for Civics in the Academy](#) as an organizing force for the civics movement. The Alliance for Civics in the Academy identifies and fosters common purposes among programs whose institutional contexts and substantive aims differ in various particulars. Among the alternatives, two particularly important models stand out:

Private Institutions

The nation’s leading private research universities and liberal arts colleges are increasingly establishing civics programs, including Johns Hopkins’s program in [Civic Life](#), Notre Dame’s [Center for Citizenship & Constitutional Government](#), Stanford’s [Civics Initiative](#), Tufts’s [Tisch College of Civic Life](#), and Yale’s [Civic Thought Initiative](#).

These programs have done pathbreaking work in defining civics as a distinct curriculum, and even as a distinct discipline. Particularly significant has been Stanford’s creation of a new general education course requirement for all first year students, “[Problems of Citizenship in the 21st Century](#),” which convenes primarily tenured faculty from units across the university teaching a single syllabus to students enrolled in more than seventy five course sections per semester. Meanwhile, Tufts has pioneered [Civic Studies](#) as a distinct field of study (which has been adopted by parallel programs at [Ball State University](#) and [McMaster University](#)).

These programs benefit from substantial student interest as evidenced by robust co-curricular and public programming, extensive coursework offerings, and enrollments in minor degree programs. But, as of yet, these programs have not developed to the level of offering major degrees (Tufts comes closest, offering a [co-major](#) in Civic Studies).

Public Institutions

As civics programs at private institutions have emerged, a parallel development has occurred at state flagship research universities, where legislatures have established independent academic units with civic education mandates. The first of these was the [School of Civic and Economic Thought and Leadership](#) (SCETL) at Arizona State University in 2017. Since then, new units have included the [School of Civic Leadership](#) at the University of Texas at Austin, the [Hamilton School of Classical and Civic Education](#) at

the University of Florida, the [School of Civic Life and Leadership](#) at the University of North Carolina Chapel Hill, the [Institute of American Civics](#) at the University of Tennessee, Knoxville, and the [Center for Constitutional Studies](#) at Utah Valley University.

Each of these programs has taken a somewhat different curricular approach, but they have generally placed special emphasis on constitutional studies, civil discourse programming, and great books pedagogy, while engaging the developments in civic education at private institutions like those just discussed, as well as the work of established interdisciplinary fields such as Politics, Philosophy, and Economics (PPE).

These programs have made significant headway in the development of degree programs, including two especially successful majors: the Philosophy, Politics, Economics, and Law (PPEL) major at Florida's Hamilton Center, and the Honors B.A. at UT Austin's School of Civic Leadership. These majors already each boast over one hundred students enrolled, with exceptionally interdisciplinary course requirements spanning surveys of foundational texts of the Western philosophic and religious traditions to study of the contemporary methods of Economics and public policy research.

The Chase Center

The Chase Center's proposed major synthesizes strengths from each of the aforementioned models. In particular, we take from the programs at Stanford and Tufts an interest in defining civics as a distinct curricular space, and to that end our core courses introduce students to themes, approaches, and scholarship emerging from (or influential within) civics programs. At the same time, we take from the successful majors at the University of Florida and the University of Texas at Austin the importance of introducing students to both foundational debates in the Western Tradition and the analytical tools of contemporary social science. However, our program design is relatively flexible, giving students an opportunity to choose their own areas of emphasis. This includes a special status accorded to law, where our founding faculty has unique expertise which will establish our program as a distinctive option for students interested in Constitutional Studies programs like those available at Notre Dame and Utah Valley. Our second hiring cycle is taking place with an eye to expanding our interdisciplinary expertise and curricular offerings in Law, Leadership, and Classical Education.

The State of Ohio has made Civic Education a priority as evidenced by the creation of four other civic centers. As we understand it, the University of Toledo will be proposing a 90-hour Bachelor of Arts in Constitutional Studies. We also understand that Miami University, Wright University, and Cleveland State are all working on civic thought minors. Our major includes elements of those programs, but the resources, faculty, and expectations of the flagship school provide us the opportunity to offer a more comprehensive degree experience.

Section III. Relationship to Other Ohio State Programs

Other Programs in the Administrating Academic Unit(s)

In Autumn 2025, the Chase Center created and CAA approved the Civics, Law, and Leadership 15 credit hour minor, including many of the courses which will compose the major by the same name. The courses and subsequent approved ones will be available for both majors and minors. We also believe that some of these courses will help support, and draw enrollment from, future minor and major programs we aim to develop.

Other Programs at Ohio State

In designing this degree and drawing inspiration from the above-mentioned civic studies movement, the faculty and staff of the Chase Center have worked hard to create unique courses and a distinct degree pathway within the Ohio State curricular space. The course concurrence process has helped ensure minimal topical overlap. Although some themes of the CIVICLL program learning outcomes can be found in other units and disciplines (e.g., History and English teach texts, Philosophy offers ethical perspectives, Public Affairs addresses policy), the CIVICLL major uniquely combines these components towards our distinctive mission: to teach “the historical ideas, traditions, and texts that have shaped the American constitutional order and society.” The curricular plan is aimed at accomplishing that in ways that complement existing degree programs at Ohio State, while remaining distinct from them, as follows:

- A. HISTORY (BA, College of Arts and Sciences). The CIVICLL major complements HISTORY’s programmatic offerings while remaining distinct from them, for reasons implied by a simple contrast between the mission statement for the Chase Center, and the course requirements for the HISTORY major. The Chase Center’s mission statement directs us to teach “the historical ideas, traditions, and texts that have shaped the American constitutional order and society”; HISTORY’s major requires students to “develop a program that includes chronological and geographic breadth” including 12 credit hours in a geographic or thematic concentration, none of which is precisely focused on “the American constitutional order and society” (the closest analogue is a geographic concentration on “North America”). Moreover, the requirements for the HISTORY major include at least 2 courses “focusing chronologically on the period before 1750,” and 2 courses “focusing primarily on East Asia, Africa, Latin America, the Middle East, Central Asia, and South Asia.” As a result, a student who pursued a HISTORY major and the proposed CIVICLL major would be pursuing a substantially different curriculum. And while a student might take a course taught by a historian in Chase’s proposed major, the courses on the books for the major are all self-consciously interdisciplinary, incorporating scholarship from fields including Political Science, Law, and Philosophy. Such interdisciplinarity distinguishes the CIVICLL curriculum from its HISTORY counterpart. Students pursuing the proposed major can count a select number of credits from HISTORY towards a CIVICLL major, but the substantive and disciplinary design of the degrees, including the broader methodological training, remain distinct.
- B. LAW AND PUBLIC POLICY (Minor, John Glenn College of Public Affairs and Moritz College of Law). The Law and Public Policy minor exposes students to law in a variety of domains. The proposed major differs in two key respects. First, the proposed major takes as foundational constitutional law (in keeping with our statutory mandate), whereas the Glenn/Moritz minor takes public policy as foundational. The “public sector perspective on law” offered by the Glenn/Moritz minor is valuable, but not prioritized by the curriculum for the proposed major. This is clear from a comparison of the learning objectives for our programs. The Glenn/Moritz objectives foreground practical, vocational applications of law in *public policy* (e.g., “Identify the legal basis for the practice of public affairs”; “Develop skills both as a professional and as a citizen to participate in the development and implementation of public law and policy”). The objectives for the proposed major foreground reflection on the historical sources and contested questions of a common *constitutional culture* (e.g., “understand and critically evaluate the primary and secondary sources necessary to appreciate the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life”).

However, while the study of American constitutionalism is fundamental to our statutory mandate, our *civic* perspective on the subject stresses that American Constitutionalism is not simply “law for lawyers” (or even legislators) but law as a subject that has been shaped by civil society. On this understanding, the technical, specialized expertise of legal training is important to the American constitutional tradition, but not more authoritative than the contributions of natural law theorists, pivotal historical exigencies, or citizens like Frederick Douglass, who powerfully interpreted and influenced the American constitutional tradition without the benefit of a formal legal education or access to the legal system and associated institutions. The civic perspective on constitutionalism acknowledges that legal institutions and judicial authorities shape society but stresses the utility of viewing legal regimes, and the laws they produce, as partners in dialogue with the context provided by inherited traditions and the dynamism of civil society. This perspective is not at odds with – but rather reflects the distinctive insight of – the formal legal training represented in our founding faculty. For a shared conviction of our faculty is that something crucial was lost in American legal training when it became hyperspecialized and graduate level training rather than being broadly available to educated citizens. As this suggests, we see our course offerings as expanding the scope for legal education rather than competing for it. The proposed major is not a “pre-law” program per se, but it is also not a program in the liberal arts or social sciences (akin to the Legal Foundations of Society minor). It is an education in law – especially constitutional law and legal tradition – for *citizens* pursuing careers in every field.

This perspective explains our curriculum design. We recognize that governance in a constitutional republic requires not one methodological approach, but an interdisciplinary background that places today’s legal questions in broad historical, ethical, and political context. This perspective is provided by our foundational core courses: CIVICLL 2000 (Can We Rule Ourselves?), which surveys the historical case studies, religious traditions, and philosophic arguments that informed the framing of the American Constitution; CIVICLL 2130 (America’s Foundational Debates) considers how controversies concerning the initial framing of the Constitution (and its amendment after the Civil War) continue to play out in contemporary constitutional debates (for instance, regarding the legal boundaries of citizenship, or principles of merit and justice in college admissions). Following these required classes, CIVICLL majors will take at least one additional course in American Constitutionalism (selecting from options that include “The Evolution of American Citizenship,” “Law and Economics,” “State Constitutional Law”). Students will have the option of declaring a specialization in American Constitutionalism by adding two additional courses. Independent of specialization, all CIVICLL majors will gain additional exposure to Law in upper-level course requirements that draw on legal approaches to written and verbal communication that can aid all students in communicating scholarly work to non-specialist audiences. In this respect, Law proves again central to the education we offer not simply as a specialized field of study, but for its contribution to cultivating a shared civic culture.

- C. **LEGAL FOUNDATIONS OF SOCIETY** (Minor, College of Arts and Sciences). Arts and Sciences offers an interdisciplinary minor in the Legal Foundations of Society. This is explicitly “not a ‘pre-law’ program” but a curriculum which introduces students to the ways in which “society constructs and uses its legal systems.” Accordingly, the required courses for the minor are offered by the Departments of Sociology, Philosophy, and Political Science, covering institutional structures (political, social, legal) and normative foundations (philosophic and ethical), while elective offerings for the minor cover topics in the social sciences and liberal arts that intersect with law, rather than focusing on law per se (e.g., COMM 3404, “Media Law and Ethics”; SOCIOL 4609, “Neighborhood and Crime”; ENGLISH 4595, “Literature and Law”; POLITSC 3440, “Political Theories of

Justice”). The minor does not have any requirements in constitutional law (it would be possible to complete the minor without completing any courses in law at all). As a result, the proposed major can supplement the Legal Foundations of Society minor without replicating it. Like the Arts and Sciences minor, we are interested in the relationship between law and civil society, but our curriculum requires much more direct engagement with how actors in civil society have shaped constitutional law (and how constitutional law has set formal terms or boundaries for civil society and legal practice, e.g., in the legal construction of citizenship). Accordingly, a substantial component of our curriculum has been designed (and will be delivered) by faculty with a record of legal training, practice, and scholarship. Students in the proposed major can benefit from the background in the liberal arts and social sciences provided by the Arts and Sciences minor (and we have included several of its courses as a result), but the guiding principle of our curriculum has a different emphasis. The civic perspective on constitutionalism acknowledges that legal institutions and judicial authorities shape society but also stresses the utility of viewing legal regimes, and the laws they produce, as partners in dialogue with the context provided by inherited traditions and the dynamism of civil society.

- D. LEADERSHIP (B.A., College of Arts and Sciences). The College of Arts and Science’s LEADERSHIP major “immerses students in the core principles of leadership while also providing them with a broad interdisciplinary grounding in the liberal arts.” Our proposed major shares the interdisciplinary approach and thus benefits from including several courses from ASC LEADERSHIP. At the same time, our approach is narrower in one respect, and additive in another: we study leadership first and foremost in connection to the historical and institutional context of the United States (some of our courses draw on examples of leadership from other times and places, but detail how those examples have influenced American debates and decision-makers). Moreover, we ask not only how leaders lead but how citizens are responsible for supporting or holding accountable their leaders. Accordingly, our learning goals prepare students not only to exercise leadership, but to evaluate leaders as representatives and custodians of the historical ideas, traditions, and texts that have shaped the American constitutional order and society. This reflects the specifically *civic* dimension of our curriculum. In the ASC LEADERSHIP curriculum, students choose to specialize in one of six thematic pathways, each of which represents a career path in which they will be prepared to exercise leadership (e.g., business, public service, technology). The premise of our curriculum is that there is a non-specialist, non-vocational perspective from which lay citizens must evaluate the decisions of leaders in a variety of fields. In short: the ASC LEADERSHIP curriculum is designed as career preparation (with students selecting between one of several specialized pathways), and the proposed major’s curriculum provides a civic baseline. That baseline is normative, but narrower than presented in ASC LEADERSHIP’s core courses. Our early core classes are designed to introduce students to the cultural, intellectual, and legal contexts within which rulers have governed, especially under representative forms of government. This includes an eye towards how decisions by voters and leaders have often dramatically impacted the future of empires or nations. The proposed major’s required “America’s Foundational Debates” similarly introduces students to how the American constitutional order was shaped by its founding generation’s ideas and experiences and in turn how debates and inflection points in U.S. history (the Civil War & Reconstruction, Progressive Era, Cold War, etc.) have tested and redefined notions of leadership and followership. More advanced courses will be encountered as part of the distribution

requirement and for those who choose a leadership specialization in those courses. Our civic application courses will further widen and deepen the tools needed for effective civic leadership. In short, we believe that students with a primary interest in Leadership could benefit from both programs of study, while students who are not familiar with Leadership as a specialized field of study will be introduced to it by the proposed major, for the benefit of all.

- E. PHILOSOPHY (B.A., College of Arts and Sciences). Students in the proposed major stand to benefit from the disciplinary lens of PHILOSOPHY without replicating its curriculum. The course requirements for the PHILOSOPHY major begin with general philosophy methods courses (“Introduction to Logic,” “Introduction to Logic and Legal Reasoning”) that are not duplicated anywhere in the curriculum for the proposed major (although a student who had taken the introductory courses from PHILOSOPHY could apply their methods to intermediate-level courses offered within the proposed major). PHILOSOPHY students are also required to select courses from a history of philosophy sequence which is taught at that intermediate level (a related sequence is taught in POLITSC at the upper level). The proposed major does not propose a parallel course sequence, though the sequences in PHILOSOPHY or POLITSC may constitute useful background for students in our courses. PHILOSOPHY students are also required to select from several “topics” courses, some of which we would be pleased to include in the proposed major (or vice versa), but none of which are individually duplicative. In sum: we see the proposed major as a testament to the broad applicability of the PHILOSOPHY curriculum, rather than as replicating it.

- F. PHILOSOPHY, POLITICS, AND ECONOMICS (B.A., College of Arts and Sciences). The proposed major shares with the PPE program an interdisciplinary slate of course offerings, with particular interest in the disciplines of Philosophy, Political Science, and Economics. However, our approach is distinguished at each curricular level, as follows. At the level of *Foundations*, PPE requires students to take introductory courses in two categories that are not currently part of the proposed major’s curriculum at all (Formal Reasoning, Normative Reasoning), as well as selecting from courses in Economics that are not required for the proposed major. At the level of *Core Courses*, the PPE requirements entail coursework focused on general dilemmas of social and political life (e.g., communal versus individual conceptions of human nature; tradition versus progress; the proposed major’s required courses focus on a historical survey of experiments with self-government that informed the American founders, and an examination of debates from the Founding and Reconstruction eras that have played out in constitutional debates throughout American history. At the level of *Concentrations*, PPE offers three options that do not correspond to the proposed major’s concentrations at all (Choice and Behavior; Justice and Moral Reasoning; Global Cooperation and Conflict), and one that does so only in part (Law, Policy, and Governance). Yet this latter concentration draws heavily on courses from Political Science which are distinct from the proposed major’s offerings (as detailed below). In sum: both the proposed major and PPE can appeal to students interested in an interdisciplinary program of study, but how those disciplines are drawn on and connected varies greatly between our programs.

- G. PUBLIC MANAGEMENT, LEADERSHIP, AND POLICY (B.A., John Glenn College of Public Affairs). The proposed major shares with the Glenn College’s program in Public Management, Leadership, and Policy an interest in preparing students for careers in public policy and public

service. However, the Glenn College major has the stated aim of training “changemakers” through a core curriculum that emphasizes practical skills of “Public Budgeting,” “State and Local Finance,” and “Public Management.” These skills are all potentially relevant for students in the proposed major, but they are not the focal point of its curriculum, which is weighted much more towards the foundational primary texts, historical case studies, and ethical reasoning that equip students’ with tools of reflection and analysis (and thus stands closer to the liberal arts than the Glenn College’s practical policy orientation). As a result, we see the Public Management, Leadership and Policy major as promising ground for a dual degree with the proposed major, rather than being in conflict.

- H. PUBLIC POLICY ANALYSIS (B.S., John Glenn College of Public Affairs). The proposed major shares with Glenn College’s program in Public Policy Analysis an interest in preparing students for careers in public policy and public service. That said, a substantially different training is provided by each program: the Glenn College major is a Bachelor of Science which prepares students to “use data to solve pressing societal problems” and, accordingly, its core curriculum emphasizes quantitative methods, models of management and decision-making from the contemporary social sciences, and public policy writing and analysis. These skills are all touched on in courses for the proposed major, but they are not the focal point of the curriculum, which is weighted much more towards foundational primary texts, historical case studies, and normative reasoning (and thus issues in a Bachelor of Arts). As a result, we see the Public Policy Analysis major as promising ground for a dual degree with the proposed major, rather than being in conflict.

- I. POLITICAL SCIENCE (B.A., College of Arts and Sciences). It is reasonable to expect that students might share a substantive interest in the curriculum for the proposed major and the POLITSC major. However, the pathways for pursuing those interests vary significantly between the two programs. POLITSC requires students to take courses in the major sub-fields of Political Science, at least two of which (Comparative Politics and International Relations) fall well outside of the ambit of the proposed major. American Politics is a shared area of emphasis, but POLITSC course offerings stress “political behavior and institutions,” while the proposed major draws on social science scholarship without requiring it (and, where assigned, is as likely to utilize literature from Economics or Sociology as Political Science). The proposed major’s emphasis on foundational primary texts shares more with the sub-field of Political Theory, but it does not replicate POLITSC’s sequence of courses in the history of political thought (which students enrolled in the proposed major might well benefit from). Similarly, students enrolled in the proposed major might benefit from POLITSC’s course offerings in Data Literacy and Data Visualization, or Data Analysis. In short, we see the proposed major and POLITSC as providing students with mutually beneficial tools but applied to different areas of substantive focus. This is reflected in the fact that we make no effort to reproduce POLITSC’s foundational courses in the various sub-fields (or in more specific areas such as Data Analysis or Constitutional Law). As a result, students enrolled in the proposed major can benefit from foundational course offerings in both fields without replicating more advanced-level coursework.

Relationship to Other Institutions

There are no specific arrangements that will be necessary to complete this degree. There are, however, many partnerships, both public and private, that have proven interested in supporting the Chase mission upon which it is based. Already the Stanton Foundation has provided a \$3 million grant to support the

promotion of free speech through the Chase Center. The Center has also received a \$3 million U.S. Department of Education grant to help support work in the civic literacy space.

Consultants or Advisory Committees

We have consulted with a wide variety of centers, departments, and units both on and off campus as we have designed this degree. We worked with the Drake Institute leadership, including Anika Anthony, Larry Hurtubise, and David Sokic to help put in place a sensible curricular and assessment plan. We have discussed potential collaborations or areas of programmatic synergy with units on campus (e.g., the Department of Classics, the Center for Ethics and Human Values, the Politics, Philosophy, Economics, etc.), hosted or attended conversations and colloquia with key players in the movement for civics in higher education (e.g., leadership from the Stanford Civics Initiative, the American Enterprise Institute / Johns Hopkins University's Civic Thought Project), and engaged external expertise (e.g., the Frankel Marketing Agency).

Section IV. Student Enrollment

Recruitment and Admission

Any student in good academic standing is eligible to declare the Civics, Law and Leadership major. We believe that the CIVICLL degree, as either a primary or a secondary major, will appeal to students seeking to know more about the American civic tradition and constitutional order, as well as those who are interesting in pursuing truth through civil and civic dialogue. We have also received strong support from Ohio State parents, alumnus, student and student support organizations, and other stakeholders who have encouraged us to move rapidly to develop what they anticipate will be a highly impactful program. For example, the Center hosted the inaugural Ohio Classical Schools Conference on August 1, and dozens of participating school leaders—representing thousands of families—were enthusiastic about the Center's blending of key texts, civic dialogue, and leadership and legal frameworks of governance. As a primary major, we anticipate the CIVICLL degree being a useful tool in recruiting students who might not otherwise consider attending Ohio State but are looking for a more structured and traditional liberal arts experience rooted chiefly but not exclusively in the Western Intellectual Tradition.

We have also received considerable interest in our student programming from current students. We had 382 students sign up to receive information at our New Student Orientation resource fair. Over 135 students have enrolled to become Chase Society Members, and 60 more have been accepted into our Chase Scholars program, which includes a commitment to enroll in at least one of our courses. We have been encouraged by the diversity of those students as well as that of students enrolled in our two inaugural classes this Autumn. They include students from the following majors: Business, Criminology, pre-Dentistry, Education, Engineering (Electrical, Computer, Pre-Biomedical, Industrial Systems), Finance, History, Philosophy, Political Science, Psychology, Law, Medicine, and Pharmacy. We expect that many Humanities, Social Science, and Public Affairs students will supplement their major in those fields with a Chase minor or major. But this early evidence also suggests that many students in STEM and Health related fields are attracted to our interdisciplinary program as a secondary major. In short, we hope to provide a complementary degree experience for current Ohio State University students as we also work with admissions to market and recruit an independent pipeline of students from backgrounds who have frequently looked elsewhere for their college experience.

Anticipated Enrollment

As a new unit, we expect it will take some time for students to learn about our courses and our new major. We thus expect to have a small number of majors initially. We will use our public-facing

programming and our non-curricular programming to help attract students to our courses. Recognizing that the ecosystem of each civic center and university is different makes data comparisons difficult, as does the newness of some of the similar programs. Still, we do know that these programs, though young, have been successful elsewhere.¹³ We also have reason to believe that as the first B.A. degree of this type to be offered at a large Midwestern public university, we will have a “first movers” advantage.

Projected Major Enrollments:

	Year 1	Year 2	Year 3	Year 4
Full-time Admitted Majors (AU/SP)	30	60	75	100
Total Full-time Majors	30	90	165	265
Minors Admitted	50	50	50	50
Total Minors	50	100	150	200

Curriculum, Student Success and Advising

The faculty and staff are committed to the success of this major and its students. We have a faculty curriculum committee, and within that, a CIVICLL subcommittee that has worked collaboratively with Chase directors to build this program. They have reviewed non-CIVICLL classes and constructed syllabi for the core courses to ensure programmatic learning outcomes are being met. They, and a subsection of that committee, including instructors in the program, will implement the assessment plan as laid out in section five of this proposal.

This committee will also be responsible for reviewing additional courses for inclusion in the major, both those designed by Chase faculty as well as those developed by faculty in other units. We also are interested in partnering with faculty in other units to co-design, and when feasible, cross-list and co-teach courses that can serve our own program learning outcomes and those of other units.

The Chase Center faculty and staff will also provide the student advising support needed for CIVICLL minors and majors. Currently our minors are being served by a part-time program coordinator and the Assistant Director, both of whom are intimately familiar with our curriculum. We have met with Amy Treboni, who is currently serving on a working group formed by Randy Smith and OAA to help guide us in this area. We are in the process of posting and hiring a joint student success/advising position, who we will task with major and minor advising, internship matching, and career counseling. We have resources should additional support be needed.

The Chase Center is already building connections to leaders working in business, the non-profit sector, the private sector, and all levels of government. As we expand and recruit, we anticipate leveraging those relationships to help create robust internship opportunities and career partnerships. Our student success hire will work with those partners to help ensure students are fully aware of the varied career options available to them.

Section V. Curricular Requirements

¹³ Here is the enrollment data we currently have from similar centers: Arizona State University, SCETL, 50 majors and 50 minors; Tufts University, Tisch School of Civic Life, 45 Co-majors and 10 minors (overall student body of <5000), University of Florida, 94 majors, 33 minors; University Notre Dame, 171 Minors; University of Texas, Austin, First Class in Honors Civics will be in 2025-2026 (100 majors); University of Tennessee, Knoxville, First Class in 2024-2025 (20 students).

Major Curriculum Plan

This proposal is for a **33 credit-hour** major as part of the 121 total hours needed to fulfill an Ohio State Bachelor of Arts Degree. This is in line with other major programs at Ohio State, which typically range from 30 to 36 hours. There are five components to the major:

1. Two required **Major Core** courses (**6 credit hours**) will help students develop foundational knowledge and prepare them for subsequent intermediate and advanced courses in Civic Life, Law, and Leadership.
 - o CIVICLL 2000. Can We Rule Ourselves? (3)
 - o CIVICLL 2130. America's Foundational Debates (3)
2. Three required **Distribution** courses (9 credit hours),
To equip students for interdisciplinary engagement with primary texts and civic and constitutional traditions, students will be required to select one course (3 credit hours) from a list of classes related to three categories:
 - o American Civic Life (3 credit hours)
 - o American Constitutionalism (3 credit hours)
 - o American Leadership (3 credit hours)
3. Two **Specialization** courses (**6 credit hours**)
To support students' focused study in one of the three specializations, students will take two courses (six credit hours) from a selected set of courses in either American Civic Life, American Constitutionalism, or American Leadership.
4. A minimum of **6 credit hours** of **Open Electives**. Students will choose from any additional CIVICLL courses or from a list of electives from other courses that they can use to meet program requirements.
5. Two required **Civic Application Courses** (**6 credit hours**) that will enable students to apply concepts introduced throughout the program, engage in research, verbal presentation, and expository writing, and receive structured feedback on papers and/or ePortfolios.
 - o CIVICLL 4000. Solving Civic Problems (3) * GE: Embedded Technology & Data Analysis
 - o CIVICLL 4800. Capstone Requirement (3) * GE Embedded Writing

Other Requirements:

Majors will be expected to fulfill the requirements for a Bachelor of Arts including the following General Education requirements.

GE Requirements:	32-37 Hours
Bookends:	
Launch Seminar	1
Reflection Seminar	1
Foundations:	
Writing and Information Literacy:	3
Mathematical and Quantitative Reasoning or Data Analysis	3
Literary, Visual and Performing Arts	3
Historical and Cultural Studies	3

Natural Sciences	4-5
Social and Behavioral Sciences	3
Race, Ethnicity, and Gender Diversity	3
Thematic Pathways	
Citizenship for a Diverse and Just World	4-6
Second Theme	4-6

Other Major Requirements and Rules:

One course from each GE Theme Course may overlap with major coursework.

Only three hours may be taken in x193 courses.

At least 21 hours must be in 3xxx or higher-level courses.

Majors may count up to two courses (six hours) of non-CIVICLL courses toward the major from those listed in the curricular map. Other courses may be submitted for approval by students for consideration and accepted at the discretion of the CIVICLL program director.

See Appendix A for a more detailed curricular map.

See Appendix B for a semester-by-semester sample plan

Required Credits in Other Departments

There are no required classes to be taken in other departments. Some CIVICLL courses will require prerequisites.

Elective Credits in Other Departments

Students may take up to 6 credit hours in courses from other departments to fulfill distribution, specialization, or elective requirements as illustrated in the curriculum map.

Online/Distance Components

At this time, we envision this program as a traditional, in-person program based at the Columbus campus. The only courses we are currently building on-line versions of are our Civic Literacy courses, which are GE Foundation courses that would not count for the major. Given our restriction of 6 credit hours for non-CIVICLL courses, it would not be possible for a student to take more than 18% of their coursework on-line. Our designated CIVICLL curriculum committee will monitor this situation to ensure we do not approach the 50% threshold. Should we find that demand exists for more on-line we will work with Ohio State Online to create a thoughtful program that can be effectively taught remotely.

Section VI. Program Assessment Plan

The CIVICLL programmatic learning outcomes are as follows:

1. Analyze and critically evaluate the primary and secondary sources necessary for understanding and appreciating the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life.
2. Compare and contrast their experiences, reasoning, and cultural assumptions with the accumulated wisdom of inherited traditions, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.
3. Apply a multi-disciplinary perspective to identify and draw insights from historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity.
4. Draw on multiple scholarly disciplines to effectively research and present arguments about civic traditions and civic life using a variety of modes (e.g., verbal, textual, and visual), while faithfully characterizing arguments that counter their positions.
5. Collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership.

Annually, an Associate or Assistant Director of the Chase Center will meet with the Chase Curriculum committee, or a subsection thereof, to complete programmatic assessment. They will discuss direct and indirect learning measures to ensure that programmatic goals are being met and, when necessary, propose changes to courses, assignments, curriculum, and course content to better meet program learning goals. They will review existing and new course syllabi to ensure that course materials meet programmatic outcomes and add, remove, or adjust courses as required to ensure optimal outcomes.

Students in the BA in Civics, Law, and Leadership will complete an ePortfolio using the university-supported PebblePad platform to document and reflect on their learning journey. Throughout core courses, students will create assets such as research papers, case analyses, multimedia presentations, and reflections aligned with each outcome. Each portfolio will be reviewed during the capstone course and sampled annually for program assessment purposes.

Indirect Measures

Number of Majors: Chase Center leadership will *annually* track the number of students who choose to enroll in the major and to take our classes.

Student Course Evaluations: Each year, one or more of the academic directors will read through each class's Survey of Student Learning Experience (SSLE) to identify themes in course components, teaching practices, and class environments that students describe as effectively supporting their learning. This evaluation will help the Center make sure that faculty are teaching and students are learning the programmatic objectives. Chase Center faculty and leadership will draw on student feedback to inform any adjustments in the program's curriculum and educator support.

Annual Student Survey: The academic program directors will work with the curriculum and assessment committee and staff to develop and administer an annual student survey to collect data on their

experiences in the program, engagement with academic advisors and career counseling, and participation in internships.

Graduates rate of employment or admission to post-baccalaureate or graduate programs: The Chase Center will collect data on post-graduation placement through a mixed-methods approach that combines direct outreach (graduate survey), professional networking sites, and publicly available information about program completers.

Direct Measures

Annually, the Chase Center curriculum and assessment committee, or a portion thereof, will assess CIVICLL majors' reflective assignments submitted in their capstone writing courses, looking for the following information.

Program Goals and Learning Outcomes	Data Sources and Format of Data	Methods Used to Assess (at least one direct of each goal)	Reporting Schedule
1) <i>Students can analyze and critically evaluate the primary and secondary sources necessary for understanding the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life.</i>	As they complete their final course for the major, students will submit a portfolio providing essays they have completed for their CIVICLL coursework (in particular, from CIVICLL 2000, or another 2000-level CIVICLL course that addresses PLO 1)	Direct: Members of the Curriculum Committee, including instructors for the core classes, will use a rubric to evaluate student responses, scoring them as "Excellent," "Good," "Acceptable," or "Poor." Indirect: Director Review of Enrollments, Student Evaluations and Surveys	Year 1
2) <i>Can use a multi-disciplinary perspective to identify and evaluate historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity.</i>	As they complete their final course for the major, students will submit a portfolio providing essays they have completed for their CIVICLL coursework (in particular, from CIVICLL 2130, or a 3000-level CIVICLL course that addresses PLO 2).	Direct: Members of the Curriculum Committee, including instructors for the core classes, will use a rubric to evaluate student responses, scoring them as "Excellent," "Good," "Acceptable," or "Poor." Indirect: Director Review of Enrollments, Student Evaluations and Surveys	Year 1
3) <i>analyze their experiences, reasoning, and cultural assumptions against the accumulated wisdom of inherited traditions, the</i>	As they complete their final course for the major, students will submit a portfolio providing essays they	Direct: Members of the Curriculum Committee, including instructors for the core classes, will use a rubric to evaluate student	Year 2

<i>successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.</i>	have completed for their CIVICLL coursework (in particular, from CIVICLL 4000, or a 4000-level course that addresses PLO 3)	responses, scoring them as “Excellent,” “Good,” “Acceptable,” or “Poor.” Indirect: Director Review of Enrollments, Student Evaluations and Surveys	
4) <i>Draw on multiple scholarly disciplines to effectively research and present arguments about civic traditions and civic life using a variety of modes (e.g., verbal, textual, and visual), while faithfully characterizing arguments that counter their positions.</i>	Final Capstone Course Papers. Digital Portfolio	Direct: Members of the Curriculum committee will use a rubric to evaluate the final papers for CIVICLL 4800: Capstone Course Indirect: Director Review of Enrollments, Student Evaluations and Surveys	Year 3
5) <i>Collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership.</i>	Final Capstone Course Papers and Teamwork Component	Direct: Members of the Curriculum committee will use a rubric to evaluate the final papers for CIVICLL 4800: Capstone Course Indirect: Director Review of Enrollments, Student Evaluations and Surveys	Year 3

Assessment Process and Improvement Mechanisms

In reviewing these materials, the curriculum and assessment committee will be looking for: an upward trajectory among the artifacts collected for the ePortfolio, culminating in results that are “Good” or “Excellent” on essays and final capstone papers for 80% of students. The curriculum and assessment committee will produce a summary of results with recommendations concerning the skills and outcomes that would most immediately benefit from greater emphasis in students’ coursework, and circulate those results and recommendations to all faculty, who will be given discretion in implementing appropriate changes to their elective courses. Faculty who are responsible for teaching the major’s required courses will devise and circulate amongst each other a short proposal suggesting how their required courses might be delivered to address key concerns identified by the curriculum and assessment committee. In addition, there will be annual workshops for faculty teaching required courses to discuss recent experiences and forward-looking proposals for curriculum design, assessment mechanisms, and student support services. New curriculum development, course inclusion, and hiring will occur as a response to weaknesses identified through assessment. As our program launches, we will continue to consult with Drake to ensure that our assessment plan is optimized for providing the best outcomes for the program and its students.

Section VII. Program Faculty

In Spring 2025, the Chase Center hired fourteen tenure-track faculty, one Associate Professor of Teaching, and two lecturers to support its mission. It is currently hiring 6 to 10 additional faculty to

support this and future programmatic development. Grant funds will pay for at least one visiting professor and multiple postdoctoral fellows to support the free speech initiative and curriculum over the next five years.

8.2 Current Faculty

Name	Areas of Expertise	Degree	Title	Years of Teaching Experience	Graduate Faculty Category	Courses Taught	Full-or Part-Time
Michael Clune	American and English literature; Creative writing; Higher education policy and reform	Ph.D. 2006 Johns Hopkins, English& American Literature	Professor	20 years	Graduate Faculty	CIVICLL 2210, 3220, 3340	Full
Brianna Frakes	American Civil War; American military history; American slavery	Ph.D., 2023; History, University of Virginia,	Assistant Professor	7 years	Graduate Faculty	CIVICLL 2130, 2420	Full
Matthew Frakes	U.S. diplomatic, political, and military history; 20 th century international history; Presidential leadership	Ph.D. 2023, History, University of Virginia,	Assistant Professor	3 years	Graduate Faculty	CIVICLL 2120, 3550	Full
Christopher R. Green	Constitutional law; Fourteenth Amendment; Originalism;	J.D. 1998 Yale Law School, PhD, 2003 Philosophy	Professor; Associate Director	19 years	Graduate Faculty	CIVICLL 2130, 3400, 3460	Full
Daniel Gullotta	American Christianity; Jacksonian America; American Religious Politics	PhD, 2023 Stanford University Religious Studies	Assistant Professor	6 years	Graduate Faculty	CIVICLL 2120, 3330, 3580	Full
Jacob Hall	Economic History; Law and Economics; Economic Thought	PhD, 2023 George Mason, Economics	Assistant Professor	4 years	Graduate Faculty	CIVICLL 2000, 3430, 3540	Full

Name	Areas of Expertise	Degree	Title	Years of Teaching Experience	Graduate Faculty Category	Courses Taught	Full-or Part-Time
James Hooks	Early Modern Religion and Politics; Natural Law; Religious Toleration	DPhil, 2023 Oxford Religion & Theology	Assistant Professor	5 years	Graduate Faculty	CIVICLL 2000 2120, 3212	Full
David Little	American political thought; Constitutional ism; Ethics and Moral Philosophy	Ph.D. 2017, Baylor University, Political Science,	Lecturer	13 years	Graduate Faculty	CIVICLL 2120, 3215	Full
Sabrina Little	Moral Philosophy; Character education; Educational philosophy	PhD, 2020 Baylor University, Philosophy	Assistant Professor	9 years	Graduate Faculty	CIVICLL 2120, 2200 3570,	Full
Luke M. Perez	U.S. foreign policy; International human rights; Religious freedom	PhD, 2018 Univ. of Texas, Austin, Gov- ernment	Assistant Professor	7 years	Graduate Faculty	CIVICLL 3500, 3560	Full
Brian Schoen	U.S. political history and political economy; American Civil War; Early American Republic; U.S. in the world	PhD History, Univ. of Virginia, (2004)	Associate Professor; Associate Director	25 years	Graduate Faculty	CIVICLL 2000, 2230	Full
William Simpson	Philosophy of physics; Aristotelean metaphysics; Natural theology	PhD, 2020, Philosophy, Oxford; PhD, 2014 Physics, University of St. Andrews	Associate Professor	5 years	Graduate Faculty	CIVICLL 3210, 3212	Full
Laura Siscoe	Analytic political philosophy; Political liberalism; Religious and cultural pluralism	PhD, 2025, University of Southern California, Philosophy	Assistant Professor	4 years	Graduate Faculty	CIVICLL 2130, 3300	Full

Name	Areas of Expertise	Degree	Title	Years of Teaching Experience	Graduate Faculty Category	Courses Taught	Full- or Part-Time
Wes Siscoe	Political Philosophy; Virtue Ethics; Epistemology	PhD, 2020; University of Arizona, Philosophy	Assistant Professor	6 years	Graduate Faculty	CIVICLL 2110, 2300	Full
Jesse Smith	Sociology of religion; Secularization; Christian nationalism	PhD 2023, Sociology, Penn State; M.A. 2014, Social Work, Indiana-Indianapolis	Assistant Professor	4 years	Graduate Faculty	CIVICLL 2110, 3305 3310	Full
Lee J. Strang	U.S. and Ohio constitutional law; Originalism; Natural law; Citizenship education	LLM, 2003 Harvard; J.D in Law, University of Iowa, 2001	Professor; Executive Director	22 years	Graduate Faculty	CIVICLL 2130, 3400	Full
John Thrasher	Political Economy; Religious Toleration; Political Philosophy	PhD, 2014 University of Arizona, Philosophy	Visiting Professor	11 years	Graduate Faculty	CIVICLL 2110, 3320	Full
Heather Wilford	U.S. Liberalism, nationalism, and imperialism; Constitutionalism; Civic leadership	PhD, 2018; Boston College; Political Science	Lecturer	8 years	Graduate Faculty	CIVICLL 2120, 3250	Part
Paul Wilford	Modern political philosophy; Liberalism; Communism	PhD, 2016; Tulane, Philosophy	Associate Professor of Teaching	11 years	Graduate Faculty	CIVICLL 2120, 3370	Full

Additional Faculty

Name	Area of Expertise	Professional Rank	Graduate Faculty Category	Full- or Part-Time
Albert Cheng Hired, will start August 2026	Math Education, History and philosophy of education; Character formation; Classical education	Associate Professor	Graduate Faculty	Full

Name	Area of Expertise	Professional Rank	Graduate Faculty Category	Full- or Part-Time
New Hire offer made, expected start date August 2026	American Constitutionalism, American Studies, Leadership	Full Professor	Graduate Faculty	Full
New Hire Offer made, expected start date August 2026	Public Law, Politics, Political Theory	Associate Professor	Graduate Faculty	Full
New Hire, expected start date August 2026	Leadership, Ethics,	Open Rank	Graduate Faculty	Full
New Hire, expected start date August 2026	Economics and Civics	Open Rank	Graduate Faculty	Full
New Hire, expected start date August 2026	TBD	Open Rank	Graduate Faculty	Full

Section VIII. Specialized Professional Accreditation

There are no specialized professional accreditations being sought or required for implementation of this degree program.

Section IX. Program Description

Drafted Catalog Description: Civics, Law and Leadership

The multidisciplinary *Civics, Law, and Leadership* major prepares students for leadership and service in a variety of career paths through rigorous grounding in the historical ideas, traditions, and texts that have shaped the American constitutional order and society. Students will learn how the choices they make as citizens, lawyers, leaders, or members of families, professionals, and in communities will inevitably be shaped by the existing institutions, inherited traditions, and unique possibilities of the United States. For instance: with respect to understanding and practicing law, they will learn how the technical, specialized expertise of legal training is no less important to the American constitutional tradition than the contributions of ordinary citizens who interpreted and influenced the American constitutional tradition without the benefit of a formal legal education. And they will be prepared to exercise leadership and to evaluate leaders as representatives and custodians of the historical ideas, traditions, and texts that have shaped the American constitutional order and society. This will include developing the practical skills of encountering and faithfully representing competing positions, cultivating the habits of fair-minded

inquiry, intellectual charity, and constructive dialogue. Course work and noncurricular activities will provide students the ability to synthesize insights from history, law, literature, philosophy, economics, and the social sciences to frame practical courses of action responsive to contemporary civic challenges. They will learn what principled and constructive leadership for the common good looks like within a pluralistic constitutional republic.

Students will take at least 33 credit hours for this major. Two core classes will expose them to the big ideas that have shaped the western tradition of republican governance and America's constitutional debates. They will then take at least one class in three distribution areas: American Civic Life, American Constitutionalism, and American Leadership, with two additional courses in whichever of those three areas they choose to concentrate. In upper division coursework, students will survey the methodological approaches different academic disciplines offer for solving civic problems and complete a capstone seminar that prepares them to communicate scholarly findings to public audiences. Two classes, or six hours, from a preapproved list may be taken from related courses in other majors. Students may also petition to count courses that are not preapproved.

Our interdisciplinary faculty and curriculum ensure that students graduate with dispositions, knowledge, and skills that are transferable beyond any specialization and which prepare them for success in a variety of careers in public service, religious communities, law, health, and business—or, as is increasingly common, to pursue an advanced degree in a variety of fields. Students will encounter classes designed to meet the National Association of College and Employers [Competencies for Career Readiness](#). They acquire **Critical Thinking** and **Communication** by learning to accurately summarize, fairly characterize, and constructively debate public controversies from a variety of political, philosophic, and methodological perspectives. They acquire **Leadership** competencies in courses that require them to consider the range of sources and methodological approaches that have historically informed leaders and motivated citizens around shared civic visions, while proposing creative strategies for addressing new challenges. They learn **Equity & Inclusion**, **Professionalism**, and **Teamwork** competencies in courses that require them to consider the shared principles, personal codes of conduct, and community-building practices that have enabled Americans to navigate and negotiate social pluralism. Students acquire **Career & Self-Development** and written, verbal, and visual **Communication** competencies through courses that require them to reflect holistically on the territory their studies have covered, and plan proactively for how they can synthesize, communicate, and build on their achievements moving forward. Students will acquire **Technology** competencies through historical, ethical, and creative reflection that equips them to navigate change, integrate information across multiple domains, evaluate proper applications of emergent technologies, and identify their implications for both the opportunities available to individual and the bonds of a shared civic culture.

Section X. Program Funding

There are ample funds to develop and sustain the CIVICLL major and pay for the necessary supplies, equipment, and space needed to house it. It will be funded by a portion of the direct state funds which annually amount to \$8.5 million, private and public grants from local, state, and federal sources, and eventually revenue from tuition and SSI. Should additional faculty or staff be needed, Chase is in a good position to be able to provide it. We remain open to looking for opportunistic joint hires that serve the interests of not only the CIVICLL major but other units.

Section XI. Facilities and Equipment Requirements

Existing Facilities/Equipment

The Chase Center currently occupies 12 offices and 2 conference rooms on the fifth floor of Smith Lab as well as 6 offices and a cubicle in University Square South. There is currently a capital request for a planned renovation for Ramseyer Hall, which Chase anticipates moving into when completed. In the interim the Center will continue to use Smith Lab and/or other available space likely in ARPS Hall. Every faculty, staff member, and postdoctoral fellow has a computer and there is a copy machine, teleconferencing equipment, and the typical furniture and supplies needed for an academic unit. These can move with us to our temporary and permanent housing.

Additional University Resources

Chase has been engaging in bi-monthly meetings with the admissions office to familiarize our faculty with the recruitment and admissions process and to lay preliminary groundwork for our degree program. We anticipate having more regular meetings this spring concurrent and contingent upon the progression of this proposal.

Chase currently has and pays for its own marketing staff who will work closely with the University's Office of Marketing and Communication to develop an effective marketing strategy that is brand aligned. We anticipate being able to initially supplement or pay fully for the additional resources needed to market our program.

In preparation for the proposed Civics, Law, and Leadership (CIVICLL) major, faculty consulted with Hilary Bussell, a professional librarian at The Ohio State University, to assess the adequacy of current library resources and identify any additional needs. Based on this consultation, the following resources have been confirmed as available and sufficient to support the program:

- Access to an extensive electronic catalog, including major journals in law, humanities, and social sciences, as well as a broad selection of e-books.
- Special Collections relevant to the CIVICLL curriculum, including the Ohio Public Policy Archives and the Rare Books and Manuscripts Library.
- Robust physical holdings and an Interlibrary Loan system, Ohio Link, that enables acquisition of materials not currently held at the Columbus campus.
- The Research Commons, which provides faculty and students with expert consultations and training resources to support research activities.
- A Course Reserves system that allows instructors to place specific texts and articles on reserve for CIVICLL courses.
- Availability of both in-person and online training sessions to support effective use of library resources for research and coursework.

Additionally, the Chase Center will be assigned a dedicated librarian to collaborate with faculty on resource needs, acquisitions, and instructional support. At present, no unmet library resource needs have been identified. Should future needs arise, they will be addressed through consultation with the assigned librarian and, where appropriate, through cost-effective measures such as shared resources with other departments.

Classrooms

Much of our classroom need will be tied not to our major, but to our CIVICLL 2110 and 2120 courses. Those courses will not count for the major but will be essential in helping Ohio State University meet the demand generated by the new state Civic Literacy Requirement.

Class Size	Added/ Discontinued	Year 1	Year 2	Year 3	Year 4
201+	Added				
	Discontinued				
101-200	Added	2	4	4	6
	Discontinued				
61-100	Added	2	4	6	8
	Discontinued				
31-60	Added	60	80	80	100
	Discontinued				

Other Special Facilities

The current plans for Ramseyer anticipate converting a space into a recording room available for hybrid or online instruction and/or podcasting. That is built into the current budget. There are no other special facility needs other than those discussed independent of this degree.

Appendices

Appendix A. Curriculum Map

The below table provides a summary of the CIVICLL Program-level expected learning outcomes (PLOs) as well as their general alignment with Ohio State Mission and General Education Goals and the National Association of College Employers' (NACE) eight career competencies.

The NACE competencies are as follows:

- 1) Career & Self-Development (CD): "Proactively develop oneself and one's career through continual personal and professional learning, awareness of one's strengths and weaknesses, navigation of career opportunities, and networking to build relationships within and without one's organization."
- 2) Leadership: "Recognize and capitalize on personal and team strengths to achieve organizational goals."
- 3) Communication: "Clearly and effectively exchange information, ideas, facts, and perspectives with persons inside and outside of an organization."
- 4) Professionalism: "Knowing work environments differ greatly, understand and demonstrate effective work habits, and act in the interest of the larger community and workplace."
- 5) Critical Thinking: "Identify and respond to needs based upon an understanding of situational context and logical analysis of relevant information."
- 6) Teamwork: "Build and maintain collaborative relationships to work effectively toward common goals, while appreciating diverse viewpoints and shared responsibilities."
- 7) Equity & Inclusion: "Demonstrate the awareness, attitude, knowledge, and skills required to equitably engage and include people from different cultures and backgrounds..."
- 8) Technology: Understand and leverage technologies ethically to enhance efficiencies, complete tasks, and accomplish goals.

CIVICLL PLO	University Mission/GE Learning Objectives	NACE Career Competencies	Example Courses that Further these shared objectives

1. analyze and critically evaluate the primary and secondary sources necessary for understanding and appreciating the key ideas, texts, events, individuals, debates, traditions, and developments that have defined American constitutionalism and civic life.	Developing research skills focused on the American civic tradition supports... OSU's dedication to "Creating and discovering knowledge to improve the well-being of our local, state, regional, national and global communities." The General Education Theme's goal of "analyz[ing] concepts of citizenship" at an "advanced and in-depth level."	Critical Thinking Self Development	CIVICLL 2130, "America's Foundational Debates" CIVICLL 3460, "The Rights That Make Us America" CIVICLL 3305, "The Great American Novel"
2. compare and contrast their experiences, reasoning, and cultural assumptions with the accumulated wisdom of inherited traditions, the successes and failures of historical case studies, and the best lessons from the behavioral, social, and natural sciences.	Cultivating cross-disciplinary conversations, collaboration, and constructive criticism supports... OSU's principle of "Advancing sustainable and evidence-based solutions through mutually beneficial partnerships" The General Education Theme's expected learning outcome of "developing [a] sense of self as a learner" by "respond[ing] to new and challenging contexts."	Career & Self Development Communications Critical Thinking Technology	CIVICLL 2000, "Can We Rule Ourselves?" CIVICLL 2200, "The Pursuit of Happiness: An American Tradition" CIVICLL 4000, "Solving Civic Problems"
3. apply a multi-disciplinary perspective to identify and draw insights from historical antecedents of contemporary problems, real-world applications of theoretical claims, and the principled bases for practical courses of action and civic leadership within a pluralistic American polity.	Selecting and synthesizing approaches from multiple disciplines to connect theory and practice in the context of social pluralism, debates over the meaning of equality, and the value of viewpoint diversity supports... OSU's principle of "Encouraging open-minded exploration, risk-taking, and freedom of expression." The General Education Integrative Practice of addressing topics "too broad or complex to be dealt with adequately by a single discipline or profession... through construction of a more comprehensive perspective"	Professionalism Equity & Inclusion Career & Self Development Critical Thinking	CIVICLL 2400, "The Evolution of Citizenship" CIVICLL 2300, "Civic Friendship and Dialogue in American Democracy" CIVICLL 3320, "Toleration and Its Discontents".

4. draw on multiple scholarly disciplines to effectively research and present arguments about civic traditions and civic life using a variety of modes (e.g., verbal, textual, and visual), while faithfully characterizing arguments that counter their positions.	Sympathetically engaging and fairly characterizing approaches that are opposed to one's own (or to one another) supports... OSU's principle of "Building trust through honesty, transparency, and authentic engagement," and "listen[ing] to multiple voices." The General Education program's aim of bringing "various disciplinary perspectives" to bear on pressing social problems.	Critical Thinking Communication Technology	CIVICLL 3215, "Science, Health, and the Good Life" CIVICLL 3305, "Truth versus Post Truth in Civic Life" CIVICLL 3430, "Law and Economics"
5. collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership.	Contributing to understanding and decision-making concerning common problems supports... OSU's mission of "Fostering a Culture of Engagement and Service." The General Education program's aim of "Establish[ing] skills and abilities needed for engaged citizenship."	Leadership Professionalism Teamwork Career & Self Development	CIVICLL 4800, "Capstone Experience"

Civics Law and Leadership (CIVICLL) Courses and Curricular Map

These CIVICLL courses are designed to meet the state Civic Literacy requirement. As GE Foundation courses by OAA rule, they may count for the Minor but will NOT count for the Major.

Courses (Credit Hour)	Status	Program Learning Objective					Course Description
Foundational Courses		1	2	3	4	5	
CIVICLL 2110: American Creeds and Conflicts (3); GE Foundations: Social and Behavioral Sciences;	GE-F Civic Literacy	B	B	B			This course surveys how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an “electric cord” uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community? Students will compare answers from political leaders, constitutional theorists, and social scientists.
CIVICLL 2120: American Civic Traditions (3); GE Foundations: Historical and Cultural Studies	GE-F Civic Literacy	B	B	B			This course 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.

CIVICLL Bachelor of Arts Curriculum Map:

*** indicates a course is out for consultation/concurrence**

+ indicates a course is in development

I. Core Courses Required for the Major (2 Courses: 6 hours)

These interdisciplinary courses draw from history, political theory, law, and philosophy and are designed to provide students with a strong background in “understanding and analyzing the key ideas, texts, events, individuals, debates, tradition” that have shaped the practice of self-government. They will focus majors on both the skills of close reading of primary and secondary texts (PLO#1), as well as ask them to reflect upon the cultural assumptions and legal-constitutional forms that informed prior efforts (and failures) at self-government seeking to understand

what applicable lessons exist for our own day (PLO #2 and #3). Finally, each course will discuss, at a beginning level, what leadership decisions either enhanced or impeded the civic life and republican practice (PLO #5)

Course (Credit Hours)	Status	Program Learning Objectives					Short Description
Core Classes		1	2	3	4	5	
CIVICLL 2000: Can We Rule Ourselves? (3); Required	Major-Required	B	B	B		B	Effective self-government has been the historical exception rather than the rule. This course surveys the origins, institutions, achievements and failures of past efforts at self-government. Students will use both primary and secondary sources to gain a better understanding of how notions of citizenship and justice have varied across time, culture, and historical context. The focus is largely on republican government from the ancient period through the French Revolution.
CIVICLL 2130: America's Foundational Debates (3); Required	Major-Required	I	I	I		B	This course surveys debates about the proper design and aims of the government of the United States, focusing on the Federalist Papers and other primary texts from the founding period which set the parameters for subsequent debates about American civic life. Arguments from early texts are examined through their application to contemporary political debates and landmark Supreme Court cases.

II. Distribution Requirement (3 courses: 9 hours)

Students must take at least 1 course (at least 3 hours) from each of the categories listed in the large table below. These courses will ensure that they have familiarity with more advanced understandings of the ideas, texts and practices that have and continue to inform civic living, the legal concepts that have shaped and governed the American civic experience, and the ethical, theoretical and practical skills of successful civic leadership in a variety of spheres. PLO varies depending on coursework but focus primarily on intermediate and advanced work in PLOs #1 – 4.

- a. American Civic Life
- b. American Constitutionalism
- c. American Leadership

III. Specialization Requirement (2 courses: 6 hours)

Students must take an additional two courses in their area of specialization from one of those categories. These courses will allow students to prioritize the coursework they believe will be most useful for their particular post-graduate plans, which may include working for a non-profit, a think-tank, a career in public service, teaching, or pursuit of an advanced graduate degree such as an MBA, Law School, Graduate School, or Education. PLO varies depending on coursework but focus primarily on intermediate and advanced work in PLOs #1 – 4).

- a. American Civic Life
- b. American Constitutionalism
- c. American Leadership.

IV. Elective Courses (2 courses: 6 hours)

Students may take two courses or 6 hours in any CIVICLL or non-CIVICLL courses from any category. These are designed to allow students to select additional courses that can further their professional ambitions, general knowledge, or enhance their own self-development. They may be taken from any of the areas. (PLO outcomes vary depending on coursework).

V. Required Civic Application Courses (2 courses: 6 hours)

Students will take two courses (six hours) of advanced coursework which is aimed at helping them synthesize and apply their prior coursework. CIVICLL 4000 is intended to be taken during their Junior year to expose them to the different tools, including effective data analysis, that civic thinkers and leaders need to draw upon to identify, research, civilly debate, and work collaboratively to solve civic problems. The Capstone experience, taken during their senior year, will require them to work both independently and collectively to produce and present knowledge that will deepen public understanding of or appreciation for one or more elements of civic life, leadership, or law.

Course (Credit Hours)	Status	Program Learning Objectives					Course Description
		1	2	3	4	5	
CIVICLL 4000: Solving Civic Problems (3); Required	Major Only		A	A	A	A	Students learn to critically reflect on and judiciously select from different research methods that can be used to solve civic problems. It is an interdisciplinary course privileging approaches favored among scholars affiliated with civic studies and civic centers. It gives special attention to

							the role of quantitative methods in studying and solving civic problems, while encouraging students to identify what tools will be most helpful to hone in their respective career path.
CIVICLL 4800: Capstone Experience (3); Required	Major Only		A	A	A	A	Explores how to effectively communicate results from scholarly work to non-academic audiences. Students will examine how public-facing scholarship has been conducted by specialists trained in different fields (including law, history, and the hard sciences) and consider the distinct technical and political or public relations challenges faced by those seeking to influence civic discourse and solve civic problems. Assignments will prioritize teamwork and students will prepare a final project conveying for a public audience findings or conclusions derived from their research. Students will reflect comprehensively on their work for the major to explain and analyze how their understanding of their own capacity for learning has been strengthened and clarified through the encounter with new and challenging contexts.

Course Classifications for Distribution and Specialization Requirements.

Concurrence Note: Chase used information available to us to identify courses that we think align with the CIVICLL learning objectives and the appropriate level (beginner, intermediate, or advanced). We welcome other unit's suggestions for both additional courses that we should review for consideration and the appropriate level of programmatic alignment. If units do not wish to have their courses included, or believe they are improperly classified, please inform us and we will, of course, remove them.

- Distribution: Students must take at least 1 class (3 hours) in each category: a) American Civic Life; b) American Constitutionalism; c) American Leadership.
- Concentration/Specialization: Students must take at least 2 additional courses (6 hours) in one of the categories.
- Elective: Students may take any courses in any category to fulfil their 2 electives (6 hours). They may petition to have additional courses counted as an elective.

A. American Civic Life

Course (Credit Hours)	Status/ GE	Program Learning Objectives					Program Description
		1	2	3	4	5	

ARTSSCI 2400: Conversations on Morality, Politics, and Society (3) / ARTSSCI 2400 (H)	Possible GE Foundation. If so we would have to cut.			I		Students explore the COMPAS program topic from a variety of perspectives and attend or view recordings of various COMPAS events. They also complete additional readings, have 5-6 hours of meetings with the instructor, and write a term paper. (Prereq: Honors standing, or permission of instructor.)
CIVICLL 2200: The Pursuit of Happiness: An American Tradition (3)	GE Theme (accepted with contingency): Health and Well Being	B	I		B	The Declaration of Independence names "the pursuit of happiness" as an unalienable right. This course introduces the tradition of inquiry on happiness and the good life that informed the American Founders, as well as accounts of happiness from contemporary social science. Considers obstacles to measuring happiness and explores why our intuitions about what will make us happy are often wrong.
CIVICLL 2210: Freedom and Equality in American Literature (3) / CIVICLL 2210 (Embedded Honors)		I		B	B	This course surveys how American literature has imagined the conditions of political belonging through the key tension between equality and freedom. It proceeds through close reading of key works of fiction, nonfiction, and poetry to examine how writers have sought to define freedom and equality, shaping and transforming the American understanding of these ideals and the relationship between them.
CIVICLL 2230: Capitalism and its Critics: An Intellectual History +		B		B		Surveys the ideas and practices that created the capitalist system in early modern Europe and saw its eventual rise to dominance by the late nineteenth century. Considers capitalism not as a hegemonic force belonging to a specific disciplinary domain, but as a multi-faceted concept that has informed the beliefs and actions of kings, philosophers, economists, producers, consumers, and citizens.
CIVICLL 2300: Civic Friendship and Dialogue in American Democracy (3)	Proposed GE Theme: CJDW	B			B	How has American democracy generated friendship and dialogue among citizens, why are civic friendship and dialogue valuable even when strong differences of principle divide us, and do universities have a special role to play in helping people work together to establish a just society?
CIVICLL 3220: The Great American Novel (3)	Proposed GE Theme: TCT			I	I	Interprets landmark American novels by interrogating the terms of the course title. Applies key topics of civic thought to literary topics by asking: what makes a novel great? How do judgments about greatness change over the years? What makes a novel American? What is the relation between literary and political representation? How do novels differ from works of philosophy or political theory?

CIVICLL 3210: The Politics of Origins: God and Science as Guides to the Good Life (3) +			I	I			Explores the origin and evolution of religion and science, learning how they have intermingled over millennia. This course will help students explain how different veins of scientific inquiry and religious traditions, past and present, have conceived of, modelled and disputed the origins and evolution of the earth and humanities presence on it.
CIVICLL 3212: Christianity, Government, and the Law (3)	GE Theme (Accepted with Contingency): CJDW		I	I			Explores Christianity's interaction with Western and American law and government from Roman Law, Imperial Christianity, Monasticism, monarchy and Papal authority. the varying conceptions of law and national government in early modern Europe. Examines modern Christianity's connection to international law, civil rights, nationalism, liberal democracy, and American constitutional law and government.
CIVICLL 3250: Love and Friendship (3)	Anticipated as GE Foundation: Cultural Studies		I	I			Introduces students to the philosophic, literary, and theological traditions of reflection on two central pillars of the good life. Considers competing perspectives on love and friendship as they bear on our public, civic, and political lives and to those dimensions of our private lives that lie beyond the public sphere—including individual excellence, family formation, and religious worship.
CIVICLL 3215: Science, Health, and the Good Life (3)				I	I		In this course, students will study 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 or their historical antecedents. The course will invite consideration of how the liberal arts tradition can help us think about health, well-being, and how issues such as biotechnological enhancement, life extension, genetic engineering, artificial intelligence, and the metaverse relate to the good life.
CIVICLL 3300: How Politics Breaks Your Brain (3) / CIVICLL 3300 (Embedded Honors)	GE Theme: CJDW		I	I		I	Does politics make people smarter or dumber? Students will leave this class with an increased ability to navigate cognitive and moral errors that corrupt political reasoning among citizens in diverse societies. Topics covered include the intersection of citizen identity and politics, the ethics of partisan loyalty, and the role of social groups in the formation of our individual political beliefs.

CIVICLL 3305: Truth versus Post-Truth in Civic Life (3) *	Anticipated GE Theme: CJDW		I		I		This course explores how politically relevant knowledge is produced, consumed, and acted upon. Students will confront the challenges of obtaining adequate, balanced, and reliable knowledge about public affairs and also examine how laypeople, experts, and institutions can operate responsibly to achieve a healthy state of public knowledge and discourse surrounding it.
CIVICLL 3310: American Religion(s): Fractures and Foundations (3)	Proposed GE Theme: CJDW	I	I	I			This course introduces sociological perspectives on what religion is and how it works, especially in the United States; it explores what made the role of religion in the early American Republic distinct from other times and places; it examines the influence of religion in modern American society, with a focus on trends such as politicization and secularization.
CIVICLL 3320: Toleration and Its Discontents (3)	Proposed GE Theme: CJDW	I	I		I		This course explores the concept of toleration through historical, philosophical, and practical lenses. Examines sources from economics, history, and art to consider how philosophic principles toleration have shaped political and social institutions in liberal democracies, and gain insight into how societies can manage deep differences constructively today.
CIVICLL 3330: American Witch-Hunts, Then and Now (3)			I	I			Examines the legal, religious, and cultural dynamics of witch-hunting in early America and traces how similar patterns re-emerged in later stages of American life. While engaging broadly with the concept of the witch, the course focuses on the American experience, and how perceived threats to social order have challenged constitutional ideals such as due process, free speech, religious liberty, and the rule of law.
CIVICLL 3340: Science Fiction and Civic Life (3) *			I	I			Explores science fiction's significance for civic thought by asking: How do science fiction narratives envision the risks and possibilities technology presents for human freedom? How do they represent the contact of laws and institutions with the unknown? What governmental structures have science fiction authors imagined when projecting historical trends into the future?
CIVICLL 3350: How the World Became Rich (3) *	Proposed GE Theme: TCT			A			This course examines how economic and political institutions emerged, transformed, and endured across societies, drawing on case studies from imperial China and the early Islamic world to early modern Europe and industrial America. Students investigate how market economies took shape in specific historical contexts, and how

						state, religious, and commercial institutions fostered change and continuity. Expected Prerequisites: ECON 2001.1*
CIVICLL 3360: War as a Moral Problem (3) +			I	I		Detailed study of Thucydides, followed by major statements on justice in international relations from the history of political philosophy (e.g., Vittoria, Montesquieu, Kant). Can war ever be morally justified, or is it always a tragic byproduct of human societies that violates moral—and international—law? Why, despite the preponderance of war throughout history do warring parties often restrain their conduct to established moral norms and legal constraints? Focusing on the concept known as “just war,” this course examines these and related questions about war.
CIVICLL 3370: The Promise and Perils of Technology (3) *		I	I	I		The course investigates how technology has transformed our political, socio-economic, and religious lives, engaging with a range of sources from philosophic texts to literary classics, political tracts, and dystopian novels.
CIVICLL 4630: Civic Practices for a Contemporary World (WRITING EMBEDDED) (3)		A		A	A	Variable, Special Topics course. This transdisciplinary course focuses students on the ways that key concepts in the American civic tradition have been challenged by recent social and political developments, as well as how the American civic tradition is (or could) be constructively mobilized to address contemporary challenges. Topics could include: religious freedom and pluralism in the 21 st century; environmental sustainability and economic freedom; structural inequality and equality before the law; free trade and the Midwest’s Rust Belt.
CLAS 2206: Politics and Political Thought in the Ancient World (3)	GE Theme-CDJW	B	B			An advanced overview of the governance, politics, and political thought of ancient Greece and Rome. You will trace the development of the ideals and practices of ancient democracy, oligarchy, monarchy, and citizenship within their historical contexts; and examine how some of the earliest political theory was shaped by the societies in which philosophers and theorists lived.
CLAS 3210: Classics and African American Thought (3)	GE-Theme CJDW	B	I	I		This course focuses on citizenship, leadership, and political change in ancient Greek and Roman and modern African American thought. We examine how African American thinkers have 1) interpreted, made use of, and revised the Classics in their own work and 2) contributed to and developed traditions of political inquiry and debate traced to

						ancient Greece and Rome. (Prereq: English 1110.xx, GE foundation writing and info literacy course, or permission of instructor.)
CLAS 3302: Citizenship in Democratic Athens (3)	GE-Theme CJDW.	I				This class explores the performance of citizenship in ancient Athens. We will study how eighteenth and nineteenth century thinkers sought to marginalize Athens' democratic nature, we will then cover Athens' transformation from oligarchy to tyranny, learn about democracy in the sixth and fifth centuries BCE, and examine Athens' political structure.(Prereq: English 1110.xx, or GE foundation writing and info literacy course, or permission of instructor.)
CLAS 3324: Citizenship and Subjects of Rome (3)	GE-Theme CJDW.	I				This upper-level course focuses on the people of the Roman empire, its citizens, subjects, and neighbors. Focusing on different groups (e.g., the lower classes of Rome, the Greek speaking colonies in Italy, foreigners serving in the army, provincials, enslaved individuals, women), this course surveys how Rome, through its laws, restricted access to citizenship and full participation in government. (Prereq: English 1110.xx, or GE foundation writing and info literacy course, and Jr or Sr standing; or permission of instructor. Not open to students with credit for History 3224. Cross-listed in History.)
CLAS 4201: Political Thought & Institutions in the Greco-Roman World (3)	GE-Theme CJDW	A	A			An advanced overview of the governance, politics, and political thought of ancient Greece and Rome. You will trace the development of the ideals and practices of ancient democracy, oligarchy, monarchy, and citizenship within their historical contexts; and examine how some of the earliest political theory was shaped by the societies in which philosophers and theorists lived.
CLAS 4501: The Good Life: Ancient Ethical Philosophy (3)		A	A			Explorations of ancient ethical philosophy, from Socrates to the Hellenistic schools of Epicureanism and Stoicism, including their legacy in later periods.
COMPSTD 2341: Technology, Science, & Society (3)			B			Critical analysis of the relations among science, technology, and culture, with particular emphasis on ethical issues in technology and engineering. (Prereq: English 1110.01 (110.01) or equiv. Not open to students with credit for 2340 (272).).
ESPHE 5440: Philosophical Perspectives on Race, Education, and Citizenship (3)	GE-Theme CJDW.			A	A	This course allows participants to pursue philosophical questions at the intersection of race, education, and political life. These include: Does education play a very specific role in racialized patterns of benefit/detriment? What role does race play in understandings of

							educational policy & practice? How does race affect understandings of 'education for citizenship'?
ENGLISH 2276: Arts of Persuasion (3)	GE-Theme CJDW.			B	B		Introduces students to the study and practice of rhetoric and how arguments are shaped by technology, media, and cultural contexts. (Prereq: English 1110.xx, or GE foundation writing and info literacy course.)
ENGLISH 3379: Methods for the Study of Writing, Rhetoric and Literacy (3)					I		Introduction to the interrelated fields of Writing, Rhetoric, and Literacy, familiarizing students with key concepts that underlie work in these interrelated fields and to the scholarly methods of WRL. Together, this discipline studies the ways people use language and other symbols to convey messages, persuade audiences, and create meaning, and how these practices are learned and taught. (Prereq: 1110. Not open to students with credit for 2279.)
GEOG 3750: Geography of North America (3)					I		Geographical analysis of North America; spatial patterns and processes associated with culture, politics, economy and social difference at international, national, regional and urban scales. (Prereq: Not open to students with credit for 400.)
GEOG 3751: Geography of Ohio (3)					I		An appraisal of geographic factors in the settlement and development of Ohio; an overview of the evolution of the Ohio economy. (Prereq: Not open to students with credit for 401.)
HISTORY 2272: Reacting to the Past: Citizenship in Historical Context (3)	GE-Theme CJDW		B	B			Study the history of citizenship through a series of role-playing games! Students will explore the history of Ancient Athens, Renaissance Italy, and Revolutionary France by taking on an assigned persona and working in teams to respond to historical documents and events. Be prepared to work individually in reading primary documents and writing preparation, and in teams during class sessions.
HISTORY 2703: History of Public Health, Medicine, and Disease (3)	GE theme: health and well-being			B			Survey of the history of public health, disease and medicine in a global context. (Prereq or concur: English 1110.xx, or GE Foundation Writing and Information Literacy course, or permission of instructor.)
HISTORY 3030: History of Ohio (3)				I			Survey of economic, social, political development of the geographic area that became Ohio from Native Americans to present.

HISTORY 3560: Citizenship & American Military History: 1607–1902 (3)	GE-Theme CJDW	I	I				American military history, 1607-1902; with emphasis on citizenship, the formation of national security policy, war-waging, and the reciprocal impact of society and military institutions.
HISTORY 3561: Citizenship and American Military History: 1902 to the Present (3)	GE theme: CJDW	I	I				This course examines how uniformed service impacted Americans' conception of citizenship from the aftermath of the Spanish-American War through the wars in Afghanistan and Iraq after the terrorist attack on the U.S. homeland on September 11, 2001. (Prereq or concur: English 1110.xx, or completion of GE Foundation Writing and Information Literacy Course, or permission of instructor.)
HISTORY 3678: Applied Public History: Museum Pasts, Practices, and Challenges (3)				A		A	Do you want to work in museums or collections? In this course, explore the global history of museums and collections through both historical/theoretical study and practical museum methods and real-world projects. Students will work with artifacts, conduct collections research and create their own exhibits while analyzing the challenges, benefits and ethics of public-facing history and museum work.
PHILOS 3210: History of Ancient Philosophy	GE Theme: TCT						Major figures and issues in Greek philosophy: presocratics, Socrates, Plato, Aristotle. With high impact practice of research inquiry.
POLITSC 2150: Voters and Elections (3)	GE theme: CJDW			A			Students will engage in an in-depth study of the mechanics of democracy. Students will take a close look at various forms of voting and representation around the world and examine the motivation and tactics of elite actors (candidates, reporters, interest groups, political parties, media personalities, etc.) and the voting public.
POLITSC 3780: Data Literacy and Data Visualization				I			Introduction to the tools of data analysis in political science, with an emphasis on data visualization.
POLITSC 4125: American State Politics (3)				A	A		Comparative analysis of politics in the American states.
POLITCSC 5411: Justice, Sin & Virtue: Ancient & Medieval Thought							This course focuses on foundational texts in western political thought: from ancient Athens, republican and imperial Rome, the Christian middle ages, and the Italian Renaissance. These works deal with themes that remain central in modern political life, including social justice, political action and religious faith, and the struggle between civic virtue and self-interest. (Prereq: Not open to students with credit for 4411 (470), or 6411 (670).)

POLITSC 5412 - Life, Liberty, and Property: Early Modern Political Thought (3)			A	A	A		Why do we have government? What are the proper limits of its authority? What should we do when its demands conflict with our moral or religious beliefs? These questions lie at the center of early modern political thought, and gave rise to the idea of the social contract. (Prereq: Not open to students with credit for 4412 (471) or 6412 (671).)
POLITCSC 5413: Democracy, Equality & Revolution: 19 th Century Political Thought			A	A	A		This course examines some of the earliest and most influential attempts to wrestle with the practical implications of living in a world where people were not only considered equal in theory, but were becoming equal in fact. Topics of discussion will include the relationship between liberty and equality, individualism and conformity, alienation and exploitation, and morality and power. (Not open to students with credit for 6413 (672) or 4413 (472).)
POLITCSC 5414: Liberalism, Totalitarianism, and Empire: 20 th Century Political Thought			A	A	A		The 20th century was a time of unprecedented transformations: world wars, genocide, the collapse of colonialism and the spread of capitalism. This course examines the political theories that contributed to these developments as well as efforts to understand these changes.
PUBAFRS 2120: Public Service and Civic Engagement (3)	GE theme: CJDW					B	This course introduces students to the role an engaged citizenry plays in a democracy. Students will explore trends in civic engagement, the reasons behind these trends, and their consequences; along with issues of social equity in engagement and strategies to increase civic participation.
RELSTD 3672: Native American Religions (3)	GE Theme: TCT			A			This course is a comparative survey of indigenous religions of North America, patterns and diversity in religious experience, cosmologies, myths, rituals, social organizations, and sacred roles. Some of the goals of this course are to broaden student knowledge of American Indian peoples; through the course, students will be exposed to, and gain an understanding of Native American Indian communities as reflected in the diversity of their spiritual beliefs, myths, rituals, ceremonies, traditions and adaptations.

B. American Constitutionalism

Course (Credit Hours)	Status	Program Learning Objectives					Course Description
		1	2	3	4	5	
CIVICLL 2410: Litigating Citizenship: Key Cases and Controversies (3) *		I	I		I		How have the legal-constitutional terms of American citizenship changed over time, and how have those changes been driven by competing principles of constitutional meaning and legal interpretation? This course considers the Supreme Court's contributions to defining the terms of American citizenship in a complex and ever-changing multi-ethnic, multi-racial, and multi-religious society.
CIVICLL 2420: The Evolution of Citizenship (3)	Proposed GE Theme: CJDW	I	I	I			Explores the evolution of citizenship in the United States from the Revolutionary War through the ratification of the 19th Amendment. Students consider how individuals and groups outside positions of formal political power pushed to expand or restrict who could claim the mantle of citizen in the United States during this crucial and foundational first 150 years of the nation, immersing themselves in the context of the times through both primary and secondary sources.
CIVICLL 3400: Landmark Court Cases (3) +		A	A		A		This course explores great debates, powerful arguments, specious claims, memorable characters, and points of order in the U.S. Supreme Court.
CIVICLL 3430: Law & Economics (3) *			A	A			This course introduces two approaches to the study of law and economics: the first uses economics to understand how changes in legal rules affect human behavior; the second uses economics to explain the structure and variation of legal rules. Topics include property, contract, tort, crime and punishment, as well as broader issues related to legal structures and the legal process.
CIVICLL 3440: Revolution and Constitution (3) +		A	A	A			Survey of the political philosophies that influenced major revolutions, and the constitutional texts that emerged from them (including U.S. state constitutions).
CIVICLL 3450: State Constitutional Law (3): *		A			A	A	This course examines the often-overlooked but foundational role of state constitutions and state courts in shaping American constitutional law. Students will explore how state courts have interpreted their constitutions independently of federal precedent, how state constitutional structures differ from the federal model, and

							how state governments serve as laboratories of constitutional experimentation.
CIVICLL 3460: The Rights that Make Us America (3) +		A	A		A		This course explores the deep historical roots of the Fourteenth Amendment across eight centuries of Anglo-American legal development. Students will examine how the principles of the Fourteenth Amendment evolved from Magna Charta through the English Civil Wars, the American Founding, and Reconstruction, and how they continue to shape constitutional interpretation, what it means to be an American, and what makes us America, today.
CIVICLL 4610: Problems and Debates in American Constitutionalism (3) (Writing Embedded) +		A			A	A	This variable topic course will expose students to some of the great legal debates within the American civic tradition-- past, present, as well as anticipated future legal controversies. Students will learn how central components and concepts in that tradition--from the Bill of Rights, to concepts like equality, individual choice—have been/are being interpreted and debated within the American legal system. The course will have a strong experiential component with students being exposed to both the substance behind these debates and the processes by which they are being mitigated within
CIVICLL 5xxx: Ohio Constitutionalism (3) +					A	A	
CIVICLL 5xxx: Constitutional Interpretation (3) *		A			A	A	
CIVICLL 5xxx: Originalism and its Alternatives (3) +		A	A			A	
AEDECON 3170: Agribusiness Law (3)				I			A study of the legal system and selected areas of law that affect agricultural types of businesses, including civil liabilities, property law, business law and regulatory law. (Prereq: 2001 (200), 2001H (200H), Econ 2001 (200), or 2001H (201H). Not open to students with credit for 470 or 670.)
COMM 3404: Media Law and Ethics (3)				I			This course will explore the theory, history, and ethical issues associated with free speech and free press areas of the First Amendment. Students will analyze key legal and ethical issues that affect journalism and media, with a focus on cases that have shaped

						media law and theories that help journalism professionals make decisions. (Prereq: Not open to students with credit for 3404H.)
INTSTDS 4242: Incomplete Democracies: the (Un)Rule of Law in Latin America (3)				A		This course explores various forms of violence including electoral violence and political assassination, organized crime, police brutality, and other human rights abuses in Latin America.
INTSTDS 5800: International Law (3)			A	A		Examination of the varied sources, traditions, functions and structures of international law and its significance in maintaining stability, continuity and communication in the international system. (Prereq: Soph standing or above, or permission of instructor. Not open to students with credit for 650.)
LAW 4030: Introduction to the American Legal System (3)		A				An introduction to American Law and the legal system. It is for undergrad students interested in Law and Public Policy minor. The course introduces basic legal concepts, principles, and procedures.
LAW 4035: Understanding Jurisprudence: An Introduction to Legal Theory (3)		A				Jurisprudence is the study of legal philosophies, theories and perspectives and centers on an understanding of the science or knowledge of law. (Prereq: This course is not available to JD, MSL, LLM or other graduate level students.)
PHILOS 3410: Philosophical Problems in the Law (3)			I	I		Introduction to the nature of law and the philosophical and moral problems concerning law; justification of civil disobedience, criminal punishment, plea bargaining, and the enforcement of morality. (Prereq: Not open to students with credit for 338.)
POLITSC 4130: Law and Politics (3)		A	A			Analysis of the roles of judges and lawyers as participants in the American political process; analysis of courts as political institutions. (Prereq: Not open to students with credit for 516.)
POLITSC 4135: American Constitutional Law (3)		A	A			Assessment of the contemporary realities of U.S. governmental authority as interpreted by the judiciary; emphasis on judicial review, case and controversy requirements, and legislative and executive power. (Prereq: Not open to students with credit for 520.)
POLITSCI 4136: Civil Liberties (3)				A	A	An examination of civil liberties decisions by American courts, their legal and political bases, and their effects on government and society. (Prereq: Not open to students with credit for 519.)
PSYCH 4485: Psychology & the Law (3)			A	A		Contributions of psychological theories to the legal system and the role of mental health professionals in this system. (Prereq: A grade

						of C- or above in 2220 and 2300. Not open to students with credit for 485.)
PUBAFRS 3210: Civics, the Making of Law, and the Development & Implementation of Public Policy (4)	GE-Theme CJDW			I	I	This course is an introduction to the range of topics that exists at the intersection of civics, public policy, and law. It provides a grounding in the operation of the three branches of American government and the complexities of their interrelationships, as well as the democratic challenge of organizing them for the promotion of the common good and the advancement of a just & equitable society.
PUBAFRS 3220: Citizenship in the Age of Big Data: Law, Technology, & Social Justice (3)	GE-Theme CJDW		I	I		This course equips students with an in-depth understanding of civil liberties and rights during a time of swift technological transformation. We will explore what it means to be a citizen in the age of big data and how technological transformations can either uphold or challenge core constitutional protections. Key focal points include surveillance, algorithmic bias, and free speech.
PUBAFRS 4510: Law and Public Affairs (3)				A		Introduces students to the legal environment within which public employees and administrators operate, emphasizing the work of the judiciary, and providing a legal basis for the study of public affairs, with a focus on how the courts engage in the policy making process.
PUBAFRS 5506: Administration of Criminal Justice Policy (3)				A		Students will become familiar with the structure of the criminal justice system and the application of public management and organizations theory to the criminal justice system. Many of the applications will focus on Ohio, but the theories and concepts are broadly applicable to the American system of criminal justice.
SOCIOL 4509: Sociology of Law (3)				A		The relationship between law and social order emphasizing the structure of law, social origins of law, and law as a source of social change. (Prereq: Jr standing or above, or permission of instructor or department. Not open to students with credit for 509.)
SOCWORK 5015: Social Work and the Law (3)				A		This course examines ways that social workers can use the law and legal process to advocate for social justice. The purpose is to teach students the legal concepts and principles that shape social welfare policy and impact social work practice. It will also discuss ways students can use this knowledge to influence the legal process and advocate on both a micro and macro level. (Prereq: Jr, Sr, or Grad standing.)

C. American Leadership

Course (Credit Hours)	Status	Program Learning Objectives					Course Description
		1	2	3	4	5	
CIVICLL 3500: The Art of Statesmanship (3)		I	I	I			This course examines the art of statesmanship, the meaning of political greatness, and the proper means of educating leaders. Qualities of character required for effective statesmanship are analyzed using books written by past leaders for future leaders. Considers how demands on leaders have shifted across different historical periods, local contexts, institutional arrangements, and ethical frameworks.
CIVICLL 3540: Leadership & Managerial Dilemmas (3) +				A		A	Explores the nature of hierarchical organizations: why they exist, the tradeoffs and dilemmas that managers must confront, and the role of leaders in establishing or maintaining organizational hierarchies. Uses theoretical toolkits of economics and organizational theory to explore examples from the history of economic, political, and religious organizations.
CIVICLL 3550: Presidential Crises in War & Peace (3)			I	I			Explores a series of crises that have defined American presidential leadership and shaped American history. Introduces the dual perspectives of the policymaker and the historian, using both as tools to understand how and why U.S. presidents have made their most challenging decisions. Considers how the criteria for fairly evaluating the decisions of leaders, both historically and in the present.
CIVICLL 3560: Profiles in American Leadership (3)			I	I	I	I	Variable, Special Topics course. This transdisciplinary course draws on historical and contemporary case studies in leadership from various civic arenas: politics (local, state, and federal), religious, education, business, and non-profit. Students will explore: what ideas and philosophical premises underly healthy, or unhealthy, civic leadership? How do leaders navigate the tension between tradition and change? How have American leaders successfully channeled American ideals of equality, individualism, and freedom, into constructive, community-minded civic ends?

CIVICLL 3520: Kings, Tyrants, and Citizens in the Early Modern Imagination (3) +			I	I			This multidisciplinary course also aims to help students cultivate political judgment through the reading and discussion of Shakespeare's plays and through the analysis of several of his most famous villains and heroes, including Macbeth, Julius Caesar, and Henry V.
CIVICLL 3570: Thinking Well, Leading Well (3) * / CIVICLL 3570 (Embedded Honors)				I	A	A	This course examines intellectual leadership and followership, with special attention paid to civic dimensions of thinking in public. Students explore who counts as an "intellectual leader" and how this status squares with (and departs from) legitimacy and expertise. They also examine where authority lies in online forums, i.e. in mass agreement and dissent ('likes' or 'shares' online) and 'influencers'. Students investigate a follower's responsibility in thinking for oneself, and when it is challenging to do so. Phenomena such as groupthink, echo chambers, and epistemic bubbles are also explored. Throughout the term, students practice habits of mind (e.g., fair-mindedness, intellectual charity, intellectual carefulness, curiosity) that make them excellent thinkers in a world where just and careful thinking are rare.
CIVICLL 3580: Dietrich Bonhoeffer & Moral Life (3) *			A	A			This course examines the life, thought, and legacy of Dietrich Bonhoeffer (1906–1945)—theologian, pastor, ecumenist, and resistance figure against the Nazi regime—through close reading of his writing, such as <i>Discipleship</i> , <i>Life Together</i> , and <i>Ethics</i> , alongside historical sources and advanced secondary scholarship. We foreground Bonhoeffer as a Christian theologian whose convictions shaped civic courage and resistance, attending especially to his Harlem encounter with Black American Christianity and its lasting impact on his theology. By situating Bonhoeffer within both his historical moment and the American cultural imagination, students will analyze how religious faith informs moral leadership, the defense of the oppressed, and responsible action in public life.
CIVICLL 4510: Representing Leadership: Key Texts from the Am. Civic Tradition (3) +		A	A	A			A people's expectations of its leaders are reflected and shaped by texts that dramatize the conduct of individual leaders as worthy of praise or blame, emulation or warning. This course surveys a selection of such texts that either emerged within the American civic tradition or powerfully influenced it, potentially including Plutarch, the Old Testament, Shakespeare, <i>The Godfather</i> , <i>Profiles</i>

							<i>in Courage, The Art of the Deal</i> . These texts will be placed into dialogue with one another and/or scholarship that explores the theory and practice of civic life and leadership more generally.
CIVICLL 4620: Problems and Solutions in American Leadership (3) (Writing Embedded)+				A	A	A	
AAEP 5671: Organizational Leadership in the Nonprofit Arts (3)						A	Students will be assisted in enhancing their knowledge and ability to take responsible leadership roles in non-profit arts organizations and as a major constituent of public arts agencies. (Prereq: Not open to students with credit for 671.)
BUSHMHR 2210: Personal Leadership and Team Effectiveness (3) / BUSHMHR 2210 (H)						B	Effective management practices and how leadership practices lead to effective team and organizational performance.
BUSHMHR 3211: Leadership and Character (3)						I	Issues of leadership as related to value-based decision making, character, and personal integrity.
COMLDR 3530. Foundations of Personal and Professional Leadership (3) / COMLDR 3530 (Embedded Honors)			I			I	Leadership theories, principles, and concepts. Research-based theories, methods of social scientific inquiry, individual strengths, personal leadership philosophy and vision, concepts of diversity and ethics, and professional development plan. (Prereq: Not open to students with credit for AEE 342.)
ESHESA 2572: Introduction to Leadership Development in Learning Organizations (3)			B	B			Concepts and strategies that are necessary to be an effective leader. Through a variety of leadership assessments, students will learn about their leadership styles and preferences. Repeatable to a maximum of 12 cr hrs.
ESHESA 3573: Theories of Leadership in Learning Environments (3)			I			I	A focus on the particular opportunities and challenges that exist in understanding the theories related to leadership development in a complex and changing world. Repeatable to a maximum of 12 cr hrs.
HISTORY 3676: Leadership in History (3)	GE-Theme CJDW.		I	I			This course employs the lessons, models, and narratives of history to consider different characteristics of leadership and analyze how those qualities might shape students' own vision of what it means to be an informed citizen, leader, and follower.
PHILOS 2390: Ethics and Leadership (3)	GE-Theme CJDW		B	B			Students will engage with leading scholarship on the justification of authority, democratic citizenship, morally responsible decision-making, and virtue ethics to understand how citizenship in a just

							and diverse society shapes our ideals and practices of ethical leadership.
POLITSC 3450: Ethics & Public Policy (3)			I		I		Contemporary approaches to public policy evaluation and their ethical foundations, including efficiency, security, rights, welfare, and equity. (Prereq: Not open to students with credit for 304.)
POLITSC 3912: Political Leadership (3)			A		A		Establishment of a working definition of political leadership, investigation of recruitment of leaders, analysis of major functions political leaders perform, and assessment of consequences of political leadership. (Prereq: 1100 (100), 1200 (101), or 3100 (300). Not open to students with credit for 612.)
PUBAFRS 2160: Exploring Public Affairs (3)				B		B	Overview of public affairs as a field. Exposes students to relevant career opportunities. The course draws on experience of faculty and practicing professionals, providing public affairs perspectives in traditional and nontraditional career paths. (Prereq: Open to John Glenn Learning Community students only or by permission of instructor. Repeatable to a maximum of 3 cr hrs. This course is graded S/U.)
PUBAFRS 2130: Leadership in the Public and Nonprofit Sectors (3)			B			B	Students examine theories of leadership; learn the unique challenges of being a leader in the public or nonprofit sectors; analyze the practices, strategies, and habits of successful leaders; and assess their own leadership competencies. Recommended prereq: 2110. (Prereq: Not open to students with credit for 290.)
PSYCH 3522: Organizational Psychology (3)			A	A			Overview of theory, method, and practice of organizational psychology: motivation, job attitudes, leadership, groups, organizational design. (Prereq: 1100. Not open to students with credit for 4522.)
PSYCH 3900: A Practical Guide to Ruling the World (3)	GE-Theme CJDW						Contemporary and historical research research as applied to governing and the governed, including social and political psychology, behavioral economics, and more. Reading and discourse on psychological research including: flags and symbols, authoritarianism, patriotism, protests and rebellion, taxation, the media, police psychology, conspiracy theories, and immigration. (Prereq: Completion of GE Foundation Social and Behavioral Sciences course.)

PHYSICS 2100: Physics and Technology for Future Presidents	GE-Theme NNM			I			Using physics concepts and scaling laws, students will explore problems of societal importance, including energy security and sustainability, global warming, space technologies, and quantum physics. This will establish a knowledge base for future leaders in government, companies, and organizations who must adapt to an ever-changing world where technologies play a critical role. (Prereq: Math 1075 or above; or Math Placement Level N; or permission of instructor.)

Appendix B. Sample Program

Bachelor of Arts in Civics, Law, and Leadership Sample Four - year Program						
	Autumn Semester	Cr. Hrs	Spring Semester	Cr. Hrs.	Total Hours	Major Cr. Hrs.
Year 1	(GE) English 1110 or WIL	3	(GE) Visual & Performing Arts	3		
	(GE) Natural Science, w/ lab	4	(GE) Social Science	3		
	Civic Literacy	3	(GE) Historical/Cultural	3		
	(GE) Math/Quant/Logic	3	(Major Core) CIVICLL 2000	3		
	Survey	1	ECON 2001.1*	3		
	GenEd 1201(Launch)	1				
	Semester Total Hours	15	Semester Total Hours	15	1 st year: 30	3
Year 2	(Major Core) CIVICLL 2130	3	(Major Distrib. #2) CIVICLL	3		
	(Major Distrib. #1) CIVICLL	3	(Major Distrib. #3) CIVICLL	3		
	(GE) 2 nd Theme #1	3	(GE) 2 nd Theme #2	3		
	(GE) CDJW #1	3	(GE) Theme: CDJW #2	3		
	(GE) REGD—Foundation	3	Elective, Minor, 2 nd Major	3		
	Semester Total Hours	15	Semester Total Hours	15	2 nd year: 30	12
Year 3	(Major Concentration #1) CIVICLL	3	(Major Concentration #2) CIVICLL	3		
	(Major Core) CIVICLL 4000: Embedded Data and Technology	3	(Major Elective #1) CIVICLL	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	Elective, Minor, 2 nd Major	3	Internship, Research, Elective	3		
	Semester Total Hours	15	Semester Total Hours	15	3 rd year: 30	12
Year 4	(Major Core: Capstone) CIVICLL 4800: Embedded GE Writing	3	(Major) CIVICLL Elective #2	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	Elective, Minor, 2 nd Major	3	Elective, Minor, 2 nd Major	3		
	GenEd 4001(Reflection)	1				
	Semester Hours	16	Semester Hours	15	4 th year: 31	6
					Total Hrs.: 121	Major Hrs.: 33

* ECON also counts as GE Foundation: Social Science but would be a prerequisite for some of our courses.

Appendix C. Advising Sheet

Will bring completed after curriculum map is finalized after concurrence

Appendix D. Concurrence

From: [Ralph, Anne](#)
To: [Smith, Randy](#); [Reed, Katie](#)
Subject: Re: Concurrence Request - Civics, Law, and Leadership Major
Date: Tuesday, January 27, 2026 12:45:30 PM
Attachments: [image001.png](#)
[image001.png](#)

Hi, Randy and Katie,

I hope you are staying warm. The College of Law grants concurrence for this request.

Thank you,

Anne



Anne E. Ralph

Morgan E. Shipman Professor in Law
Associate Dean for Academic Affairs & Strategic Initiatives
Michael E. Moritz College of Law
55 West 12th Avenue | Columbus, OH 43210
614-247-4797 Office | ralph.52@osu.edu
Pronouns: she/her/hers

From: Reed, Katie <reed.901@osu.edu> on behalf of Smith, Randy <smith.70@osu.edu>

Date: Friday, January 23, 2026 at 3:06 PM

To: Greenbaum, Rob <greenbaum.3@osu.edu>, Ralph, Anne <ralph.52@osu.edu>, Snyder, Anastasia <snyder.893@osu.edu>

Cc: Reed, Katie <reed.901@osu.edu>, Smith, Randy <smith.70@osu.edu>

Subject: Concurrence Request - Civics, Law, and Leadership Major

All,

Attached is the proposal from the Chase Center to establish a major in Civics, Law, and Leadership leading to the Bachelor of Arts. Please review for concurrence and provide any feedback to me by Friday, February 6.

Once the proposal has been reviewed for concurrence, it will be submitted to the Council on Academic Affairs for review.

Thanks.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

From: [Snyder, Anastasia](#)
To: [Smith, Randy](#)
Cc: [Greenbaum, Rob](#); [Ralph, Anne](#); [Reed, Katie](#)
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major
Date: Friday, February 6, 2026 9:53:29 AM
Attachments: [CIVICLL Concurrence Review Memo.docx](#)
[Outlook-tslv1cbz.png](#)

Good morning, Randy. The Department of Educational Studies sent the attached 3-page memo that outlines their concerns about the Chase Center major proposal EHE was asked to review for concurrence. The memo also includes suggestions for revisions for a second concurrence review. Please let me know if you have any questions.

Tasha



Anastasia R. Snyder
Associate Dean for Faculty Affairs
College of Education and Human Ecology
The Ohio State University
snyder.893@osu.edu
Office: 614-688-4169 / Cell: 614-256-8959

From: Miller, Dustin <miller.1534@osu.edu>
Sent: Friday, February 6, 2026 9:42 AM
To: Snyder, Anastasia <snyder.893@osu.edu>
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi Tasha,

I'm sending along the attached memo on the Chase major concurrence request. Your synopsis captures the essence of this new memo, but I'm forwarding in case you want to use it as well. I know today is Randy's deadline.

Thanks!

Dustin



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

College of Education and Human Ecology
Department of Educational Studies
121C Ramseyer Hall
29 W. Woodruff Ave.
Columbus, OH 43210

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miller.1534@osu.edu

Buckeyes consider the environment before printing.

From: Allen, Ann <allen.952@osu.edu>
Sent: Thursday, February 5, 2026 4:25 PM
To: Miller, Dustin <miller.1534@osu.edu>
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi Dusty,

Rhodesia also had concerns about the CLL (Chase) proposal. She put together a memo synthesizing the unit's responses. I'm forwarding the email with the edited memo attached. Let me know if you need anything more

Thanks,
Ann

Ann Allen, Ph.D.
Associate Professor, Educational Policy
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
301-A Ramseyer Hall
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Columbus, OH 43209
[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

From: Allen, Ann <allen.952@osu.edu>
Sent: Thursday, February 5, 2026 3:54 PM
To: McMillian, Rhodesia <mcmillian.27@osu.edu>; Goddard, Yvonne <goddard.21@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>; Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>
Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

I edited the conclusion so that it reads that that given the concerns we cannot make a decision on concurrence at this time.

One issue here is that we don't really have a bachelors program in this area. We have a couple of classes, but I'm not sure we have the standing to deny concurrence. The concerns are important, though, so I will send this on to Dusty.

Let me know if you are okay with the edit.

Thanks,

Ann

Ann Allen, PhD. | pronouns: *she/her/hers*

Associate Professor, Educational Policy

Department of Educational Studies

College of Education and Human Ecology

The Ohio State University

301A Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210

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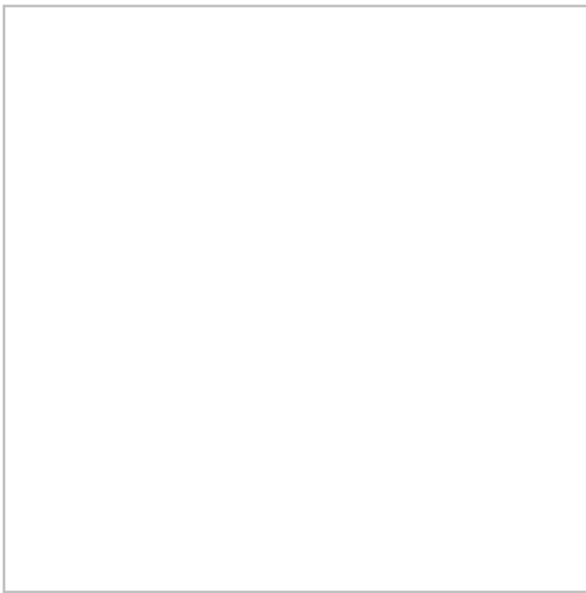
From: McMillian, Rhodesia <mcmillian.27@osu.edu>

Date: Thursday, February 5, 2026 at 3:22 PM

To: Allen, Ann <allen.952@osu.edu>, Goddard, Yvonne <goddard.21@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan <warnick.11@osu.edu>, Errante, Antoinette <errante.1@osu.edu>, Voithofer, Rick <voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

Hey everyone. I wrote out my concerns, merged them with [@Goddard, Yvonne's](#), and asked CoPilot (I'm in the EHE AI cohort and wanted to learn CoPilot) to create a memo with our concerns about the concurrence review. The document reflects all of our emails and summarizes our concerns. I've attached it and it can be shared with Dusty.



Rhodesia McMillian, Ph.D.

Assistant Professor of Education Policy

College of Education and Human Ecology

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[202.888.4076](tel:202.888.4076) (text only)

Mcmillian.27@osu.edu



[Education Law Scholars Early-Career Fellow](#)



[Policy Research Fellow](#)

Read More About My Edited Book, [Advancing Qualitative Inquiry Toward Methodological Inclusion](#) [HERE](#)

Google Scholar Page: <https://tinyurl.com/drrhodesiamcmillian>

Access my most recent publications [HERE](#) & [HERE](#)

Learn about my Spencer Foundation grant [HERE](#) and USDOE grant [HERE](#)

Check out my [TEDx on Dignity in Public Education](#)

Schedule a meeting with me [HERE](#)

From: Allen, Ann <allen.952@osu.edu>

Date: Thursday, January 29, 2026 at 11:23 AM

To: Goddard, Yvonne <goddard.21@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan <warnick.11@osu.edu>, McMillian, Rhodesia <mcmillian.27@osu.edu>, Errante, Antoinette <errante.1@osu.edu>, Voithofer, Rick <voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

Thanks, Yvonne.

These are all great points. The proposal is for a program, which is maybe why we don't see the syllabi yet. Also, given its unique governing arrangement, the proposals look different than what we might see coming from curriculum units in the colleges.

I don't know that there is anything here that we can really point to from our end that lends itself to a concurrence concern. But I can certainly share concerns about the proposal with Dusty.

Thank you for your review, Yvonne. If anyone else has anything to add, I will pass that on as well.

Best,
Ann

From: Goddard, Yvonne <goddard.21@osu.edu>

Sent: Wednesday, January 28, 2026 5:28 PM

To: Allen, Ann <allen.952@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>; McMillian, Rhodesia <mcmillian.27@osu.edu>; Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

I'm not sure there's enough information here to make a concurrence decision. Don't we need to see the proposed syllabi to make the most informed decisions about concurrence?

I also have a lot of questions about vague language that doesn't lend itself well to reaching decisions about concurrence. I list a few below that are illustrative but not comprehensive.

[Overall, the lack of peer-reviewed citations to support the positions described in this letter is remarkable. They also offer several claims with no support (e.g., notable to education is at the top of p.7).]

What are the "best lessons from behavioral, social, and natural sciences?" We teach those sciences in some of our courses but lack enough information from the proposal to know if there's overlap. Also, who determines "best?" Without seeing syllabi and reading lists, this seems spurious.

The same concern applies to their Program Goal 5: *Collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common*

understanding, civil debate, and civic leadership.

We collaborate with internal and external constituents frequently, though perhaps not in the context they describe. I expect their syllabi might clarify the connections and departures.

From: Allen, Ann <allen.952@osu.edu>

Sent: Wednesday, January 28, 2026 4:30 PM

To: Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>; Goddard, Yvonne <goddard.21@osu.edu>; McMillian, Rhodesia <mcmillian.27@osu.edu>; Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>

Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi All,

Dusty sent me this concurrence request - proposal from Chase. Could you look over and see if there is anything that you are concerned would be an overlap or infringement?

I think this is more related to Ed Admin and HESA. So they are looking at this, too.

Thanks,
Ann

Ann Allen, Ph.D.
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Columbus, OH 43209
[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

From: Miller, Dustin <miller.1534@osu.edu>

Sent: Wednesday, January 28, 2026 12:42 PM

To: Gimbert, Belinda <gimbert.1@osu.edu>; Goddard, Roger <goddard.9@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Allen, Ann <allen.952@osu.edu>; Barnes, Amy <barnes.269@osu.edu>

Subject: Concurrence Request - Civics, Law, and Leadership Major

Hello all:

We've received a concurrence request from the Chase. Note, this is a major proposal vs. the individual course requests that we've seen coming from them lately. I'm also looping in Roger and

Belinda since this hits squarely on leadership, albeit undergraduate. Most of their requests thus far have been around civics, etc.

As you'll see from Randy's email below, we need to have a decision back by February 6. Since the college is reviewing at various levels, please let me know if you see any issues by February 5.

Stay warm!

Dusty



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

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miller.1534@osu.edu

Buckeyes consider the environment before printing.

From: Reed, Katie <reed.901@osu.edu> on behalf of Smith, Randy <smith.70@osu.edu>
Sent: Friday, January 23, 2026 3:06 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>; Ralph, Anne <ralph.52@osu.edu>; Snyder, Anastasia <snyder.893@osu.edu>
Cc: Reed, Katie <reed.901@osu.edu>; Smith, Randy <smith.70@osu.edu>
Subject: Concurrence Request - Civics, Law, and Leadership Major

All,

Attached is the proposal from the Chase Center to establish a major in Civics, Law, and Leadership leading to the Bachelor of Arts. Please review for concurrence and provide any feedback to me by Friday, February 6.

Once the proposal has been reviewed for concurrence, it will be submitted to the Council on Academic Affairs for review.

Thanks.

Randy

The Ohio State University



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

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Assisted by:

Katie Reed

Executive Assistant

Summary of Concerns

This memo consolidates concerns raised by faculty reviewers regarding the proposal for a new Bachelor of Arts in Civics, Law, and Leadership (CIVICLL) submitted by the Salmon P. Chase Center for Civics, Culture, and Society. The following points summarize key issues that must be addressed before a concurrence decision can be responsibly made.

Lack of Syllabi and Curricular Detail

The proposal does not include syllabi, reading lists, or detailed course descriptions. Without these, it is impossible to assess potential overlap with existing courses or determine the academic rigor of the proposed curriculum.

Vague and Aspirational Language

The proposal frequently uses broad, undefined terms such as 'rigorous engagement,' 'transformative experience,' and 'best lessons from the behavioral, social, and natural sciences' without clarifying what these entail. This lack of specificity undermines the ability to evaluate the program's distinctiveness or feasibility.

Unsupported Claims and Lack of Peer-Reviewed Evidence

Numerous claims about national trends, student demand, and program outcomes are supported by polls or think-tank reports rather than peer-reviewed scholarship. This weakens the academic foundation of the proposal.

Overlap with Existing Programs

The proposal does not adequately address potential overlap with existing programs in leadership, civic engagement, public affairs, or the social sciences. It fails to provide a side-by-side comparison with relevant offerings in the Colleges of Education and Human Ecology, Arts and Sciences, or the John Glenn College of Public Affairs.

Methodological Ambiguity

The proposal references 'methodological training' and 'multi-disciplinary perspectives' but does not specify which methods will be taught, how they will be sequenced, or how students will be assessed on methodological competence.

Faculty Capacity and Program Delivery

The proposal does not provide sufficient information about faculty qualifications, teaching loads, or advising capacity. It references future hires and developing

objectives, suggesting the program is not yet fully staffed or ready for implementation.

Assessment and Learning Outcomes

While the proposal lists general assessment tools (e.g., papers, presentations), it does not align these with specific learning outcomes or provide rubrics, benchmarks, or timelines. This makes it difficult to evaluate whether the program can deliver on its goals.

Concurrence Response

To: Council on Academic Affairs

From: Education Policy

Date: February 5, 2026

Re: Concurrence Review – Bachelor of Arts in Civics, Law, and Leadership

Introduction

We have reviewed the proposal for a new Bachelor of Arts in Civics, Law, and Leadership submitted by Salmon P. Chase Center for Civics, Culture, and Society. We appreciate the intent to strengthen civic education at The Ohio State University. However, we find that the current proposal lacks sufficient detail to support a concurrence decision at this time.

Summary of Concerns

Our concerns fall into the following categories:

1. Lack of syllabi and detailed course descriptions
2. Use of vague and aspirational language without operational definitions
3. Unsupported claims and absence of peer-reviewed evidence
4. Potential overlap with existing programs in leadership, civic engagement, and social sciences
5. Ambiguity regarding methodological training and disciplinary content
6. Unclear faculty capacity and program delivery readiness
7. Incomplete assessment plan and lack of alignment with learning outcomes

Specific Page-Referenced Issues

1. Page 4: “rigorous engagement with the ideas, texts, debates...” lacks specificity about content and methods.
2. Page 6: “students will develop the intellectual habits, ethical dispositions...” no explanation of how these are taught or assessed.

3. Page 7: “best lessons from the behavioral, social, and natural sciences” is undefined and potentially overlapping with existing courses.
4. Page 8: “multi-disciplinary perspective” lacks detail on implementation or assessment.
5. Pages 19–21: Curricular requirements are listed without course descriptions or syllabi.
6. Pages 24–27: Faculty qualifications and teaching capacity are not addressed.

Conclusion

Given the concerns outlined above, our department is unable to grant concurrence for the proposed Bachelor of Arts in Civics, Law, and Leadership at this time. We respectfully request that the proposing unit provide detailed syllabi, reading lists, course descriptions, faculty assignments, and a revised assessment plan before we can revisit this request.



February 13, 2026

W. Randy Smith, PhD
Vice Provost for Academic Programs
Council on Academic Affairs
Office of Academic Affairs
203 Bricker Hall
190 North Oval Mall
Columbus, OH 43210

Dear Randy:

The John Glenn College of Public Affairs appreciates the opportunity to review the Chase Center's proposal for a new BA degree in Civics, Law, and Leadership for concurrence.

The College's Undergraduate Studies Committee discussed the proposal as part of its February 6, 2026, meeting. We are able to provide concurrence for the proposal, although we have one remaining concern about the proposal and several suggestions.

Based upon a review of the course syllabi we have seen, we see how this proposed degree is distinct from the Glenn College's BA in Public Management, Leadership and Policy and the College's BS in Public Policy Analysis. However, prospective students likely will not carefully study the course syllabi. Concern was expressed that the degree title, "Civics, Law, and Leadership" does not adequately distinguish the degree from other offerings on campus, nor does it accurately reflect the focus of the degree. If helpful, the committee suggested several alternative degree names, the first of which is constituent with the name of the center, the Salmon P. Chase Center for Civics, Culture, and Society:

- o BA in Civics, Culture, and Society
- o BA in American Civic Tradition
- o BA in Constitutional Studies and Civic Life
- o BA in American Constitutionalism and Civic Life
- o BA in Constitutional Thought, Civic Life, and Leadership
- o BA in American Ideas and Institutions



Beyond our review for concurrence, we have several additional suggestions:

- We appreciate the inclusion of elective offerings from the Glenn College and other programs. We further suggest consideration of the following classes:
 - American Civic Life
 - PUBAFRS 2170 Equity, Justice, and Public Service
 - PUBAFRS 3000 Public Policy Analysis
 - PUBAFRS 4040 Public Sector Data Science and Management
 - American Leadership
 - PUBAFRS 2500 Guardians of Democracy: Public Servants Over Time
- We suggest removal of PUBAFRS 2160 Exploring Public Affairs, as this is a class unique to our Learning Community.
- The proposal mentions that the degree is an opportunity to collaborate across campus, but provision of more concrete examples of such collaboration would be useful.

As such opportunities to collaborate are cultivated, the Glenn College looks forward to working with the Chase Center.

Sincerely,

Robert T. Greenbaum,
Professor

From: [Martin, Andrew](#)
To: [Reed, Katie](#)
Subject: RE: Concurrence Request - Civics, Law, and Leadership Major
Date: Sunday, February 8, 2026 9:27:42 PM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

You can use this as concurrence, pending feedback from Comparative Studies.

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education
Professor of Sociology
114 University Hall, 230 North Oval Mall
Columbus, OH 43210
614-247-6641 Office
martin.1026@osu.edu

From: Reed, Katie <reed.901@osu.edu>
Sent: Saturday, February 7, 2026 2:12 PM
To: Martin, Andrew <martin.1026@osu.edu>
Subject: RE: Concurrence Request - Civics, Law, and Leadership Major

Andrew,

Should I use this email as the official concurrence from ASC, or will you send something more formal?

Thanks,
Katie

From: Martin, Andrew <martin.1026@osu.edu>
Sent: Friday, February 6, 2026 5:32 PM
To: Greenbaum, Rob <greenbaum.3@osu.edu>; Snyder, Anastasia <snyder.893@osu.edu>; Smith, Randy <smith.70@osu.edu>
Cc: Ralph, Anne <ralph.52@osu.edu>; Reed, Katie <reed.901@osu.edu>
Subject: RE: Concurrence Request - Civics, Law, and Leadership Major

Hi Randy

I wanted to update you on where ASC is at. Currently Philosophy, Leadership, and PPE have all granted concurrence. I have not received a response from English or Political Science. Thank you for grant Comparative Studies an additional week to review the proposal.

So, while no units in ASC have objected, I do share Glenn and EHE's concerns regarding the lack of syllabi.

Best

Andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

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From: Greenbaum, Rob <greenbaum.3@osu.edu>

Sent: Friday, February 6, 2026 3:55 PM

To: Snyder, Anastasia <snyder.893@osu.edu>; Smith, Randy <smith.70@osu.edu>

Cc: Ralph, Anne <ralph.52@osu.edu>; Reed, Katie <reed.901@osu.edu>

Subject: RE: Concurrence Request - Civics, Law, and Leadership Major

Hi Randy,

The Glenn College's Undergraduate Curriculum Committee met late this morning and had an opportunity to discuss the proposed new BA degree from the Chase Center more fully.

We share EHE's concern about the lack of syllabi in the proposal (I had assumed the full version of the proposal would include them). In many cases, I think provision of the syllabi will help allay some of the worry about offering duplication. We also still would be more comfortable with a degree name that is more closely reflective of the focus of the degree.

Please find attached our more formal letter.

Sincerely,

Rob



THE OHIO STATE UNIVERSITY

Robert T. Greenbaum

Professor, Associate Dean for Curriculum

John Glenn College of Public Affairs

350E Page Hall, 1810 College Road, Columbus, OH 43210
614-292-9578 Office / 614-292-2548 Fax
<https://glenn.osu.edu/rob-greenbaum>
Pronouns: he/him/his

From: Snyder, Anastasia <snyder.893@osu.edu>
Sent: Friday, February 6, 2026 9:53 AM
To: Smith, Randy <smith.70@osu.edu>
Cc: Greenbaum, Rob <greenbaum.3@osu.edu>; Ralph, Anne <ralph.52@osu.edu>; Reed, Katie <reed.901@osu.edu>
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Good morning, Randy. The Department of Educational Studies sent the attached 3-page memo that outlines their concerns about the Chase Center major proposal EHE was asked to review for concurrence. The memo also includes suggestions for revisions for a second concurrence review. Please let me know if you have any questions.

Tasha



Anastasia R. Snyder
Associate Dean for Faculty Affairs
College of Education and Human Ecology
The Ohio State University
snyder.893@osu.edu
Office: 614-688-4169 / Cell: 614-256-8959

From: Miller, Dustin <miller.1534@osu.edu>
Sent: Friday, February 6, 2026 9:42 AM
To: Snyder, Anastasia <snyder.893@osu.edu>
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi Tasha,

I'm sending along the attached memo on the Chase major concurrence request. Your synopsis captures the essence of this new memo, but I'm forwarding in case you want to use it as well. I know today is Randy's deadline.

Thanks!

Dustin



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies
Assistant Professor of Clinical Educational Studies

College of Education and Human Ecology
Department of Educational Studies
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29 W. Woodruff Ave.
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614-688-3891 Office
miller.1534@osu.edu

Buckeyes consider the environment before printing.

From: Allen, Ann <allen.952@osu.edu>
Sent: Thursday, February 5, 2026 4:25 PM
To: Miller, Dustin <miller.1534@osu.edu>
Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi Dusty,

Rhodesia also had concerns about the CLL (Chase) proposal. She put together a memo synthesizing the unit's responses. I'm forwarding the email with the edited memo attached. Let me know if you need anything more

Thanks,
Ann

Ann Allen, Ph.D.
Associate Professor, Educational Policy
Department of Educational Studies
College of Education and Human Ecology
The Ohio State University
301-A Ramseyer Hall
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Columbus, OH 43209

[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

From: Allen, Ann <allen.952@osu.edu>
Sent: Thursday, February 5, 2026 3:54 PM
To: McMillian, Rhodesia <mcmillian.27@osu.edu>; Goddard, Yvonne <goddard.21@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>; Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>
Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

I edited the conclusion so that it reads that that given the concerns we cannot make a decision on concurrence at this time.

One issue here is that we don't really have a bachelors program in this area. We have a couple of classes, but I'm not sure we have the standing to deny concurrence. The concerns are important, though, so I will send this on to Dusty.

Let me know if you are okay with the edit.

Thanks,
Ann

Ann Allen, PhD. | pronouns: *she/her/hers*
Associate Professor, Educational Policy

Department of Educational Studies

College of Education and Human Ecology
The Ohio State University

301A Ramseyer Hall, 29 W. Woodruff Ave., Columbus, OH 43210

[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

--

From: McMillian, Rhodesia <mcmillian.27@osu.edu>
Date: Thursday, February 5, 2026 at 3:22 PM
To: Allen, Ann <allen.952@osu.edu>, Goddard, Yvonne <goddard.21@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan

<warnick.11@osu.edu>, Errante, Antoinette <errante.1@osu.edu>, Voithofer, Rick
<voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

Hey everyone. I wrote out my concerns, merged them with [@Goddard, Yvonne](#)'s, and asked CoPilot (I'm in the EHE AI cohort and wanted to learn CoPilot) to create a memo with our concerns about the concurrence review. The document reflects all of our emails and summarizes our concerns. I've attached it and it can be shared with Dusty.



Rhodesia McMillian, Ph.D.

Assistant Professor of Education Policy

College of Education and Human Ecology

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[202.888.4076](tel:202.888.4076) (text only)

Mcmillian.27@osu.edu



[Education Law Scholars Early-Career Fellow](#)



[Policy Research Fellow](#)

Read More About My Edited Book, [Advancing Qualitative Inquiry Toward Methodological Inclusion](#) [HERE](#)

Google Scholar Page: <https://tinyurl.com/drrhodesiamcmillian>

Access my most recent publications [HERE](#) & [HERE](#)

Learn about my Spencer Foundation grant [HERE](#) and USDOE grant [HERE](#)

Check out my [TEDx on Dignity in Public Education](#)

Schedule a meeting with me [HERE](#)

From: Allen, Ann <allen.952@osu.edu>

Date: Thursday, January 29, 2026 at 11:23 AM

To: Goddard, Yvonne <goddard.21@osu.edu>, Thompson, Winston <thompson.3588@osu.edu>, Warnick, Bryan <warnick.11@osu.edu>, McMillian, Rhodesia <mcmillian.27@osu.edu>, Errante, Antoinette <errante.1@osu.edu>, Voithofer, Rick <voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

Thanks, Yvonne.

These are all great points. The proposal is for a program, which is maybe why we don't see the syllabi yet. Also, given its unique governing arrangement, the proposals look different than what we might see coming from curriculum units in the colleges.

I don't know that there is anything here that we can really point to from our end that lends itself to a concurrence concern. But I can certainly share concerns about the proposal with Dusty.

Thank you for your review, Yvonne. If anyone else has anything to add, I will pass that on as well.

Best,
Ann

From: Goddard, Yvonne <goddard.21@osu.edu>

Sent: Wednesday, January 28, 2026 5:28 PM

To: Allen, Ann <allen.952@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>; McMillian, Rhodesia <mcmillian.27@osu.edu>; Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>

Subject: Re: Concurrence Request - Civics, Law, and Leadership Major

I'm not sure there's enough information here to make a concurrence decision. Don't we need to see the proposed syllabi to make the most informed decisions about concurrence?

I also have a lot of questions about vague language that doesn't lend itself well to reaching decisions about concurrence. I list a few below that are illustrative but not comprehensive.

[Overall, the lack of peer-reviewed citations to support the positions described in this letter is remarkable. They also offer several claims with no support (e.g., notable to education is at the top of p.7).]

What are the "best lessons from behavioral, social, and natural sciences?" We teach those sciences in some of our courses but lack enough information from the proposal to know if

there's overlap. Also, who determines "best?" Without seeing syllabi and reading lists, this seems spurious.

The same concern applies to their Program Goal 5: *Collaborate in a mutually beneficial way with people and groups inside and beyond the academy to co-produce, share, and apply knowledge related to power, law, or politics, contributing to self-governance, common understanding, civil debate, and civic leadership.*

We collaborate with internal and external constituents frequently, though perhaps not in the context they describe. I expect their syllabi might clarify the connections and departures.

From: Allen, Ann <allen.952@osu.edu>

Sent: Wednesday, January 28, 2026 4:30 PM

To: Thompson, Winston <thompson.3588@osu.edu>; Warnick, Bryan <warnick.11@osu.edu>;
Goddard, Yvonne <goddard.21@osu.edu>; McMillian, Rhodesia <mcmillian.27@osu.edu>;
Errante, Antoinette <errante.1@osu.edu>; Voithofer, Rick <voithofer.2@osu.edu>

Subject: Fw: Concurrence Request - Civics, Law, and Leadership Major

Hi All,

Dusty sent me this concurrence request - proposal from Chase. Could you look over and see if there is anything that you are concerned would be an overlap or infringement?

I think this is more related to Ed Admin and HESA. So they are looking at this, too.

Thanks,
Ann

Ann Allen, Ph.D.
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Columbus, OH 43209
[614-292-0289](tel:614-292-0289)
Allen.952@osu.edu

From: Miller, Dustin <miller.1534@osu.edu>

Sent: Wednesday, January 28, 2026 12:42 PM

To: Gimbert, Belinda <gimbert.1@osu.edu>; Goddard, Roger <goddard.9@osu.edu>; Thompson, Winston <thompson.3588@osu.edu>; Allen, Ann <allen.952@osu.edu>; Barnes, Amy <barnes.269@osu.edu>

Subject: Concurrence Request - Civics, Law, and Leadership Major

Hello all:

We've received a concurrence request from the Chase. Note, this is a major proposal vs. the individual course requests that we've seen coming from them lately. I'm also looping in Roger and Belinda since this hits squarely on leadership, albeit undergraduate. Most of their requests thus far have been around civics, etc.

As you'll see from Randy's email below, we need to have a decision back by February 6. Since the college is reviewing at various levels, please let me know if you see any issues by February 5.

Stay warm!

Dusty

The Ohio State University



Dustin W. Miller, Ph.D.

Associate Chair of Educational Studies

Assistant Professor of Clinical Educational Studies

College of Education and Human Ecology

Department of Educational Studies

121C Ramseyer Hall

29 W. Woodruff Ave.

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[614-688-3891](tel:614-688-3891) Office

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Buckeyes consider the environment before printing.

From: Reed, Katie <reed.901@osu.edu> on behalf of Smith, Randy <smith.70@osu.edu>

Sent: Friday, January 23, 2026 3:06 PM

To: Greenbaum, Rob <greenbaum.3@osu.edu>; Ralph, Anne <ralph.52@osu.edu>; Snyder, Anastasia <snyder.893@osu.edu>

Cc: Reed, Katie <reed.901@osu.edu>; Smith, Randy <smith.70@osu.edu>

Subject: Concurrence Request - Civics, Law, and Leadership Major

All,

Attached is the proposal from the Chase Center to establish a major in Civics, Law, and Leadership leading to the Bachelor of Arts. Please review for concurrence and provide any feedback to me by Friday, February 6.

Once the proposal has been reviewed for concurrence, it will be submitted to the Council on Academic Affairs for review.

Thanks.

Randy



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

[614-292-5881](tel:614-292-5881) Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

From: [Smith, Randy](#)
To: [Reed, Katie](#)
Subject: FW: Concurrence Feedback on Proposed CIVICLL Major
Date: Friday, February 13, 2026 11:53:09 AM
Attachments: [image001.png](#)
[COMPARISONMAJOR_Forensic Anthropology Major.pdf](#)
[image002.png](#)



W. Randy Smith, Ph.D.

Vice Provost for Academic Programs

Office of Academic Affairs

University Square South, 15 E. 15th Avenue, Columbus, OH 43201

614-292-5881 Office

smith.70@osu.edu

Assisted by:

Katie Reed

Executive Assistant

From: Perez, Ashley <perez.390@osu.edu>
Sent: Friday, February 13, 2026 11:43 AM
To: Martin, Andrew <martin.1026@osu.edu>
Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Smith, Randy <smith.70@osu.edu>; Renga, Dana <renga.1@osu.edu>; Weiner, Isaac <weiner.141@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>; Dew, Spencer <dew.50@osu.edu>; Urban, Hugh <urban.41@osu.edu>
Subject: Concurrence Feedback on Proposed CIVICLL Major

Dear colleagues,

On behalf of the Undergraduate Studies Committee, I am writing to provide Comparative Studies' concurrence response regarding the proposed BA in Civics, Law, and Leadership. At this time, we cannot provide concurrence on the major. The major's current state of development and several procedural concerns limit our ability to fully evaluate the proposal's potential overlaps with our programming.

We would appreciate having these observations included in the record of the proposal's review.

Overview of concerns:

- The proposal relies heavily on courses that do not yet exist in approved form, making it difficult to assess the major's structure or impact, or how it would—in fact—overlap with existing programs and course offerings.
- Program requirements are organized around broad categories rather than concrete, available courses, which prevents meaningful evaluation of curricular coherence.

- The proposed curriculum spans a wide range of disciplinary areas without sufficient evidence of cross-unit communication and coordination.
- Without developed and approved courses, potential overlaps cannot be adequately assessed.

Further explanation of concerns:

The curriculum map and narrative list a large number of CIVICLL courses across three broad domains (American Civic Life, American Constitutionalism, and American Leadership), but many of these courses are noted as in development, anticipated, or otherwise not yet fully created or approved.

This makes it difficult to determine what students would actually take and how the program would function in practice. The reliance on categories rather than available, fully developed courses further limits our ability to assess issues such as scaffolding, sequencing, or the distinctiveness of offerings relative to current curricula across the humanities and social sciences.

Because concurrence involves evaluating potential interactions with existing programs, the lack of finalized courses prevents us from determining whether overlaps would be complementary or duplicative.

For context and comparison, we are attaching a recently approved new major proposal for Forensic Anthropology. This provides an example of a proposal submitted with all courses fully developed and available for review, which allowed reviewers and departments providing concurrence to understand the curriculum's scope and feasibility.

Sincerely,

Ashley Hope Pérez



Ashley Hope Pérez (she/her/hers)

Associate Professor of Comparative Studies
 Director of Undergraduate Studies
 World Literatures Program Coordinator
 451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
perez.390@osu.edu

Listen to this [Voices of Excellence podcast](#) to learn more about my research, fiction, and advocacy for readers' rights.

Interested in defending young people's access to diverse literature? Check out advocacy opportunities through the [Unite to Read Project](#), a 3-year initiative I'm directing at The Ohio State University.

Non-Fiction

[Banned Together: Our Fight for Readers' Rights](#) (2025), editor and contributor
[Deformative Fictions: Cruelty and Narrative Ethics in Twentieth-Century Latin American Literature](#) (2024), winner of the [MLA Matei Calinescu Award](#) for a distinguished work of scholarship in twentieth- or twenty-first-century literature; available in print and as a [FREE open access pdf](#)

Novels

[*Out of Darkness*](#) (2015), winner of the Américas Book Award, the Tomás Rivera Book Award, and an ALA Printz Honor

[*The Knife and the Butterfly*](#) (2012)

[*What Can't Wait*](#) (2011)

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Thursday, February 5, 2026 9:59 AM

To: Perez, Ashley <perez.390@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Smith, Randy <smith.70@osu.edu>; Renga, Dana <renga.1@osu.edu>; Weiner, Isaac <weiner.141@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>; Dew, Spencer <dew.50@osu.edu>

Subject: RE: Communication regarding CIVICLL Major Submission

Hi Ashley

I have heard from other units (that have granted concurrence), but will definitely include DUGs in such requests moving forward. Because DUGs aren't always the folks that review concurrence requests for departments I usually rely on the chairs to forward the request to the appropriate contact in the department.

Randy, as Ashley indicates, we'd like a few extra days to review the proposal. Again, I believe all the other ASC units have granted concurrence. I also believe another non-ASC unit has asked for more information, so such a request would hopefully align with Comp Studies request for an extension.

Best

Andrew



THE OHIO STATE UNIVERSITY

Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology

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martin.1026@osu.edu

From: Perez, Ashley <perez.390@osu.edu>

Sent: Thursday, February 5, 2026 9:47 AM

To: Martin, Andrew <martin.1026@osu.edu>

Cc: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>; Smith, Randy <smith.70@osu.edu>; Renga, Dana <renga.1@osu.edu>; Weiner, Isaac <weiner.141@osu.edu>; Arceno, Mark Anthony <arceno.1@osu.edu>; Dew, Spencer <dew.50@osu.edu>

Subject: Communication regarding CIVICLL Major Submission

Hi Andrew,

I hope this message finds you well! I received the request for feedback on the CIVICLL major proposal yesterday. I am looking forward to giving it a close read as well as sharing it with the UGS committee and relevant faculty. Given the scope of the proposal, though, our committee will need more than 24 hours to review it carefully and provide substantive feedback.

I do see that the request was sent to department chairs on 1/23. It looks like DUGSs weren't included among the recipients. To ensure timely review, it would be very helpful to include Directors of Undergraduate Studies on these requests as well. Especially in smaller units like ours, chairs manage many competing demands, so sending concurrence requests to both chairs and DUGS/undergraduate committee contacts helps prevent delays and ensure the materials reach the right reviewers quickly.

With that in mind, I have three quick requests:

- (1) Would you be willing to resend the request to evaluate the CIVICLL major to the relevant Directors of Undergraduate Studies (in addition to department chairs), so the undergraduate committees receive it directly?
- (2) Would it be possible for the Comparative Studies Undergraduate Committee--and any other departments' committees that may have had delays in receiving the concurrence request--to have until Friday, Feb. 13 to review the proposal and share feedback?
- (3) Going forward, could we standardize distribution so concurrence requests go to DUGS/undergraduate committee contacts as well as department chairs?

Thank you so much for your efforts on this, and for all that you are doing for ASC and our learners as we work through these approvals.

Sincerely,
Ashley



Ashley Hope Pérez (she/her/hers)

Associate Professor of Comparative Studies
Director of Undergraduate Studies
World Literatures Program Coordinator
451 Hagerty Hall, 1775 S. College Rd., Columbus, OH 43210
perez.390@osu.edu

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in twentieth- or twenty-first-century literature; available in print and as a [FREE open access pdf](#)

Novels

[Out of Darkness](#) (2015), winner of the Américas Book Award, the Tomás Rivera Book Award, and an ALA Printz Honor

[The Knife and the Butterfly](#) (2012)

[What Can't Wait](#) (2011)

From: Urban, Hugh <urban.41@osu.edu>

Sent: Wednesday, February 4, 2026 1:20 PM

To: Weiner, Isaac <weiner.141@osu.edu>; Perez, Ashley <perez.390@osu.edu>

Subject: Fw: CIVICLL Major Submission

Do either of you have opinions on this concurrence request from Chase for their proposed major?

From: Martin, Andrew <martin.1026@osu.edu>

Sent: Friday, January 23, 2026 10:56 AM

To: Levi, Scott <levi.18@osu.edu>; Urban, Hugh <urban.41@osu.edu>; Hewitt, Elizabeth <hewitt.33@osu.edu>; Kurtz, Marcus <kurtz.61@osu.edu>; D'Arms, Justin <darms.1@osu.edu>; Fullerton, Mark <fullerton.1@osu.edu>; Turner, Piers <turner.894@osu.edu>; MacGilvray, Eric <macgilvray.2@osu.edu>

Cc: King, Ryan <king.2065@osu.edu>; Renga, Dana <renga.1@osu.edu>; Smith, Randy <smith.70@osu.edu>; Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>

Subject: FW: CIVICLL Major Submission

Hello

As you are aware, the Chase Center is proposing a new major in Civics, Law and Leadership. They are requesting concurrence from units in Arts and Sciences that have offerings in these areas.

Randy Smith, Vice Provost for Academic Programs, who is working closely with the Center, and I are sending you the proposed major (**attached**), which includes information on the course offerings and assessment plans.

We ask that you please provide feedback on this concurrence request within two weeks (**February 6**) . Note that lack of a response by that date assumes concurrence. Additionally, your unit offers specific courses that align with the mission of this proposed major, please provide a syllabus for review.

Best

Andrew



Andrew W. Martin

Associate Dean for Undergraduate Education

Professor of Sociology
114 University Hall, 230 North Oval Mall

Columbus, OH 43210
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APPROVAL TO REVISE PROGRAM CURRICULA

CLASSICS MAJOR
COMPARATIVE STUDIES MAJOR
NATURAL RESOURCE MANAGEMENT MAJOR
ENVIRONMENTAL POLICY AND DECISION MAKING MAJOR

Synopsis: Approval of revisions to the Classics major, Comparative Studies major, Natural Resource Management major, and the Environmental Policy and Decision Making major are proposed.

WHEREAS the Department of Classics proposes to merge its three existing undergraduate majors — Classics, Ancient History and Classics, and Modern Greek — into a single Bachelor of Arts in Classics degree; and

WHEREAS the revised Classics major will include six specializations and a new introductory seminar to better highlight students' academic interests and provide clearer pathways through the major; and

WHEREAS the revised Comparative Studies major consolidates the existing Comparative Studies, Religious Studies, and World Literatures majors into a single major program with five specializations: Cultural Studies; Religious Studies; World Literatures; Folklore; and AI Ethics, Science and Technology Studies; and

WHEREAS the revised Comparative Studies major enhances students' ability to communicate their academic interests and areas of expertise through transcribed specializations while providing clearer pathways for degree completion, improved advising and stronger preparation for employment and graduate study; and

WHEREAS the School of Environment and Natural Resources proposes to revise and rename the Natural Resource Management major as the Parks and Recreation major to provide a clearer disciplinary focus and better reflect career pathways in parks, recreation, visitor services and public-facing natural resource management; and

WHEREAS the revised Parks and Recreation major replaces the existing specialization model with a cohesive curriculum that strengthens preparation in recreation management, policy and legal considerations, communication and human behavior, administration and fiscal responsibilities, and environmental management; and

WHEREAS the School of Environment and Natural Resources also proposes to revise and rename the Environmental Policy and Decision Making major as the Environmental Policy major, which maintains the interdisciplinary strengths of the existing program while providing students with greater curricular flexibility through a streamlined and more accessible degree structure; and

WHEREAS the revised Environmental Policy major strengthens student preparation in environmental governance, policy analysis, decision-making tools and coupled human-natural systems, better aligning the major with contemporary environmental challenges and workforce opportunities; and

WHEREAS the proposals were reviewed by a subcommittee and then approved by the full Council on Academic Affairs at meetings between April 27, 2026, and July 23, 2026:

NOW THEREFORE

BE IT RESOLVED, That the Board of Trustees hereby approves the revisions to the Classics major, Comparative Studies major, Natural Resource Management major, and the Environmental Policy and Decision Making major.



March 14, 2026

Dear Chair and Members of the Arts and Sciences Curriculum Committee:

On March 10th, the Arts and Humanities Subcommittee 1 reviewed a request from the Department of Classics to merge three existing majors into a single program. Currently the department offers three separate majors: Ancient History & Classics; Modern Greek; and Classics, with four tracks: Classical Humanities; Greek; Latin; and Greek and Latin. The department proposes to convert the Ancient History & Classics and Modern Greek majors into tracks of the Classics major. Thus, following this reorganization, the department will offer a single Classics major with six possible tracks. The tracks will appear on students' transcripts as specializations, making students' interests and academic experience more visible to potential employers and graduate programs. A new required seminar (Classics 2001) will orient all students to the possible tracks and pathways through the major. Advising will not be disrupted, and staff are prepared to accommodate the revision. According to the proposal, no other public institutions within a thirty-mile radius offer equivalent programs.

A&H Subcommittee 1 voted unanimously to approve the request without contingency. The proposal is now advanced to the ASCC with a motion to approve.

Warm regards,

Tom Dugdale
Associate Professor
Department of Theatre, Film, and Media Arts
Chair, ASC A&H Subcommittee 1

February 13, 2026

Dear Colleagues,

The Department of Classics is proposing a merger of the undergraduate major programs we currently offer. I am writing to clarify the relationship of the proposed changes to our current major programs.

Our department currently offers 3 majors:

- Classics, with 4 tracks: Classical Humanities; Greek; Latin; Greek and Latin
- Ancient History & Classics
- Modern Greek

These programs have close curricular connections. Classics majors study the Greek and Roman worlds, with Greek and Latin language and/or focus on sources in translation. Ancient History & Classics majors combine Greek and Latin language with historical study of the Greek and Roman worlds. Modern Greek majors focus on Greek language, literature, and culture.

Our proposed merger will convert Ancient History & Classics and Modern Greek into tracks of the Classics major. We have made some modest revisions to the requirements for the major; the most significant is the creation of a 1-credit seminar for all tracks (Classics 2001), which orients students to pathways in the major.

Following the merger, the Classics major will have 6 tracks: Ancient History & Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

The merger will thus integrate pre-existing major programs (Ancient History & Classics and Modern Greek) into a pre-existing structure (a Classics major with multiple tracks). The program descriptions and learning goals accord with our long-established and approved degree programs.

If you have questions, please do not hesitate to contact me.

Sincerely,



Harriet Fertik
Associate Professor
Director of Undergraduate Studies
Department of Classics



**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:

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 **No**

Endorsement **No**

SECTION 1: RATIONALE

1.1 Rationale for the program.

This merger will allow the Department of Classics to continue to offer degree options in “Ancient History and Classics” and “Modern Greek.” The “Ancient History and Classics” specialization is an interdisciplinary program that combines training in Classics and History, and the “Modern Greek” specialization trains students in the language, literature, and culture of Greek and Greek-American communities, locally and globally. The advising staff of the department are able to advise students on the revised major.

The Classics major already includes four specializations and will now offer these additional two specializations, for a total of six specializations.

The merger will create opportunities for students to graduate with a degree in Classics and have a transcriptable specialization in one of the following areas:

New specializations (tracks) (2): Ancient History and Classics; Modern Greek

Existing specializations (tracks) (4): Classical Humanities; Greek; Latin; Greek and Latin

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.

Ancient History and Classics	54.0199
Modern Greek	16.0601

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.

- o *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.*

Classics at Ohio State encompasses the study of: 1) Greece, Rome, and their Mediterranean neighbors between 1000 BCE and 1000 CE 2) the reception and interpretation of the Greek and Roman worlds in different social, cultural, and political contexts 3) Modern Greek and the Greek world of the last ten centuries. Classics majors study key topics in the Greek and Roman worlds and their complex legacies in the present (e.g., Greek and Latin literatures; social, political, and intellectual history; religion; identity and cultural difference; citizenship and civic life; material culture; classical reception; diaspora; Modern Greek literature, film, and society).

Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek

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.*

The merger will allow the Department of Classics to continue to offer degree options in Ancient History and Classics and Modern Greek: these programs will become tracks within the existing Classics major.

The Classics major currently includes four (4) specializations (tracks) and will now offer an additional two (2) specializations (tracks), for a total of six (6) specializations (tracks).

The “Ancient History and Classics” track is an interdisciplinary major that combines training in Classics and History, and the “Modern Greek” track trains students in the language, literature, and culture of Greek and Greek-American communities, locally and globally.

Ancient History and Classics: Ancient History and Classics is an interdisciplinary major that combines two areas of study that are closely related: Classics is the study of the cultures of ancient Greece and Rome and the people they affected. Ancient History is the study of political, military and cultural events and developments the cultures and people of ancient Greece and Rome experienced over time, from the Bronze Age to the beginning of the Middle Ages.

Modern Greek: The modern Greek major includes courses in the language, culture, literature and linguistics of the Greek world. Students studying modern Greek progress from an elementary working knowledge of the language to oral and written fluency. In addition to mastering patterns of speech and grammar, they are introduced to the culture and society of Greece and of the Greek diaspora.

The merger will create opportunities for students to graduate with a degree in Classics and have a transcriptable specialization in one of the following areas:

New specializations (tracks) (2): Ancient History and Classics; Modern Greek
Existing specializations (tracks) (4): Classical Humanities; Greek; Latin; Greek and Latin

Program Learning Goals

Learning goals are operationalized in the curriculum by a) coursework on Greek and Roman literature, history, religion, politics, society, philosophy, and material culture (rubrics: CLAS and MDRNGRK) and language study through advanced levels (rubrics: GREEK, LATIN, MDRNGRK); b) writing and research opportunities (via coursework and independent study/ thesis options); c) **optional** internship opportunities on and off campus (e.g., Center for Epigraphical and Paleographical Studies, Museum of Classical Archaeology, K-12 schools)

Classics Major (BA):

- Students demonstrate understanding of the literatures, cultures, and histories of Greece and Rome and the methods used in scholarly research
- Students use primary and secondary sources to research key topics in the Greek and Roman worlds
- Students develop the ability to read Greek and/or Latin texts (in translation and/or original languages) and to situate them in their cultural and historical contexts
- Students analyze the role Greece and Rome have played in the history of societies and cultures up to the present day
- Students interpret cultures that are distinct both in place and time, using Greece and Rome as case studies

New tracks:

Classics Major Track: Ancient History and Classics

- Students broaden their knowledge of the history of Greece and Rome and the methods used in scholarly research in ancient history
- Students develop the ability to read Greek and/or Latin texts in the original languages and to situate them in their cultural and historical contexts
- Students use original documents and scholarship to research topics in Greek or Roman history

Classics Major Track: Modern Greek

- Students broaden their knowledge of Greek literature (in the original and in translation) and culture
- Students develop proficiency in the Modern Greek language
- Students foster understanding of the Hellenic diaspora and develop a global awareness of the interaction of societies

Existing tracks:

Classics Major Track: Classical Humanities

- Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting
- Students research a topic in ancient literatures and cultures by making use of the documents of these cultures
- Students analyze the role Greece and Rome have played in the history of societies and cultures up to the present day
- Students interpret cultures that are foreign both in place and in time, using the cultures, literatures and religions of Greece and Rome as case studies

Classics Major Tracks (3): Classical Greek; Latin; Classical Greek and Latin

- Students master language competence in Greek and/or Latin, i.e. (i) students read and translate ancient Greek and/or Latin texts, and (ii) students analyze and explain Greek and/or Latin sentences in terms of grammar and syntax
- Students analyze and explain an ancient Greek and/or Latin literary text
- Students demonstrate understanding of the literature and cultures of ancient Greece and Rome in their historical setting
- Students research a topic in ancient literatures and cultures by making use of the documents of these cultures
- Students analyze the role Greece and Rome have played in the history of societies and cultures up to the present day
- Students research a topic in ancient literatures and cultures by making use of original documents

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.*

Track: Ancient History and Classics

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
Classics 2001: Pathways in Classics: Opening Doors to the Past, Present, and Future	1s	x				New

Greek and/or Latin 2000+. Choose from: Latin 2101 - Cicero Latin 2102 - Vergil Latin 2103 - Roman Historians Latin 2104 - Ovid Latin 2105 - Latin Lyric Latin 2106 - Roman Comedy Latin 5011 - Roman Epic Poetry Latin 5012 - Roman Lyric and Erotic Poetry Latin 5013 - Roman Historians Latin 5014 - Roman Drama Latin 5015 - Roman Oratory and Rhetorical Theory Latin 5016 - Roman Philosophy Latin 5017 - Roman Satire and Novel Latin 5018 - Post-Classical Latin Latin 5030 - Special Topics in Latin Literature	<i>3 s each/12s total</i>	X				<i>Existing</i>
Choose from: HISTORY 2210 Classical Archaeology (= CLAS 2301) HISTORY 2213 The Ancient Mediterranean City HISTORY 2221 Introduction to the New Testament: History & Literature HISTORY 3210 Archaic Greece HISTORY 3211 Classical Greece HISTORY 3213 Slavery in the Ancient World (=CLAS 3213) HISTORY 3215 Sex and Gender in the Ancient World (=CLAS 3215) HISTORY 3220 Rise of the Roman Republic (=CLAS 3220)	<i>3s each/9s total</i>	X				<i>Existing</i>

HISTORY 3221 History of Rome: Republic to Empire (=CLAS 3221) HISTORY 3222 The Roman Empire, 69-337 CE (=CLAS 3222) HISTORY 3223 The Later Roman Empire (=CLAS 3223) HISTORY 3229 History of Early Christianity HIST 4215 Seminar in Greek History HISTORY 4217 Seminar in Late Antiquity CLAS 2204 Medicine in the Ancient World CLAS 2205 Sports and Spectacles in the Ancient World CLAS 2206 Politics and Political Thought in the Ancient World CLAS 2207 Classical Origins of American Civics CLAS 3205 What is Race? Perspectives from Antiquity to the Present CLAS 3217 Family, Household, and Kinship in the Ancient World CLAS 3224 Citizens & Subjects of Rome: Empire, Slavery, and Law CLAS 3301 Law, Citizenship, and Empire in Later Rome CLAS 3302 Citizenship in Democratic Athens CLAS 3401 Ancient Greek Religion CLAS 3404 Magic in the Ancient World CLAS 3408 Ancient Roman Religion CLAS 3701 Domestic Space and Public Life in the Roman World CLAS 4501 The Good Life: Ancient Ethical Philosophy						

At least 2 courses (6 credit hours) at or above the 2000 level from appropriate courses in Classics, Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Near Eastern Languages and Cultures (Ancient Near East).	<i>3s each/6s total</i>	x				<i>Existing</i>
Classics 4999(H): Thesis Research	<i>4s</i>	x				
Total Number of Credit Hours		32				N/A

Track: Modern Greek

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
Classics 2001: Pathways in Classics: Opening Doors to the Past, Present, and Future	<i>1s</i>	x				<i>New</i>
Modern Greek 4001 and 4002: Advanced Modern Greek I and II	<i>3 s each/6s total</i>	X				<i>Existing</i>
Choose from: Modern Greek 2000 - Athens: The Modern City Modern Greek 2100 - Greece and Beyond: The Crossing of Borders Through Film Modern Greek 2367 - Reading and Writing About Issues in Greek-American Society and Culture	<i>3s</i>	X				<i>Existing</i>

Modern Greek 2410(H) - Culture of Contemporary Greece Modern Greek 2500H - Greek Identities: Ancient and Modern Modern Greek 2680 - Folklore of Contemporary Greece Modern Greek 3710 - Modern Greek Literature in Translation						
Choose from any courses in Modern Greek 2000+	3s each/21s total	x				Existing
Total Number of Credit Hours		31				N/A

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.

Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 1 Fall Semester</i>	Courses/Activities	<i>e.g., Year 1 Spring Semester</i>	Courses/Activities

	<i>BIO 145: Biology</i>		
	<i>BUS150: Intro to Management</i>		
	<i>PSY100: Intro to Psychology</i>		
	<i>MTH 130: Statistics</i>		
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 2 Fall Semester</i>	Courses/Activities	<i>e.g., Year 2 Spring Semester</i>	Courses/Activities
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 3 Fall Semester</i>	Courses/Activities	<i>e.g., Year 3 Spring Semester</i>	Courses/Activities
Time period	Curriculum component	Time period	Curriculum component
<i>e.g., Year 4 Fall Semester</i>	Courses/Activities	<i>e.g., Year 4 Spring Semester</i>	Courses/Activities

Total number of credit hours in the program: _____

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.*

N/A

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.

N/A

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.

N/A

SECTION 6: FACULTY

6.1 Program faculty

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

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
<i>e.g., John Smith/Open Position</i>	<i>e.g., Professor, Assistant Professor, Adjunct Professor, Lecturer, etc.</i>	<i>FT or PT</i>	<i>e.g., M.S., Mathematics, ABC University, 1990</i>	<i>e.g., 6</i>		<i>e.g., MTH120: College Algebra MTH148: Analytic Geometry</i>	<i>e.g., 7</i>

SECTION 7: PROGRAM DEVELOPMENT

7.1 Program development

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

The Classics major aligns with the mission of The Ohio State University, which 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.

By analyzing the significance of Greece and Rome for societies and cultures up to the present day, and by learning how to critically evaluate, process, and contextualize an extensive range of sources and data, Classics students participate in “creating and discovering knowledge to improve the well-being of our local, state, regional, national and global communities.” The breadth and depth of coverage of content and skills represented in the range of specializations in our major aligns with the institution’s commitment to “educating students through a comprehensive array of distinguished academic programs.” Students prepare “to be leaders and engaged citizens” by exploring key questions of citizenship and civic life in ancient Greece and Rome and their complex legacies. Through partnerships with local cultural and educational institutions, the Department of Classics fosters “a culture of engagement.”

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

N/A

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**.*

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.*

N/A

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 other public institutions within a thirty-mile radius offer equivalents of the proposed programs. As the flagship public university of Ohio, The Ohio State University offers an extensive range of educational opportunities in Classics for undergraduate and graduate students.

- 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.

Classics majors are well-positioned to pursue numerous career paths, including but not limited to education, law, entrepreneurship in profit and non-profit sectors, public service and engagement, and the arts. Students who pursue a Classics major train in multiple skill sets and methods which prepare them for critical thinking and assessment of evidence, research and analysis, collaboration, and oral and written communication. A Classics major does not aim to prepare students for a single job or industry, but instead provides the foundational learning of these skills that prepare students for broader career mobility and versatility which is essential to a constantly evolving job market. Each year, NACE (the National Association of Colleges and Employers) 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.

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

3. Workforce Need
4. Fiscal Impact Statement
5. Course Syllabi (new course(s)/capstone), if applicable
6. Faculty CVs (new), if applicable
7. Needs Assessment/Market Analysis, if applicable

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description

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)

Overview of Classics Major

	Track: Classical Humanities (34 credit hours)	Track: Greek (31 credit hours)	Track: Latin (31 credit hours)	Track: Greek and Latin (31 credit hours)	Track: Ancient History and Classics (32 credit hours)	Track: Modern Greek (31 credit hours)
Major Seminar	Classics 2001: Pathways in Classics: Opening Doors to the Past, Present, and Future (1 credit hour)					
Major Core Courses	At least 2 courses (6 credit hours) in Classics at or above the 2000 level At least 3 courses (9 credit hours) in Classics at or above the 3000 level At least 1 course (3 credit hours) in Classics at or above the 4000 level	At least 5 courses (15 credit hours) in Greek at or above the 2000 level, at least 2 courses (6 credit hours) of which should be taken at or above the 5000 level	At least 5 courses (15 credit hours) in Latin at or above the 2000 level, at least 2 courses (6 credit hours) of which should be taken at or above the 5000 level	At least 5 courses (15 credit hours) in Greek and Latin at the 2000 level and above (representing both languages in any combination). Of these, at least 2 courses (6 credit hours) must be at the 5000 level (in one language, or in both languages)	At least 4 courses (12 credit hours) in Greek and/or Latin at or above the 2000 level At least 3 courses (9 credit hours) in ancient history at or above the 2000 level: choose from appropriate courses in History and/or Classics (in consultation with the major advisor)	Modern Greek 4001 and 4002 (6 credit hours) Modern Greek 2000, 2100, 2367, 2410, 2410H, 2500H, 2680, OR 3710 (3 credit hours) At least 7 additional courses (21 credit hours) in Modern Greek at or above the 2000 level

Overview of Classics Major

					Thesis Research/Honors Thesis Research (4 credit hours): Classics 4999(H)	
Major Electives	At least 5 courses (15 credit hours) at or above the 2000 level in Classics at or from appropriate courses in Classics, Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and	At least 5 courses (15 credit hours) at or above the 2000 level in Greek or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures	At least 5 courses (15 credit hours) at or above the 2000 level in Latin or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures	At least 5 courses (15 credit hours) at or above the 2000 level in Greek or Latin or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures	At least 2 courses (6 credit hours) at or above the 2000 level from appropriate courses in Classics, Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Near Eastern Languages and Cultures (Ancient Near East).	

Overview of Classics Major

	Cultures (Ancient Near East), or Theatre (Ancient Theatre).	(Ancient Near East), or Theatre (Ancient Theatre).	(Ancient Near East), or Theatre (Ancient Theatre).	(Ancient Near East), or Theatre (Ancient Theatre).		
Embedded Literacies	Advanced Writing: Choose 1: Classics 4031, 4101, 4201, 4501, 5101 OR 5401 Data Analysis: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701 Technology: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701	Advanced Writing: Choose 1: a Greek course at the 5000 level OR Classics 4031, 4101, 4201, 4501, 5101 OR 5401 Data Analysis: Choose 1: a Greek course at the 5000 level Technology: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701	Advanced Writing: Choose 1: a Latin course at the 5000 level OR Classics 4031, 4101, 4201, 4501, 5101 OR 5401 Data Analysis: Choose 1: a Latin course at the 5000 level Technology: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701	Advanced Writing: Choose 1: a Greek OR Latin course at the 5000 level OR Classics 4031, 4101, 4201, 4501, 5101 OR 5401 Data Analysis: Choose 1: a Greek OR Latin course at the 5000 level Technology: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701	Advanced Writing: Classics 4999 (H) Data Analysis: Choose 1: a Greek OR Latin course at the 5000 level Technology: Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701	Advanced Writing: Modern Greek 3570 Data Analysis: Modern Greek 4002 Technology: Modern Greek 3570

Revised Advising Sheets:

Classics Major: Ancient History and Classics

Classics Major: Classical Humanities

Classics Major: Greek and Latin

Classics Major: Greek or Latin

Classics Major: Modern Greek



Classics Major: Ancient History and Classics

Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

Major Requirements in Classics (17 credit hours)

Complete either the Ancient Greek or Latin language sequence:		Take the required Classics major seminar and senior thesis research course:	
GREEK 1101-1103*	Ancient Greek Language Sequence	CLAS 2001	Pathways in Classics (Note: 1 credit hour)
LATIN 1101-1103*	Latin Language Sequence	CLAS 4999(H)	Thesis Research
Choose at least 12 credit hours in Greek and/or Latin at or above the 2000-level:			
GREEK 2101	Attic Prose	LATIN 2101	Cicero
GREEK 2102	Homer	LATIN 2102	Vergil
GREEK 2103	Greek Historians	LATIN 2103	Roman Historians
GREEK 2104	Greek Tragedy	LATIN 2104	Ovid
GREEK 2110	The Greek New Testament	LATIN 2105	Latin Lyric
GREEK 5011	Greek Epic	LATIN 2106	Roman Comedy
GREEK 5012	Greek Lyric, Iambos, and Elegy	LATIN 5011	Roman Epic Poetry
GREEK 5013	Greek Historians	LATIN 5012	Roman Lyric and Erotic Poetry
GREEK 5014	Greek Drama	LATIN 5013	Roman Historians
GREEK 5015	Greek Oratory and Rhetorical Theory	LATIN 5014	Roman Drama
GREEK 5016	Readings in Greek Philosophy	LATIN 5015	Roman Oratory and Rhetorical Theory
GREEK 5017	Later Greek Prose	LATIN 5016	Roman Philosophy
GREEK 5030	Special Topics in Greek Literature	LATIN 5017	Roman Satire and Novel
GREEK 5797	Study at a Foreign Institution	LATIN 5018	Post-Classical Latin
*Prerequisite courses - do not count toward total major credit hours. (H) indicates that an Honors version of the course is available.		LATIN 5030	Special Topics in Latin Literature
		LATIN 5797	Study at a Foreign Institution

Major Requirements in Ancient History (9 credit hours)

Choose at least 9 credit hours in Ancient History at or above the 2000-level:			
HISTORY 2210	Classical Archaeology (= CLAS 2301)	CLAS 2204	Medicine in the Ancient World
HISTORY 2213	The Ancient Mediterranean City	CLAS 2205	Sports and Spectacles in the Ancient World
HISTORY 2221	Introduction to the New Testament: History & Literature	CLAS 2206	Politics and Political Thought in the Ancient World
HISTORY 3210	Archaic Greece	CLAS 2207	Classical Origins of American Civics
HISTORY 3211	Classical Greece	CLAS 3205	What is Race? Perspectives from Antiquity to the Present
HISTORY 3213	Slavery in the Ancient World (=CLAS 3213)	CLAS 3217	Family, Household, and Kinship in the Ancient World
HISTORY 3215	Sex and Gender in the Ancient World (=CLAS 3215)	CLAS 3224	Citizens & Subjects of Rome: Empire, Slavery, and Law
HISTORY 3220	Rise of the Roman Republic (=CLAS 3220)	CLAS 3301	Law, Citizenship, and Empire in Later Rome
HISTORY 3221	History of Rome: Republic to Empire (=CLAS 3221)	CLAS 3302	Citizenship in Democratic Athens
HISTORY 3222	The Roman Empire, 69-337 CE (=CLAS 3222)	CLAS 3401	Ancient Greek Religion
HISTORY 3223	The Later Roman Empire (=CLAS 3223)	CLAS 3404	Magic in the Ancient World
HISTORY 3229	History of Early Christianity	CLAS 3408	Ancient Roman Religion
HIST 4215	Seminar in Greek History	CLAS 3701	Domestic Space and Public Life in the Roman World
HISTORY 4217	Seminar in Late Antiquity	CLAS 4501	The Good Life: Ancient Ethical Philosophy
Additional course options are available: please consult with the major advisor.			

**Embedded Literacy Requirements**

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 4999 (H)
Data Analysis	Choose 1: a GREEK OR LATIN course at the 5000 level
Technology	Choose 1: CLAS 2204, 2301, 3205, 3213, 3404 OR 3701

Major Electives

At least 2 courses (6 credit hours) at or above the 2000 level from appropriate courses in Classics, Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Near Eastern Languages and Cultures (Ancient Near East).

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.





Classics Major: Classical Humanities

Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

Major Requirements (34 credit hours)			
Take the following courses:			*Prerequisite
CLAS 2001	Pathways in Classics (Note: 1 credit hour)		
CLAS 1101(H)*	Introduction to Classical Literature		
Choose at least 2 courses at or above the 2000-level (total of 6 credit hours):			
CLAS 2201(H)	Classical Civilization: Greece	CLAS 2206	Politics and Political Thought in the Ancient World
CLAS 2202(H)	Classical Civilization: Rome	CLAS 2207	Classical Origins of American Civics
CLAS 2204	Medicine in the Ancient World	CLAS 2220(H)	Classical Mythology
CLAS 2205	Sports and Spectacles in the Ancient World	CLAS 2301	Classical Archaeology
Choose at least 3 courses at or above the 3000-level (total of 9 credit hours):			
CLAS 3100	Topics in Ancient Literature and Culture	CLAS 3221	History of Rome: Republic to Empire
CLAS 3101	Greek and Roman Epic	CLAS 3222	Roman Empire 69-337CE
CLAS 3102	Greek and Roman Drama	CLAS 3223	The Later Roman Empire
CLAS 3102	Greek and Roman Drama	CLAS 3301	Law, Politics, and Empire in Later Rome
CLAS 3103	Comic Spirit in Antiquity	CLAS 3302	Citizenship in Democratic Athens
CLAS 3203	War and Displacement in Ancient Greek and Roman Lit.	CLAS 3401	Ancient Greek Religion
CLAS 3205	What is Race? Perspectives from Antiquity to the Present	CLAS 3403	The Hero in Classical Mythology
CLAS 3210	Classics and African American Political Thought	CLAS 3404	Magic in the Ancient World
CLAS 3213	Slavery in the Ancient World	CLAS 3405	Christians in the Greco-Roman World
CLAS 3215	Sex and Gender in the Ancient World	CLAS 3408	Ancient Roman Religion
CLAS 3217	Family, Household, and Kinship in the Ancient World	CLAS 3701	Domestic Space and Public Life in the Roman World
CLAS 3220	The Rise of the Roman Republic	CLAS 3191	Internship in Classical Archaeology or Epigraphy or Paleography
Choose at least 1 course at or above the 4000-level (total of 3 credit hours):			
CLAS 4031	Sacred Texts of the Ancient World	CLAS 5101	Classical Literature: Theoretical Perspectives
CLAS 4101	Classical Receptions: Anc. Greece & Rome in Modern World	CLAS 5302	Studies in Greek or Roman Topography
CLAS 4201	Political Thought & Institutions in the Greco-Roman World	CLAS 5401	Methodologies for the Study of Ancient Religion
CLAS 4501	The Good Life: Ancient Ethical Philosophy		
(H) indicates that an Honors version of the course is available. Additional course options are available: please consult with the major advisor.			

Embedded Literacy Requirements	
Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.	
EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	Choose 1: Classics 4031, 4101, 4201, 4501, 5101 OR 5401
Data Analysis	Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701
Technology	Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701

Major Electives
At least 5 courses (15 credit hours) at or above the 2000 level in Classics at or from appropriate courses in Classics, Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures (Ancient Near East), or Theatre (Ancient Theatre).
<i>*A maximum of 3 courses outside the Department of Classics may count as electives toward the major.</i>
General Education
Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state .



Classics Major: Greek and Latin

Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

Major Requirements (31 credit hours)			
Take the following courses:		m	*Prerequisite
CLAS 2001	Pathways in Classics (Note: 1 credit hour)		
GREEK 1101-1103*	Ancient Greek Language Sequence		
LATIN 1101-1103*	Latin Language Sequence		
Choose at least 3 courses at or above the 2000-level in Greek and Latin (total of 9 credit hours):			
GREEK 2101	Attic Prose	LATIN 2101	Cicero
GREEK 2102	Homer	LATIN 2102	Vergil
GREEK 2103	Greek Historians	LATIN 2103	Roman Historians
GREEK 2104	Sophocles	LATIN 2104	Ovid
GREEK 2110	The Greek New Testament	LATIN 2105	Latin Lyric
		LATIN 2106	Roman Comedy
Choose at least 2 courses at the 5000-level in Greek and/or Latin (total of 6 credit hours):			
GREEK 5011	Greek Epic	LATIN 5011	Roman Epic Poetry
GREEK 5012	Greek Hymn, lambos, and Elegy	LATIN 5012	Roman Lyric and Erotic Poetry
GREEK 5013	Greek Historians	LATIN 5013	Roman Historians
GREEK 5014	Greek Drama	LATIN 5014	Roman Drama
GREEK 5015	Attic Oratory	LATIN 5015	Roman Oratory and Rhetorical Theory
GREEK 5016	Readings in Greek Philosophy	LATIN 5016	Roman Philosophy
GREEK 5017	Later Greek Prose	LATIN 5017	Roman Satire and Novel
GREEK 5030	Special Topics in Greek Literature	LATIN 5018	Post-Classical Latin
GREEK 5797	Study at a Foreign Institution	LATIN 5030	Special Topics in Latin Literature
		LATIN 5797	Study at a Foreign Institution
*Prerequisite courses - do not count towards total major credit hours.			

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	Choose 1: a Greek OR Latin course at the 5000 level OR Classics 4031, 4101, 4201, 4501, 5101 OR 5401
Data Analysis	Choose 1: a Greek OR Latin course at the 5000 level
Technology	Choose 1: Classics 2204, 2301, 3205, 3213, 3404 OR 3701

Major Electives

At least 5 courses (15 credit hours) at or above the 2000 level in Latin or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures (Ancient Near East), or Theatre (Ancient Theatre).

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.





Classics Major: Greek or Latin

Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

Greek Major Requirements (31 credit hours)

Take the following courses: *Prerequisite	
CLAS 2001	Pathways in Classics (Note: 1 credit hour)
GREEK 1101*	Elementary Ancient Greek I
GREEK 1102*	Intermediate Ancient Greek I
GREEK 1103*	Intermediate Ancient Greek II
Choose 3 courses at or above the 2000-level (total of 9 credit hours):	
GREEK 2101	Attic Prose
GREEK 2102	Homer
GREEK 2103	Greek Historians
GREEK 2104	Sophocles
GREEK 2110	The Greek New Testament
Choose 2 courses at the 5000-level (total of 6 credit hours):	
GREEK 5011	Greek Epic
GREEK 5012	Greek Hymn, Iambos, and Elegy
GREEK 5013	Greek Historians
GREEK 5014	Greek Drama
GREEK 5015	Attic Oratory
GREEK 5016	Readings in Greek Philosophy
GREEK 5017	Later Greek Prose
GREEK 5030	Special Topics in Greek Literature
GREEK 5797	Study at a Foreign Institution

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	Choose 1: a Greek OR Latin course at the 5000 level OR Classics 4031, 4101, 4201, 4501, 5101 OR 5401
Data Analysis	Choose 1: a Greek OR Latin course at the 5000 level
Technology	Classics 2204, 2301, 3205, 3213, 3404 OR 3701

Latin Major Requirements (31 credit hours)

Take the following courses: *Prerequisite	
CLAS 2001	Pathways in Classics (Note: 1 credit hour)
LATIN 1101*	Elementary Latin I
LATIN 1102*	Intermediate Latin I
LATIN 1103*	Intermediate Latin II
Choose 3 courses at or above the 2000-level (total of 9 credit hours):	
LATIN 2101	Cicero
LATIN 2102	Vergil
LATIN 2103	Roman Historians
LATIN 2104	Ovid
LATIN 2105	Latin Lyric
LATIN 2106	Roman Comedy
Choose 2 courses at the 5000-level (total of 6 credit hours):	
LATIN 5011	Roman Epic Poetry
LATIN 5012	Roman Lyric and Erotic Poetry
LATIN 5013	Roman Historians
LATIN 5014	Roman Drama
LATIN 5015	Roman Oratory and Rhetorical Theory
LATIN 5016	Roman Philosophy
LATIN 5017	Roman Satire and Novel
LATIN 5018	Post-Classical Latin
LATIN 5030	Special Topics in Latin Literature
LATIN 5797	Study at a Foreign Institution

Major Electives

At least 5 courses (15 credit hours) at or above the 2000 level in Latin or from appropriate courses in Classics, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), Near Eastern Languages and Cultures (Ancient Near East), or Theatre (Ancient Theatre).

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.





Classics majors choose one of six specializations: Ancient History and Classics; Classical Humanities; Greek; Latin; Greek and Latin; Modern Greek.

Major Requirements (31 credit hours)**Take the following courses:**

CLAS 2001	Pathways in Classics (Note: 1 credit hour)

MDRNGRK 1101*	Elementary Modern Greek I

MDRNGRK 1102*	Intermediate Modern Greek I

MDRNGRK 1103*	Intermediate Modern Greek II

Take both advanced Modern Greek language courses (total of 6 credit hours):

MDRNGRK 4001	Advanced Modern Greek I

MDRNGRK 4002	Advanced Modern Greek II

Choose 1 course with a focus on Modern Greek culture (total of 3 credit hours):

MDRNGRK 2000	Athens: The Modern City

MDRNGRK 2100	Greece and Beyond: The Crossing of Borders Through Film

MDRNGRK 2367	Reading and Writing About Issues in Greek-American Society and Culture

MDRNGRK 2410	Culture of Contemporary Greece

MDRNGRK 2500H	Greek Identities: Ancient and Modern

MDRNGRK 2680	Folklore of Contemporary Greece

MDRNGRK 3570	CLLC Radio

Choose 7 courses at or above the 2000-level (total of 21 credit hours):

MDRNGRK 2000	Athens: The Modern City

MDRNGRK 2100	Greece and Beyond: The Crossing of Borders Through Film

MDRNGRK 2240	Travels to Greece: The Search for a Cultural Ideal

MDRNGRK 2367	Reading and Writing About Issues in Greek-American Society and Culture

MDRNGRK 2410	Culture of Contemporary Greece

MDRNGRK 2500H	Greek Identities: Ancient and Modern

MDRNGRK 2680	Folklore of Contemporary Greece

MDRNGRK 3570	CLLC Radio

MDRNGRK 3710	Modern Greek Literature in Translation

MDRNGRK 5000	Modern Greek Language and Literature

MDRNGRK 5797	Study at a Foreign Institution

***Prerequisite courses - do not count towards total major credit hours.**

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS

Advanced Writing	Modern Greek 3570

Data Analysis	Modern Greek 4002

Technology	Modern Greek 3570

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.



Current Advising Sheets:

Ancient History and Classics Major
Classics Major: Classical Humanities
Classics Major: Greek and Latin
Classics Major: Greek or Latin
Modern Greek Major



Ancient History and Classics Major

The Classics and Ancient History major is an interdisciplinary major between the Departments of Classics and Department of History with coursework in Greek, Latin, and selected courses in Greek/Roman history.

Major Requirements in Classics (16 credit hours)			
Complete either the Ancient Greek or Latin language sequence:		Take the required senior thesis research course in Classics:	
GREEK 1101-1103*	Ancient Greek Language Sequence	CLAS 4999(H)	Thesis Research
LATIN 1101-1103*	Latin Language Sequence		
Choose at least 12 credit hours in Greek and/or Latin at or above the 2000-level:			
GREEK 2101	Attic Prose	LATIN 2101	Cicero
GREEK 2102	Homer	LATIN 2102	Vergil
GREEK 2103	Greek Historians	LATIN 2103	Roman Historians
GREEK 2104	Greek Tragedy	LATIN 2104	Ovid
GREEK 2110	The Greek New Testament	LATIN 2105	Latin Lyric
GREEK 5011	Greek Epic	LATIN 2106	Roman Comedy
GREEK 5012	Greek Lyric, Iambos, and Elegy	LATIN 5011	Roman Epic Poetry
GREEK 5013	Greek Historians	LATIN 5012	Roman Lyric and Erotic Poetry
GREEK 5014	Greek Drama	LATIN 5013	Roman Historians
GREEK 5015	Greek Oratory and Rhetorical Theory	LATIN 5014	Roman Drama
GREEK 5016	Readings in Greek Philosophy	LATIN 5015	Roman Oratory and Rhetorical Theory
GREEK 5017	Later Greek Prose	LATIN 5016	Roman Philosophy
GREEK 5030	Special Topics in Greek Literature	LATIN 5017	Roman Satire and Novel
GREEK 5797	Study at a Foreign Institution	LATIN 5018	Post-Classical Latin
*Prerequisite courses - do not count toward total major credit hours. (H) indicates that an Honors version of the course is available.		LATIN 5030	Special Topics in Latin Literature
		LATIN 5797	Study at a Foreign Institution

Major Requirements in History (12 credit hours)			
Choose at least 12 credit hours in (Ancient) History at or above the 2000-level:			
HISTORY 2201(H)	Ancient Greece and Rome	HISTORY 3223	The Later Roman Empire
HISTORY 2202	Introduction to Medieval History	HISTORY 3225	Early Byzantine Empire
HISTORY 2205	Themes in the History of Western Civilization	HISTORY 3226	Later Byzantine Empire
HISTORY 2210	Classical Archaeology	HISTORY 3228	Religion and Society in Late Antiquity
HISTORY 2211	The Ancient Near East	HISTORY 3229	History of Early Christianity
HISTORY 2212	War in the Ancient Mediterranean World	HISTORY 3230	History of Medieval Christianity
HISTORY 2213	The Ancient Mediterranean City	HISTORY 4210	Greek History
HISTORY 2214	Everyday Life in Greece and Rome	HISTORY 4211	Roman History
HISTORY 3210	Archaic Greece	HISTORY 4212	Late Antiquity
HISTORY 3211	Classical Greece	HISTORY 4213	Byzantine History
HISTORY 3212	Hellenistic Greece	HISTORY 4215	Seminar in Greek History
HISTORY 3215	Sex and Gender in the Ancient World	HISTORY 4216	Seminar in Roman History
HISTORY 3220	The Rise of the Roman Republic	HISTORY 4217	Seminar in Late Antiquity
HISTORY 3221	Rome from the Gracchi to Nero	HISTORY 4218	Seminar in Byzantine History
(H) indicates that an Honors version of the course is available.			



Ancient History and Classics Major *cont'd*

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 3100
Data Analysis	LING 2015, 3802; HISTORY 2800, 3702; COMPSTD 3990; ENGLISH 3379
Technology	ANTH 2201; COMPSTD 2340; HISTORY 2700, 2800, 3213; RELSTD 2670; WGSS 3575

Major Electives

Choose at least 3 more credit hours at or above the 2000-level in Classics or in relevant courses in Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), or Philosophy (Ancient Philosophy). At least 9 credit hours in your degree must be at or above the 3000-level; at least 3 credit hours must be at or above the 4000-level. These courses are to be selected in consultation with and approved by your major advisor.

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.





Classics Major: Classical Humanities

The major in Classics offers two broad areas in which a student may concentrate: classical languages (Greek, Latin, or Greek and Latin) or Classical Humanities. In Classical Humanities courses, all readings are in English translations.

Major Requirements (33 credit hours)

Take the following prerequisite course (3 credit hours - does not count toward total major credit hours):

CLAS 1101(H)	Introduction to Classical Literature

Choose at least 2 courses at or above the 2000-level (total of 6 credit hours):

CLAS 2201(H)	Classical Civilization: Greece	CLAS 2220(H)	Classical Mythology
CLAS 2202(H)	Classical Civilization: Rome	CLAS 2301	Classical Archaeology
CLAS 2204	Medicine in the Ancient World	CLAS 2500H	Greek Identities: Ancient and Modern
CLAS 2205	Sports and Spectacles in the Ancient World		

Choose at least 3 courses at or above the 3000-level (total of 9 credit hours):

CLAS 3000	From Rome to Europe and Beyond	CLAS 3221	History of Rome: Republic to Empire
CLAS 3100	Topics in Ancient Literature and Culture	CLAS 3222	Roman Empire 69-337CE
CLAS 3101	Greek and Roman Epic	CLAS 3223	The Later Roman Empire
CLAS 3102	Greek and Roman Drama	CLAS 3301	Law, Politics, and Empire in Later Rome
CLAS 3103	Comic Spirit in Antiquity	CLAS 3302	Citizenship in Democratic Athens
CLAS 3203	War and Displacement in Ancient Greek and Roman Lit.	CLAS 3401	Ancient Greek Religion
CLAS 3205	What is Race? Perspectives from Antiquity to the Present	CLAS 3403	The Hero in Classical Mythology
CLAS 3210	Classics and African American Political Thought	CLAS 3404	Magic in the Ancient World
CLAS 3212	Greece and the Mediterranean from Alexander to Cleopatra	CLAS 3408	Ancient Roman Religion
CLAS 3215	Sex and Gender in the Ancient World	CLAS 3720	The Corrupting Sea: The Environ. Hist. of Ancient Mediterr.
CLAS 3217	Family, Household, and Kinship in the Ancient World	CLAS 3956	Black Cultures and Classical Education
CLAS 3220	The Rise of the Roman Republic		

Choose at least 1 course at or above the 4000-level (total of 3 credit hours):

CLAS 4031	Sacred Texts of the Ancient World	CLAS 5101	Classical Literature: Theoretical Perspectives
CLAS 4101	Classical Receptions: Anc. Greece & Rome in Modern World	CLAS 5302	Studies in Greek or Roman Topography
CLAS 4201	Political Thought & Institutions in the Greco-Roman World	CLAS 5401	Methodologies for the Study of Ancient Religion
CLAS 4501	The Good Life: Ancient Ethical Philosophy		

*NOTE: (H) indicates that an Honors version of the course is available.

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 3100
Data Analysis	LING 2015, 3802; HISTORY 2800, 3702; COMPSTD 3990; ENGLISH 3379
Technology	ANTH 2201; COMPSTD 2340; HISTORY 2700, 2800, 3213; RELSTDS 2670; WGSS 3575

Major Electives

Choose at least 15 more credit hours at or above the 2000-level in Classics or in relevant courses in Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Theatre (Ancient History of Theatre). At least 9 credit hours in your degree must be at or above the 3000-level; at least 3 credit hours must be at or above the 4000-level. These courses are to be selected in consultation with and approved by your major advisor.

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.



Classics Major: Greek and Latin

The major in Classics offers two broad areas in which a student may concentrate: classical languages (Greek, Latin, or Greek and Latin) or Classical Humanities. Greek and Latin majors study the literature of ancient Greece and Rome, and the readings in the majority of their courses are in the original Greek and Latin.

Major Requirements (30 credit hours)

Take the following prerequisite courses (total of 22 credit hours):

GREEK 1101-1103* Ancient Greek Language Sequence

LATIN 1101-1103* Latin Language Sequence

Choose at least 3 courses at or above the 2000-level in Greek and Latin (total of 9 credit hours):

GREEK 2101	Attic Prose	LATIN 2101	Cicero
GREEK 2102	Homer	LATIN 2102	Vergil
GREEK 2103	Greek Historians	LATIN 2103	Roman Historians
GREEK 2104	Sophocles	LATIN 2104	Ovid
GREEK 2110	The Greek New Testament	LATIN 2105	Latin Lyric
		LATIN 2106	Roman Comedy

Choose at least 2 courses at the 5000-level in Greek and/or Latin (total of 6 credit hours):

GREEK 5011	Greek Epic	LATIN 5011	Roman Epic Poetry
GREEK 5012	Greek Hymn, Iambos, and Elegy	LATIN 5012	Roman Lyric and Erotic Poetry
GREEK 5013	Greek Historians	LATIN 5013	Roman Historians
GREEK 5014	Greek Drama	LATIN 5014	Roman Drama
GREEK 5015	Attic Oratory	LATIN 5015	Roman Oratory and Rhetorical Theory
GREEK 5016	Readings in Greek Philosophy	LATIN 5016	Roman Philosophy
GREEK 5017	Later Greek Prose	LATIN 5017	Roman Satire and Novel
GREEK 5030	Special Topics in Greek Literature	LATIN 5018	Post-Classical Latin
GREEK 5797	Study at a Foreign Institution	LATIN 5030	Special Topics in Latin Literature
		LATIN 5797	Study at a Foreign Institution

**Prerequisite courses - do not count towards total major credit hours.*

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 3100
Data Analysis	LING 2015, 3802; HISTORY 2800, 3702; COMPSTD 3990; ENGLISH 3379
Technology	ANTH 2201; COMPSTD 2340; HISTORY 2700, 2800, 3213; RELSTDS 2670; WGSS 3575

Major Electives

Choose at least 15 more credit hours at or above the 2000-level in Classics or in relevant courses in Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Theatre (Ancient History of Theatre). At least 9 credit hours in your degree must be at or above the 3000-level; at least 3 credit hours must be at or above the 4000-level. These courses are to be selected in consultation with and approved by your major advisor.

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.





Classics Major: Greek or Latin

The major in Classics offers two broad areas in which a student may concentrate: classical languages (Greek, Latin, or Greek and Latin) or Classical Humanities. Greek and Latin majors study the literature of ancient Greece and Rome, and the readings in the majority of their courses are in the original Greek and Latin.

Greek Major Requirements (30 credit hours)

Take the following prerequisite courses (total of 11 credit hours):

GREEK 1101*	Elementary Ancient Greek I
GREEK 1102*	Intermediate Ancient Greek I
GREEK 1103*	Intermediate Ancient Greek II

Choose 3 courses at or above the 2000-level (total of 9 credit hours):

GREEK 2101	Attic Prose
GREEK 2102	Homer
GREEK 2103	Greek Historians
GREEK 2104	Sophocles
GREEK 2110	The Greek New Testament

Choose 2 courses at the 5000-level (total of 6 credit hours):

GREEK 5011	Greek Epic
GREEK 5012	Greek Hymn, Iambos, and Elegy
GREEK 5013	Greek Historians
GREEK 5014	Greek Drama
GREEK 5015	Attic Oratory
GREEK 5016	Readings in Greek Philosophy
GREEK 5017	Later Greek Prose
GREEK 5030	Special Topics in Greek Literature
GREEK 5797	Study at a Foreign Institution

**Prerequisite courses - do not count towards total major credit hours.*

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 3100
Data Analysis	LING 2015, 3802; HISTORY 2800, 3702; COMPSTD 3990; ENGLISH 3379
Technology	ANTH 2201; COMPSTD 2340; HISTORY 2700, 2800, 3213; RELSTDS 2670; WGSS 3575

Latin Major Requirements (30 credit hours)

Take the following prerequisite courses (total of 11 credit hours):

LATIN 1101*	Elementary Latin I
LATIN 1102*	Intermediate Latin I
LATIN 1103*	Intermediate Latin II

Choose 3 courses at or above the 2000-level (total of 9 credit hours):

LATIN 2101	Cicero
LATIN 2102	Vergil
LATIN 2103	Roman Historians
LATIN 2104	Ovid
LATIN 2105	Latin Lyric
LATIN 2106	Roman Comedy

Choose 2 courses at the 5000-level (total of 6 credit hours):

LATIN 5011	Roman Epic Poetry
LATIN 5012	Roman Lyric and Erotic Poetry
LATIN 5013	Roman Historians
LATIN 5014	Roman Drama
LATIN 5015	Roman Oratory and Rhetorical Theory
LATIN 5016	Roman Philosophy
LATIN 5017	Roman Satire and Novel
LATIN 5018	Post-Classical Latin
LATIN 5030	Special Topics in Latin Literature
LATIN 5797	Study at a Foreign Institution

**Prerequisite courses - do not count towards total major credit hours.*

Major Electives

Choose at least 15 more credit hours at or above the 2000-level in Classics or in relevant courses in Greek, Latin, History (Ancient History), History of Art (Greek, Roman, or Byzantine), Philosophy (Ancient Philosophy), or Theatre (Ancient History of Theatre). At least 9 credit hours in your degree must be at or above the 3000-level; at least 3 credit hours must be at or above the 4000-level. These courses are to be selected in consultation with and approved by your major advisor.

**A maximum of 3 courses outside the Department of Classics may count as electives toward the major.*

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit geducation.osu.edu/general-education-ohio-state.





The Modern Greek program at The Ohio State University offers a comprehensive and systematic introduction to the Greek world of the last ten centuries, especially to its contemporary social reality and intellectual achievement. Through a wide range of undergraduate and graduate courses, it covers language, literature, and culture. Although the program provides a broad liberal arts education and research training, it places particular emphasis on literary studies, critical theory, cultural politics, and diaspora (especially Greek-American).

The Modern Greek program is an integrated part of the Department of Classics, which offers a Ph.D. degree in Greek and Latin and a variety of undergraduate majors and minors. The Department also has strong teaching and research ties to the Department of History, the Center for Folklore Studies, and the Department of Comparative Studies, which offer courses in Comparative Literature, Folklore, Ethnography, Religious Studies, and Cultural Studies.

Major Requirements (30 credit hours)

Take the following prerequisite courses (total of 13 credit hours):

MDRNGRK 1101*	Elementary Modern Greek I
MDRNGRK 1102*	Intermediate Modern Greek I
MDRNGRK 1103*	Intermediate Modern Greek II

Take both advanced Modern Greek language courses (total of 6 credit hours):

MDRNGRK 4001	Advanced Modern Greek I
MDRNGRK 4002	Advanced Modern Greek II

Choose 1 course with a focus on Modern Greek culture (total of 3 credit hours):

MDRNGRK 2000	Athens: The Modern City
MDRNGRK 2100	Greece and Beyond: The Crossing of Borders Through Film
MDRNGRK 2367	Reading and Writing About Issues in Greek-American Society and Culture
MDRNGRK 2410	Culture of Contemporary Greece
MDRNGRK 2500H	Greek Identities: Ancient and Modern
MDRNGRK 2680	Folklore of Contemporary Greece
MDRNGRK 3570	CLLC Radio

Choose 7 courses at or above the 2000-level (total of 21 credit hours):

MDRNGRK 2000	Athens: The Modern City
MDRNGRK 2100	Greece and Beyond: The Crossing of Borders Through Film
MDRNGRK 2240	Travels to Greece: The Search for a Cultural Ideal
MDRNGRK 2367	Reading and Writing About Issues in Greek-American Society and Culture
MDRNGRK 2410	Culture of Contemporary Greece
MDRNGRK 2500H	Greek Identities: Ancient and Modern
MDRNGRK 2680	Folklore of Contemporary Greece
MDRNGRK 3570	CLLC Radio
MDRNGRK 3710	Modern Greek Literature in Translation
MDRNGRK 5000	Modern Greek Language and Literature
MDRNGRK 5797	Study at a Foreign Institution

**Prerequisite courses - do not count towards total major credit hours.*

Embedded Literacy Requirements

Advanced writing, data analysis, and fluency with key technologies are embedded literacies that are meant to be developed throughout a student's major coursework and higher education experience. Because they are tied to a student's major, the ways in which a student satisfies the requirements for each embedded literacy is determined by the academic program offering the degree.

EMBEDDED LITERACY	COURSE OPTIONS
Advanced Writing	CLAS 3100
Data Analysis	LING 2015, 3802; HISTORY 2800, 3702; COMPSTD 3990; ENGLISH 3379
Technology	ANTH 2201; COMPSTD 2340; HISTORY 2700, 2800, 3213; RELSTD 2670; WGSS 3575

General Education

Every student at Ohio State completes courses in General Education (GE). To learn more about the specific GE courses required for your program, please visit ugeducation.osu.edu/general-education-ohio-state.



March 7, 2026

Dear Chair and Members of the Arts and Sciences Curriculum Committee:

On February 10th, the Arts and Humanities Subcommittee 1 reviewed a request from the Department of Comparative Studies to merge several existing majors into a single program. Currently the department administers three separate majors: Comparative Studies, Religious Studies, and World Literature. The department proposes to offer a single major going forward. Within that major, students will have the opportunity to specialize in one of five areas: Cultural Studies; Religious Studies; World Literature; AI Ethics, Science and Technology Studies; and Folklore. This revision will better reflect the expertise of faculty in Comparative Studies and better align with student needs. Among the benefits of the revision are that course-taking bottlenecks will be eased; credits in the electives category will be redistributed to accommodate the Embedded Literacy in Technology; and specializations will appear as designated sub-plans on transcripts, making each student's focus and interests more visible to potential employers and graduate programs. Current majors will not be disrupted. They will be permitted to complete the major by fulfilling the previous requirements or the revised requirements, as they wish.

A&H Subcommittee 1 voted unanimously to approve the request with two contingencies, both of which have since been satisfied. The proposal is now advanced to the ASCC with a motion to approve.

Warm regards,



Tom Dugdale
Associate Professor
Department of Theatre, Film, and Media Arts
Chair, ASC A&H Subcommittee 1

January 9, 2026

To Whom it May Concern,

The Department of Comparative Studies—an interdisciplinary department with curricular strengths in religious studies, literature, folklore, science and technology studies, ethnic studies, and other areas of cultural comparison—is submitting a proposal to merge several existing majors into a single program. This revision strengthens our curricular coherence, responds to student needs, and better aligns the structure of the major with the current general education requirements. The proposal and an outline of the revised major are attached.

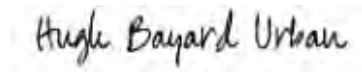
Comparative Studies currently administers three separate majors: Comparative Studies, Religious Studies, and World Literature. We are proposing that we combine these three into a single major with multiple areas of specialization. This reconfiguration of the major has several advantages. It better reflects our current faculty and course offerings; it streamlines and simplifies the program as a whole, eliminating course-taking bottlenecks in the program that students previously faced; and it provides a more logical map for the students' progress through the major from introductory course to the senior seminar capstone.

The five areas of specialization within the revised major will be: Cultural Studies; Religious Studies; World Literature; AI Ethics, Science, and Technology Studies; and Folklore. We believe these specializations, which will be notated on students' transcripts, will make the program more legible both to students and to prospective employers, who may have found the label "Comparative Studies" a bit too amorphous and unclear. These areas of specialization are not "new" to the department but are simply clarifying and better organizing existing strengths in our curriculum. We already have minors in Religious Studies, Folklore, World Literature, and Science and Technology Studies; this revision to the Comparative Studies major ensures these specializations are visible to students as potential pathways.

Although current majors in Comparative Studies, World Literature, and Religious Study will have the option of completing their degree under the new plan, current students in these majors will be fully supported if they wish to complete their degrees under the original structure. We are committed to ensuring that they will be able to fulfill their major requirements without any issues. The necessary required courses for the former majors will still be taught, and we will work with each student to make sure they are able to fulfill the requirements in a timely manner.

Please contact us if you have any questions or need additional information.

Sincerely,

A handwritten signature in dark ink that reads "Hugh Bayard Urban". The signature is written in a cursive, slightly slanted style.

Hugh B. Urban
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Updated Comparative Studies Major Rationale and Plan

The Department of Comparative Studies designed this update to our major after careful review of student experiences with our majors, course-taking trends, and opportunities to better align curriculum with student needs. The revised major provides four clearly defined specializations (including specializations for world literature and religious studies) in addition to the existing option for students to design their own specialization. This approach was designed to balance flexibility, structure, and coherence of experience.

The recommended specializations in the revised major also increase the visibility of significant areas of faculty expertise. The bookended upper- and lower-level requirements common to all specializations will create a more cohesive student cohort. This design also allows students the freedom to take full advantage of our varied curricular offerings and those across the university.

The revision maintains the core structure of the Comparative Studies major: a set of required foundational courses, a series of classes chosen in relation to an area of specialization, and a set of required upper-level research and synthesis courses. In the revised major, students who wish to design their own area of specialization (the framework of the current Comparative Studies major) do so through the “Cultural Studies” specialization.

The proposed revision complements the open, “design your own specialization” approach with four recommended specializations that align the major with our curricular strengths and faculty expertise: Religious Studies; World Literature; Folklore; and AI Ethics, Science, and Technology Studies (AI-STS). Religious Studies and World Literature are now offered as specializations within the Comparative Studies major rather than separate majors. The delineation AI-STS and Folklore Studies specializations reflects student interest in these areas and the desire for a clear designation of these areas of focus on the transcript. The AI-STS specialization strategically expands upon the department’s historical strength in STS, our recent hires in this area, and our STS faculty’s central role in the development of an AI Ethics certificate.

The most significant change to the major is that we are now naming specializations as sub-plans within the registrar’s system to ensure legibility on student transcripts. Beyond this, the specializations are essentially a formalization of concentration options that already existed in the previous major. The revised major also rebalances credits to better complement the new GE “bookend” structure and ensure parity and cohesion across the specializations. Instead of an electives category, it diversifies students’ course taking by redistributing credits toward additional upper-level courses distributed within the specialization. Offering distinctive specializations within a single program helps students develop a more coherent vision of how their course of study relates to the department’s curricular offerings and faculty areas of expertise. It also improves the ease of advising and completing the major; the five specializations have a parallel, easy-to-navigate structure. (See attached comparison chart and samples of preliminary draft advising sheets. Final versions will include course lists and forms.)

The changes address insights from student feedback since the current major was implemented in 2023. Although most students have appreciated the flexibility of the self-designed core area of focus, others have a strong identification with their chosen area (e.g., Religious Studies, Folklore) and want this area to be reflected explicitly on their transcripts. By establishing specializations as “sub-plans” for transcription purposes, we ensure the legibility of students’ credentials to future employers and graduate programs.

Taken together, these updates ensure that our major effectively supports the humanities skills most relevant to contemporary learning and career opportunities.

Highlights of the updated major:

- One major (Comparative Studies) with the choice of the following five named specializations (“sub plans” designated on students’ transcript):
 - Religious Studies
 - World Literatures
 - Folklore
 - AI, Science, and Technology Studies
 - Cultural Studies (reflects current model’s flexible core area of focus, now identified as a student-designed specialization)
- The credits in the electives category have been redistributed to accommodate the Embedded Literacy in Technology (it is now truly embedded, not an additional requirement) and a 4000-level research course in the department¹
- Across all specializations, students take a one-credit introduction to the major, two upper-level theory courses in the department (CS 3990 and a second course), and CS 4990, the department’s senior seminar
- Options for fulfilling the technology embedded literacy requirement are diversified, including upper-level courses for more advanced engagement

¹ In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).



**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:

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 No

Endorsement No

SECTION 1: RATIONALE

1.1 *Rationale for the program.*

The Department of Comparative Studies, led by the director of undergraduate studies, revised the major to respond to student needs, strengthen curricular coherence, and better align the structure of the major with the current general education framework.

The revised major offers four clearly defined specializations in addition to the existing option for students to design their own area of focus. This approach balances flexibility and structure, and it increases the visibility of student credentials to future employers by highlighting students' area of specialization on the transcript. The bookended upper- and lower-level requirements common to all specializations create a consistent experience for learners across the specializations, and shared course-taking experiences support the development of a more cohesive student cohort. This design also allows students the freedom to take full advantage of our varied curricular offerings and those across the university.

The planned revision maintains the core structure of the Comparative Studies major: a set of required foundational courses, a series of classes chosen in relation to an area of specialization, and a required upper-level research and synthesis course. In the revised major, students who wish to design their own area of specialization (the framework of the current Comparative Studies major) may still do so through the "Cultural Studies" specialization.

The revised major complements the open, "design your own focus" Cultural Studies specialization with four structured specializations that align the major with our curricular strengths and faculty expertise: Religious Studies, World Literature, Folklore Studies, and AI, Science, and Technology Studies (AI-STS). In the new plan, Religious Studies and World Literature are offered as specializations within the Comparative Studies major rather than separate majors. Designating AI-STS and Folklore Studies as specializations reflects the department's robust offerings in these areas as well as current faculty expertise. These areas have high levels of student interest, and student feedback highlights the desire for a clear designation of these specializations on the transcript. The AI-STS specialization strategically expands the department's historical strength in STS to reflect recent hires in this area and our STS faculty's central role in the development of an AI Ethics certificate.

The most significant change to the major is that we are now naming specializations as sub-plans for legibility on transcripts and have shifted Religious Studies and World Literatures to specializations rather than separate majors. Beyond this, the specializations essentially formalize concentration options that were already available in the major. Offering distinctive specializations within a single program helps students develop a more coherent vision of how their course of study relates to the department's curricular offerings and faculty areas of expertise. It also improves the ease of advising and completing the major as the five specializations have a parallel, easy-to-navigate structure. (See the attached major chart.) As part of this shift, the revised major rebalances credits to better complement the new GE

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- 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.*

- 4

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.

The cross-cultural and interdisciplinary field of comparative studies provides students with the opportunity for critical analysis of social and cultural processes in areas such as religion, literature, popular culture, and music. Students choose from 5 specializations: Cultural Studies, Religious Studies, World Literature, Folklore Studies, or AI, Science, and Technology Studies (AI-STs). Each of these specializations provides unique opportunities to

develop strong analytical and critical thinking skills as well as excellent written and oral communication abilities. Students develop cultural competence as they engage reflectively with intersections and interactions of various aspects of identity, including gender, ethnicity, race, class, and nationality. As its hallmark, the program supports the unique ability to *think comparatively*, that is, to understand a subject, situation, or area of study more deeply by examining it in relation to other contexts or disciplines.

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.

Program Learning Goals:

- **Goal 1** Students develop the capacity to analyze differences in culture and politics over time.
- **Goal 2** Students develop the capacity to engage and analyze issues of community and social justice.
- **Goal 3** Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- **Goal 4** Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- **Goal 5** Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- **Goal 6** Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

The new program design is consistent with our existing major and curriculum; it simply formalizes specializations that provide further focus in a particular area while still supporting the achievement of these goals across the foundation and specialization distribution courses. Students across all specializations thoroughly meet these goals across the curriculum, which culminates in a shared senior seminar experience.

4.3 Course offerings/descriptions

4.3.a. Specialization in Cultural Studies

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
COMPSTD 2099: The Question of Comparative Studies	1	X				Existing
COMPSTD 2340: Introduction to Cultures of Science and Technology (or equivalent Embedded Technology Literacy course*)	3	X	X			Existing

COMPSTD 2360: Introduction to Comparative Cultural Studies	3			X		Existing
One course in theory/methods specific to student-designed specialization**	3			X		Existing
Courses in a student-designed specialization (organized around a particular set of discourses, objects, cultural practices, or problems), selected in consultation with a faculty advisor, including at least one 4000-level research course in the Department of Comparative Studies that is not already being used to meet a requirement***	18			X	X	Existing
COMPSTD 4990: Senior Seminar in Comparative Studies	3	X				Existing
Total Number of Credit Hours	31					N/A

*Other options include the following existing courses, which are 3 credits each unless otherwise indicated: CS 2104(H) Literature, Science, and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; CS 3990: Approaches to Comparative Studies; CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); CS 4597.03 Global Folklore

**Options include the following existing, 3-credit hour courses: RS 3972 Theory and Method in the Study of Religion; CS 3646 Cultures, Natures, Technologies; CS 3658 Folklore in the Americas; CS 3903 World Literature: Theory and Practice

***In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).

4.3.b. Specialization in Religious Studies

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
COMPSTD 2099: The Question of Comparative Studies	1	X				Existing
COMPSTD 2340: Introduction to Cultures of Science and Technology (or equivalent Embedded Technology Literacy course*)	3	X	X			Existing

RELSTDS 2370(H): Introduction to Comparative Religion	3			X		Existing
RELSTDS 3972 Theory and Method in the Study of Religion	3			X		Existing
Courses engaging both with individual religious traditions in their specificity (9 credit hours) and taking comparative or interdisciplinary approaches (9 credit hours); at least one of these courses must include a 4000-level research course in the Department of Comparative Studies that is not already being used to meet a requirement**	18			X	X	Existing
COMPSTD 4990: Senior Seminar in Comparative Studies	3	X				Existing
Total Number of Credit Hours	31					N/A

*Other options include the following existing courses, which are 3 credits each unless otherwise indicated: CS 2104(H) Literature, Science, and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; CS 3990: Approaches to Comparative Studies; CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); CS 4597.03 Global Folklore

**In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).

4.3.c. Specialization in World Literatures

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
COMPSTD 2099: The Question of Comparative Studies	1	X				Existing
COMPSTD 2340: Introduction to Cultures of Science and Technology (or equivalent Embedded Technology Literacy course*)	3	X	X			Existing

COMPSTD 2301: Introduction to World Literature	3	X	X			Existing
COMPSTD 3903/E: World Literature: Theory and Practice	3			X		Existing
Courses engaging with literatures across the globe, with attention to five areas: Africa, East and South Asia, Latin America/Caribbean, the Middle East, and North America/Europe; at least one of these courses must include a 4000-level research course in the Department of Comparative Studies that is not already being used to meet a requirement**	18			X	X	Existing
COMPSTD 4990: Senior Seminar in Comparative Studies	3	X				Existing
Total Number of Credit Hours	31					N/A

*Other options include the following existing courses, which are 3 credits each unless otherwise indicated: CS 2104(H) Literature, Science, and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; CS 3990: Approaches to Comparative Studies; CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); CS 4597.03 Global Folklore

**In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).

4.3.d. Specialization in AI and Science & Technology Studies

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
COMPSTD 2099: The Question of Comparative Studies	1	X				Existing
COMPSTD 2340: Introduction to Cultures of Science and Technology (or equivalent Embedded Technology Literacy course*)	3	X	X			Existing

COMPSTD 2360: Introduction to Comparative Cultural Studies	3			X		Existing
COMPSTD 4597.01: Global Studies of Science and Technology	3			X		Existing
Courses engaging with technical, ethical, social, and political questions about the role of AI, science, and technology in contemporary life; at least one of these courses must include a 4000-level research course in the Department of Comparative Studies that is not already being used to meet a requirement**	18			X	X	Existing
COMPSTD 4990: Senior Seminar in Comparative Studies	3	X				Existing
Total Number of Credit Hours	31					N/A

*Other options include the following existing courses, which are 3 credits each unless otherwise indicated: CS 2104(H) Literature, Science, and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; CS 3990: Approaches to Comparative Studies; CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); CS 4597.03 Global Folklore

**In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).

4.3.e. Specialization in Folklore

Course (name/number)	# of credit hours (q/s)	Major	General Education	Concentration	Elective	New/Existing Course
COMPSTD 2099: The Question of Comparative Studies	1	X				Existing
COMPSTD 2340: Introduction to Cultures of Science and Technology (or equivalent Embedded Technology Literacy course*)	3	X	X			Existing
COMPSTD 2350(H): Introduction to Folklore	3			X		Existing

COMPSTD 3658 Folklore of the Americas <i>or</i> COMPSTD 4957.03 Global Folklore	3			X		Existing
Courses exploring the history and current practices in the field of folklore, ethnographic methods, and other aspects of the study of cultural forms that permeate the everyday; at least one of these courses must include a 4000-level research course in the Department of Comparative Studies that is not already being used to meet a requirement**	18			X	X	Existing
COMPSTD 4990: Senior Seminar in Comparative Studies	3	X				Existing
Total Number of Credit Hours	31					N/A

*Other options include the following existing courses, which are 3 credits each unless otherwise indicated: CS 2104(H) Literature, Science, and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; CS 3990: Approaches to Comparative Studies; CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); CS 4597.03 Global Folklore

**In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis).

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.

Time period	Curriculum component	Time period	Curriculum component
Year 1, AU	Fulfill OSU's GEs	Year 1, SP	COMPSTD 2099 Approaches to Comparative Studies
			Specialization Distribution Course(s)
Time period	Curriculum component	Time period	Curriculum component
Year 2, AU	COMPSTD 2340: Introduction to Cultures of Science and Technology	Year 2, SP	Specialization Distribution Course(s)
	Foundational course, depending on specialization, e.g., COMPSTD 2301, COMPSTD 2350(H), COMPSTD 2360, or RELSTDS 2370(H)		
Time period	Curriculum component	Time period	Curriculum component
Year 3, AU	Specialization Distribution Course(s)	Year 3, SP	Theory course, depending on specialization, e.g., COMPSTD 3658 or COMPSTD 4597.03, COMPSTD 3903/E, COMPSTD 3990, RELSTDS 3972, or COMPSTD 4597.01
Time period	Curriculum component	Time period	Curriculum component
Year 4, AU	4000-level research course in COMPSTD/RELSTDS (this would count towards specialization distribution requirement)	Year 4, SP	COMPSTD 4990 Senior Seminar
			(4000-level research course in COMPSTD/RELSTDS if not already taken)

Total number of credit hours in the program: 31

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.*

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.*

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.*

SECTION 6: FACULTY

6.1 Program faculty

- *Provide the number of existing faculty members available to teach in the proposed program.*
Full-time: 13
Less than full-time: 4
- *Provide an estimate of the number of faculty members to be added during the first two years of program operation.*
Full-time: 1
Less than full-time: 0

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	Years of Teaching Experience In the Discipline/	Title of the Course(s) This Individual Will Teach in the Proposed Program	Number of Courses this Individual will

				Field		Teach Per Year at All Campus Locations
Hugh Urban	Professor and Chair	FT	PhD, Religious Studies, University of Chicago, 1998	27	COMPSTD 2099 The Question of Comparative Studies	2
Ashley Pérez	Associate Professor	FT	PhD, Comparative Literature, Indiana University, 2014	12	COMPSTD 2301 Introduction to World Literature COMPSTD 3903/E World Literature: Theory and Practice	4
Liliana Gil	Assistant Professor	FT	PhD, Anthropology, The New School, 2022	3	COMPSTD 2340 Introduction to Cultures of Science and Technology	3
Merrill Kaplan	Associate Professor	FT	PhD, Scandanavian, Berkeley University, 2006	22	COMPSTD 2350(H) Introduction to Folklore COMPSTD 3658 Folklore of the Americas COMPSTD 4957.03 Global Folklore	3
John Brooks	Assistant Professor	FT	PhD, English, Indiana University, 2018	3	COMPSTD 2360 Introduction to Comparative Cultural Studies	4
Isaac Weiner	Professor	FT	PhD, Religious Studies, University of North Carolina, Chapel Hill, 2009	17	RELSTD 2370 Introduction to Comparative Religion	3
Melissa Curley	Associate Professor	FT	PhD, Religious Studies, McGill University, 2009	16	RELSTD 3972 Theory and Method in the Study of Religion	4

Spencer Dew	Associate Teaching Professor	FT	PhD, Religious Studies, University of Chicago, 2009	4	COMPSTD 4990 Senior Seminar in Comparative Studies	6
Maya Cruz	Assistant Professor	FT	PhD, Cultural Studies, University of California, Davis, 2022		COMPSTD 4597.01	4

SECTION 7: PROGRAM DEVELOPMENT

7.1 Program development

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

These updates ensure that our major best supports the creation and discovery of knowledge to benefit a wide range of communities, and they strengthen our ability to offer the distinguished academic programs OSU seeks to be known for. By prioritizing student needs and feedback about the previous structure of the major, the revision reflects OSU's commitment to putting people first. Although many students appreciate the flexibility of the self-designed core area of focus, others have a strong identification with their chosen area (e.g., Religious Studies, Folklore, STS, World Literatures) and a desire for this focus to be reflected on their transcripts.

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

N/A

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**.*

N/A

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.*

N/A

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 other public institution within this radius offers our major.

- *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
3. Workforce Need
4. Fiscal Impact Statement
5. Course Syllabi (new course(s)/capstone), if applicable
6. Faculty CVs (new), if applicable
7. Needs Assessment/Market Analysis, if applicable

Other items as directed in the supplemental forms (if submitted)

Appendix Name	Description
Appendix A	Workforce Need

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) 

Appendix A: Workforce Need

The redesigned Comparative Studies major is not a new program but rather a revision of an existing program. By establishing specializations as “sub-plans” for transcription purposes, we ensure the legibility of students’ credentials to future employers and graduate programs, increasing the connection between academic success and career.

More broadly, students who receive degrees from the Department of Comparative Studies find employment in a wide range of areas, including education (K-12 and college), libraries, the FBI, law, communications, public relations, non-profit organizations, administration, music, and the arts.

Workforce development is undergoing a fundamental shift as AI is altering what has been the role of humans in the workplace, eliminating a whole range of jobs, even professions, especially in technical areas. Although understanding appropriate AI uses is important, currently humanities majors are doing better when they graduate than those with narrow technical skills, such as computer science majors. A growing body of work on career opportunities for the current generation highlights the importance of developing skills that AI can't easily replicate. These include critical, flexible thinking, broad understanding, the ability to analyze and navigate complex situations—all skills that Comparative Studies helps students develop.

Jobs that require human-specific skills are less likely to be displaced by AI. Researchers call these “human capabilities,” and they include empathy, a high level of presence, perspective, judgment, consideration of contexts, and a vision for the future. Being strong in these areas not only makes students more employable; it also supports students in being engaged and responsible citizens who create changes that support the wellbeing of others.

Comparative Studies degrees provide credentials relevant to top job categories listed in “Ohio’s Top 30 Industries with the Fastest Job Growth, 2022–2032” and “Ohio’s Top 30 Industries with the Most New Jobs, 2022–2032” (highlighted below). See also highlighted high-growth workforce areas in the, third chart, which represents Ohio “Top Jobs” data filtered based on education (associate’s or bachelor’s degree) and relevant areas.

Appendix B, continued

Ohio's Top 30 Industries* with the Fastest Job Growth, 2022–2032

NAICS	Industry	2022 Annual Employment	2032 Projected Employment	Change in employment 2022-2032	Percent Change 2022-2032
3359	Other Electrical Equipment and Component Manufacturing	7,030	9,495	2,465	35.1%
6117	Educational Support Services	24,600	30,971	6,371	25.9%
4922	Local Messengers and Local Delivery	5,680	7,087	1,407	24.8%
5182	Data Processing, Hosting, and Related Services	11,890	14,714	2,824	23.8%
3344	Semiconductor and Other Electronic Component Manufacturing	8,680	10,506	1,826	21.0%
8113	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	10,490	12,155	1,665	15.9%
6241	Individual and Family Services	64,670	74,812	10,142	15.7%
6216	Home Health Care Services	57,740	66,021	8,281	14.3%
6214	Outpatient Care Centers	36,340	41,099	4,759	13.1%
6213	Offices of Other Health Practitioners	35,590	39,806	4,216	11.9%
8129	Other Personal Services	11,200	12,466	1,266	11.3%
5415	Computer Systems Design and Related Services	70,600	78,287	7,687	10.9%
5621	Waste Collection	6,740	7,442	702	10.4%
5611	Office Administrative Services	22,260	24,543	2,283	10.3%
5419	Other Professional, Scientific, and Technical Services	26,210	28,869	2,659	10.1%
5416	Management, Scientific, and Technical Consulting Services	38,100	41,854	3,754	9.9%
3119	Other Food Manufacturing	11,110	12,096	986	8.9%
6223	Specialty (except Psychiatric and Substance Abuse) Hospitals	8,710	9,467	757	8.7%
3250A2	Chemical Manufacturing (3255 and 3256 only)	20,320	22,073	1,753	8.6%
5629	Remediation and Other Waste Management Services	7,070	7,660	590	8.4%
5417	Scientific Research and Development Services	21,500	23,199	1,699	7.9%
7113	Promoters of Performing Arts, Sports, and Similar Events	5,730	6,154	424	7.4%
6243	Vocational Rehabilitation Services	10,790	11,582	792	7.3%
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	32,580	34,879	2,299	7.1%
6222	Psychiatric and Substance Abuse Hospitals	5,720	6,123	403	7.1%
5511	Management of Companies and Enterprises	139,120	148,655	9,535	6.9%
4885	Freight Transportation Arrangement	9,720	10,372	652	6.7%
6215	Medical and Diagnostic Laboratories	7,400	7,819	419	5.7%
3254	Pharmaceutical and Medicine Manufacturing	6,340	6,696	356	5.6%
5242	Agencies, Brokerages, and Other Insurance Related Activities	48,532	51,196	2,664	5.5%

* Industries with 5,000 or more workers.

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, February 2025.

Appendix B, continued

Ohio's Top 30 Industries with the Most New Jobs, 2022–2032

NAICS	Industry	2022 Annual Employment	2032 Projected Employment	Change in employment 2022-2032	Percent Change 2022-2032
6241	Individual and Family Services	64,670	74,812	10,142	15.7%
5511	Management of Companies and Enterprises	139,120	148,655	9,535	6.9%
6216	Home Health Care Services	57,740	66,021	8,281	14.3%
5415	Computer Systems Design and Related Services	70,600	78,287	7,687	10.9%
6221	General Medical and Surgical Hospitals	265,750	272,813	7,063	2.7%
6117	Educational Support Services*	24,600	30,971	6,371	25.9%
6214	Outpatient Care Centers	36,340	41,099	4,759	13.1%
7225	Restaurants and Other Eating Places	395,330	400,044	4,714	1.2%
6213	Offices of Other Health Practitioners	35,590	39,806	4,216	11.9%
6211	Offices of Physicians	99,040	102,833	3,793	3.8%
5416	Management, Scientific, and Technical Consulting Services	38,100	41,854	3,754	9.9%
5182	Data Processing, Hosting, and Related Services	11,890	14,714	2,824	23.8%
5242	Agencies, Brokerages, and Other Insurance Related Activities	48,532	51,196	2,664	5.5%
5419	Other Professional, Scientific, and Technical Services	26,210	28,869	2,659	10.1%
3359	Other Electrical Equipment and Component Manufacturing*	7,030	9,495	2,465	35.1%
6233	Continuing Care Retirement Communities and Assisted Living Facilities for the Elderly	32,580	34,879	2,299	7.1%
5611	Office Administrative Services	22,260	24,543	2,283	10.3%
5220A1	Credit Intermediation and Related Activities (5221 and 5223 only)	77,480	79,750	2,270	2.9%
7139	Other Amusement and Recreation Industries	44,700	46,806	2,106	4.7%
6111	Elementary and Secondary Schools	275,890	277,879	1,989	0.7%
3344	Semiconductor and Other Electronic Component Manufacturing	8,680	10,506	1,826	21.0%
3250A2	Chemical Manufacturing (3255 and 3256 only)	20,320	22,073	1,753	8.6%
5417	Scientific Research and Development Services	21,500	23,199	1,699	7.9%
8113	Commercial and Industrial Machinery and Equipment (except Automotive and Electronic) Repair and Maintenance	10,490	12,155	1,665	15.9%
4234	Professional and Commercial Equipment and Supplies Merchant Wholesalers	30,380	32,002	1,622	5.3%
2382	Building Equipment Contractors	77,360	78,833	1,473	1.9%
4922	Local Messengers and Local Delivery	5,680	7,087	1,407	24.8%
4230A1	Merchant Wholesalers, Durable Goods (4232, 4233, 4235, 4236, 4237, and 4239 only)	61,810	63,100	1,290	2.1%
8129	Other Personal Services	11,200	12,466	1,266	11.3%
6113	Colleges, Universities, and Professional Schools	85,990	87,223	1,233	1.4%

*Industries expected to have the most new jobs and growth rates of at least 25%.

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information, February 2025.

Appendix B, continued

An official State of Ohio site. [Here's how you know](#)

Governor's Office of Workforce Transformation Top Jobs

[Top Jobs List](#) [In-Demand Jobs Week](#) [Search Jobs](#)

[Help](#)

Title	Median Salary			Growth			Employment					Openings	
	\$50K	\$100K	\$150K	0	200	400	0K	20K	40K	60K	80K	0	5,000
Medical and Health Services Managers		\$100K				425		14,815					1,709
General and Operations Managers		\$88K				425			66,139				6,020
Financial Managers		\$129K				350		22,648					2,075
Secondary School Teachers, Except Special and Career/Technical Educati..		\$74K				324		48,036					3,655
Preschool Teachers, Except Special Education		\$29K				318		13,520					1,820
Elementary School Teachers, Except Special Education		\$64K				311		51,045					4,033
Substance Abuse, Behavioral Disorder, and Mental Health Counselors		\$48K				192		9,223					1,126
Physical Therapist Assistants		\$62K				170		6,402					1,028
Middle School Teachers, Except Special and Career/Technical Education		\$75K				169		27,599					2,182
Occupational Therapy Assistants		\$62K				137		4,371					759
Child, Family, and School Social Workers		\$47K				120		10,760					1,157
Construction Managers		\$92K				112		10,543					903
Interpreters and Translators		\$52K				109		4,138					547
Paralegals and Legal Assistants		\$51K				99		11,156					1,336
Teachers and Instructors, All Other, Except Substitute Teachers		\$46K				92		8,226					1,076
				0	200	400	0K	20K	40K	60K	80K	0	5,000

OVERVIEW OF COMPARATIVE STUDIES MAJOR AND SPECIALIZATION PATHWAYS

31 credits total	Specialization in Cultural Studies	Specialization in Religious Studies	Specialization in World Literatures	Specialization in AI, Science, & Technology Studies	Specialization in Folklore
Major Foundation Requirements 4 credit hours	Introduction to the major: CS 2099 The Question of Comparative Studies (1 credit) Embedded Technology Literacy requirement (3 credits) – recommend CS 2340*				
Specialization Requirements 6 credit hours	CS 2360 Introduction to Comparative Cultural Studies One course in theory/methods specific to a departmental field**	RS 2370 (H) Introduction to Comparative Religion RS 3972 Theory and Method in the Study of Religion	CS 2301 Introduction to World Literature CS 3903 (E) World Literature: Theory and Practice	CS 2360 Introduction to Comparative Cultural Studies CS 4597.01 Global Studies of Science and Technology	CS 2350 (H) Introduction to Folklore (3 credits) CS 3658 Folklore of the Americas or CS 4597.03 Global Folklore
Specialization Distribution Requirements 18 credit hours <i>At least one of these courses must include a 4000-level research course in the Dept. of Comparative Studies that is not already being used to meet a requirement***</i>	Courses in a student-designed specialization (organized around a particular set of discourses, objects, cultural practices, or problems), selected in consultation with a faculty advisor	Courses in religious studies, with attention to both individual religious traditions and comparative or interdisciplinary approaches to religion	Courses engaging with literatures across the globe, with attention to five areas: Africa, East and South Asia, Latin America/Caribbean, the Middle East, and North America/ Europe	Courses engaging with technical, ethical, social, and political questions about the role of AI, science, and technology in contemporary life	Courses exploring the history and current practices in the field of folklore, ethnographic methods, and other aspects of the study of cultural forms that permeate the everyday
Upper-Level Major Requirement 3 credit hours	CS 4990 Senior Seminar in Comparative Studies (Advanced Writing and Data Analysis Embedded Literacies)				

*Choose from: CS 2104(H) Literature, Science, and Technology; CS 2340 Introduction to Cultures of Science and Technology; CS 3007 Technology, Science, and Citizenship; RS 2670 Science and Religion; or CS 4645 Cultures of Medicine (4-credit HIP Health & Wellness course); 4597.03 Global Folklore

**Through consultation with advisor, choose from: CS 3990 Approaches to Comparative Studies; CS 3972 Theory and Method in the Study of Religion; CS 3646 Cultures, Natures, Technologies; CS 3658 Folklore in the Americas; CS 3903 World Literature: Theory and Practice

***In the Department of Comparative Studies, all traditional 3- or 4-credit hour courses (marked as COMPSTD or RELSTDS) with a specified subject and course description include a research component. Other 3- or 4-credit Comparative Studies courses at the 4000-level may be accepted after discussion of research plans. Examples of courses requiring consultation for approval include: 4191 (Internship); 4193 (individual studies), 4798.01 (Study Tour: Domestic), 4798.02 (Study Tour: Foreign), 4998(H) (research), 4999(H) (thesis)

Advising Sheet for Comparative Studies Major

NAME _____ STUDENT ID # _____

PHONE _____ E-MAIL _____ FACULTY ADVISER _____

I. Embedded Literacies (GE-N requirements)

Course	Title	Semester	Credit
Technology: CS 2340	Introduction to Cultures of Science and Technology		
Data Analysis: CS 3990	Approaches to Comparative Studies		
Advanced Writing: CS 4990	Senior Seminar in Comparative Studies		

II. Required Courses (10 Credit hours)

Course	Title	Semester	Credit
CS 2099	The Question of Comparative Studies		
CS 2360	Introduction to Comparative Cultural Studies		
CS 3990	Approaches to Comparative Studies		
CS 4990	Senior Seminar in Comparative Studies		

III. Core Area of Focus (15 Credit hours): _____

Each student will develop an individualized Core Area of Focus in consultation with their advisor. It will consist of a set of five courses (**at least four of which must be Comparative Studies or Religious Studies courses, and no more than two at the 2000 level**) that is centered on a particular set of discourses, objects, cultural practices, or problems. See the list of available classes below.

Course	Title	Semester	Credit

IV. Electives (12 Credit Hours):

Electives should complement the Major Focus while adding additional knowledge bases or theoretical/methodological approaches. (Only one course can be at the 2000 level.) See list of available classes below.

Course	Title	Semester	Credit

V. Research Course:

At least one course from section III. or IV. must be a Comparative Studies research course at the 4000 level and must be taken before Comparative Studies 4990.

Course	Title	Semester	Credit

Courses in Comparative Studies that can fulfill the Core Area of Focus or the Electives requirements:

CS 2101(H) Literature and Society
CS 2104(H) Literature, Science and Technology
CS 2105 Literature and Ethnicity
CS 2214 Intro to Sexuality Studies
CS 2220 Intro to South Asian Studies
CS 2264 Intro to Popular Culture Studies
CS 2281 American Icons
CS 2301 Intro to World Literature
CS 2321 Intro to Asian American Studies
CS 2322 Intro to Latino Studies (Intro to Latinx Studies)
CS 2323 Intro to American Indian Studies
CS 2420 Intro to American Food Cultures
CS 2340 Intro to Cultures of Science and Technology
CS 2341 Technology, Science, and Society
CS 2350(H) Intro to Folklore
CS 2684(H) Modernity and Postmodernity
CS 3360 Intro to Globalization and Culture
CS 3603 Love and Literature
CS 3606 The Quest in World Literature
CS 3607 Film and Literature
CS 3608 Representations of the Experience of War
CS 3645(H) Cultures of Medicine
CS 3646 Cultures, Natures, Technologies
CS 3680 Religion and Law in Comparative Perspective
CS 3686 Cultural Studies of American Popular Musics
CS 3689 Transnationalism and Culture in the Americas
CS 3808 Utopia and Dystopia

CS 4420 Cultural Food Systems and Sustainability
CS 4597.01 Global Studies of Science and Technology
CS 4597.02 Global Culture
CS 4597.03 Global Folklore
CS 4658 (3658) Folklore of the Americas
CS 4661 (3661) The City and Culture
CS 4803 Studies in Asian American Literature and Culture
CS 4804 Studies in Latino Literature and Culture
CS 4822 Native American Identity
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality
CS 5240 Race and Public Policy in the US
RS 3210 Jewish Mystical Tradition
RS 3671 Religions of India
RS 3672 Native American Religions
RS 3673 The Buddhist Tradition
RS 3674 African Religions
RS 3678 Religion and American Culture
RS 3679 Religion and Popular Culture
RS 3680 Religion and Law in Comparative Perspective
RS 3872H Varieties of Christianity
RS 3877 Myth and Ritual
RS 3972 Theory and Method in the Study of Religion
RS 4871 Religion and American Politics
RS 4873 Contemporary Religious Movements in Global Context
RS 4875 Gender, Sexuality, and Religion

Courses from outside Comparative Studies that can fulfill the Electives (1 course from this list may count toward the Core Area of Focus requirement):

African American and African Studies

2201 Major Readings in African American and African Studies
2218 Black Urban Experience
2270 Introduction to Black Popular Culture
2281 Intro to African American Literature
2288 Bebop to Doowop to Hiphop: The Rhythm and Blues Tradition
3083 Civil Rights and Black Power Movements
3230 Black Women: Culture and Politics
3310 Global Perspectives on the African Diaspora
3376 Arts and Cultures of Africa and the Diaspora
3440 Theorizing Race
4535 Topics in Black Masculinity
4565 Topics in African Diaspora Studies
4571 Black Visual Culture and Popular Media
4582 Special Topics in African-American Literature
4921 Intersections: Approaches to Race, Gender, Class and Sexuality

Anthropology

2202(H) An Introduction to Cultural Anthropology
2241 Middle East Close-Up: People, Cultures, Societies
3334 Zombies: Anthropology of the Undead
3419 Latin American Cultures and Migration in Global Perspective
3525 (4525) History of Anthropological Theory

Chinese

4405 China in Chinese Film
4406 China Pop: Contemporary Popular Culture and Media in Greater China

East Asian Languages and Literature

3446 Asian American Film

English

2264 Intro to Popular Culture Studies
2270H Intro to Folklore
2277 Intro to Disability Studies
4569 Digital Media and English Studies
4577.01 Folklore I: Groups and Communities
4577.02 Folklore II: Genres, Form, Meaning, and Use
4586 Studies in American Indian Literature and Culture
4587 Studies in Asian American Literature and Culture
4588 Studies in Latino/a Literature and Culture
4595 Literature and Law

French

2801 French Cinema
3202 Literary and Visual Texts of the Francophone World
3402 Introduction to Francophone Cultures
3701 Introduction to French Cinema

Geography

3600 Space, Power, and Political Geography
3701 The Making of the Modern World

German

2251 German Literature and Popular Culture
3252.01 Holocaust in German Literature and Film

3351 Democracy, Fascism and German Culture

History

2002(H) Making America Modern
2070 Intro to Native American History
2075 Intro to US Latino/a History
2079 Asian American History
2080 African American History to 1877
2081 African American History from 1877
2100 Intro the Spanish Atlantic World
2260 (3276) European Thought and Culture, 19th Cent.
2261 (3277) European Thought and Culture, 20th Cent.
2270 Love in the Modern World
2455 Jews in American Film
2475 History of the Holocaust
2610(H) Intro to Women and Gender in the US
2630 History of Modern Sexualities
2750(E) Natives and Newcomers: Immigration and Migration in US History
2800 Intro to the Discipline of History
3017 The Sixties
3020 19th Century American Ideas
3021 20th Century American Ideas
3040 The American City
3070 Native American History from European Contact to Removal, 1560-1820
3071 Native American History from Removal to the Present
3075 Mexican American Chicano/a History
3080 Slavery in the US
3082 Black Americans during the Progressive Era
3083 Civil Rights and Black Power Movements
3085 African American History through Contemporary Film

International Studies

4800 Cultural Diplomacy

History of Art

2901 Introduction to World Cinema
3605(H) History of Photography
3901 World Cinema Today
4640 Contemporary Art since 1945

Italian

2053 Intro to Italian Cinema
2055 Mafia Movies
3222 Modern Italian Media
4225 Italian Identities

Japanese

4400 Japanese Film and Visual Media

Near Eastern and South Asian Languages and Cultures

2244 Films of the Middle East
2798.01 Experiencing Everyday Life in South Asia

Philosophy

2400 Political and Social Philosophy
2450 Philosophical Problems in the Arts

2470H Honors Philosophy of Film
3420 Philosophical Perspectives on Issues of Gender

Russian

3460.01 Modern Russian Experience through Film

Scandinavian

3350 Norse Mythology and Medieval Culture
4250 Scandinavian Folklore of the Supernatural

Sociology

2340 Sex and Love in Modern Society
2380 (3380) Racial and Ethnic Relations in America
3210 (2300) Sociology of Culture and Popular Culture

Spanish

2330 Reinventing America
2332 Intro to Andean and Amazonian Cultures
2389 Spanish in the US: Language as Social Action
2520 Latin American Literature (in Translation): Fictions and Realities
4555(E) Indigenous, Colonial, & National Literatures and Cultures of Spanish America
4557.10 Intro to Latino Literature in the US
4557.20 Intro to Other Latino Literature in the US
4560(H) Introduction to Spanish American Culture
4565H Latin American Indigenous Literatures and Cultures
4580 Latin American Film
4581 Spanish Film

Theatre

2341H Moving Image Art
3731 History of Performance I

Women's Gender and Sexuality Studies

2215 Reading Women Writers
2230 Gender, Sexuality and Race in Popular Culture
2282 Intro to Queer Studies
2317 Gender at the Movies, Hollywood and Beyond
2296H Topics in Women's, Gender and Sexuality Studies
—upon approval of advisor
2300 Approaches to Feminist Inquiry
2305 A World of Genders and Sexualities
2340 Si Se Puede: Latinx Gender Studies
2550 History of Feminist Thought
3320 Topics in Women's Gender and Sexuality Studies
3370 Sexualities and Citizenship
3505 Transnational Feminisms
4375 Women and Visual Culture
4401 Asian American Women: Race, Sex, and Representation
4402 Black Women: Representations, Politics, and Power
4404 Regulating Bodies: Global Sexual Economies
4405 Race and Sexuality
4510 American Women's Movements
4520 Women of Color and Social Activism
4524 Women and Work

4527.01 Studies in Gender and Cinema
4560 Crossing Borders with Mexican-American and Chicana Feminisms
4597 Gender and Democracy in the Contemporary World
4845 Gender, Sexuality, and Science
4921 Intersections: Approaches to Race, Gender, Class, and Sexuality

Yiddish

3399 Holocaust in Yiddish and Ashkenaic Literature and Film

Advising Sheet for Religious Studies

Name _____ Student ID _____

Phone _____ Email _____ Faculty Advisor _____

1) **Core Courses** (12 Credit Hours):

Course	Title	Semester	Credit
RELSTD 2370 OR RELSTD 2102.02	Introduction to Comparative Religion OR Comparative Sacred Texts		
RELSTD 3972	Theory and Method in the Study of Religion		
COMPSTD 3990	Approaches to Comparative Studies OR a comparable alternative, with advisor's approval		
RELSTD 4970 OR COMPSTD 4990	Religious Studies Capstone OR Senior Seminar in Comparative Studies		

2) **Individual Religious Traditions courses** (9-15 Credit hours)

Courses in this category focus on specific traditions, time periods, and/or geographic regions. Majors should take courses in at least three different traditions, periods, and/or geographic regions—for example: a course in Christianity, Judaism, or Islam; a course in South Asian or East Asian religions; and a course in indigenous, ancient, or newly-emergent religions. Courses not listed below may be made to count toward this requirement, with advisor's approval.

ARABIC 5701 The Qur'an in Translation
 CLAS 3401 Ancient Greek Religion
 CLAS 3404 Magic in the Ancient World
 CLAS 3405 Christians in the Greco-Roman World
 CLAS 3408 Ancient Roman Religion
 COMPSTD 4822 Native American Identity
 ENGLISH 2280 The English Bible
 HEBREW 2700 The Hebrew Bible in Translation
 HISTORY 2220 Introduction to the History of Christianity
 HISTORY 2221 Introduction to the New Testament: History and Literature
 HISTORY 2351 Early Islamic Society, 610–1258
 HISTORY 2375 Islamic Central Asia
 HISTORY 2450 Ancient and Medieval Jewish History, 300 BCE-1100 CE
 HISTORY 2451 Medieval and Early Modern Jewish History, 700-1700 CE
 HISTORY 2452 Modern Jewish History, 1700-Present
 HISTORY 3218 Paul and His Influence in Early Christianity
 HISTORY 3219 Historical Jesus

HISTORY 3227 Gnostics and Other Early Christian Heresies
 HISTORY 3229 History of Early Christianity
 HISTORY 3245 The Age of Reformation
 HISTORY 3470 Messiahs and Messianism in Jewish History
 HISTART 3005 Christian Art
 HISTART 4421 Medieval Art
 JEWSHST 2201 Introduction to Jewish Culture, Thought, and Practice
 NELC 3230 Introduction to Shi'i Beliefs and History
 NELC 3501 Introduction to Islam
 NELC 3508 Sufism
 PHILOS 2120 Asian Philosophies
 PHILOS 3111 Introduction to Jewish Philosophy
 RELSTDS 2222 From Ishtar to Christ: The History of Mediterranean Religions
 RELSTDS 3210 Kabbalah and the Jewish Mystical Tradition (cross-listed with Hebrew and Jewish Studies)
 RELSTDS 3671 Religions of India
 RELSTDS 3672 Native American Religions

RELSTDS 3673 The Buddhist Tradition (cross-listed with EALL)
 RELSTDS 4872 Varieties of Christianity
 RELSTDS 4873: Contemporary Religious Movements in Global Context (cross-listed with INTSTDS)

RELSTDS 5871 The Japanese Religious Tradition (cross-listed with JAPANESE)

Course	Title	Semester	Credit

3) **Comparative/ Interdisciplinary courses: 9-15 credit hours**

Courses in this category are comparative or interdisciplinary in approach, covering multiple traditions and/or themes, and so exemplifying the approach of religious studies as a field. Courses not listed below may be made to count toward this requirement, with advisor's approval.

AFAMST 4342 Religion, Meaning, and Knowledge in Africa
 CLAS 3401 Ancient Greek Religion
 CLAS 3404 Magic in the Ancient World
 HEBREW 2367.01 Scripture and Script: The Bible in Contemporary Arts, Media, and Literature
 HEBREW 3704 Women in the Bible and Beyond
 HISTORY 3045 American Religious History
 HISTORY 3214 Women, Gender, and Sexuality in the History of Christianity
 MEDREN 2666 Witchcraft and Magic in the Middle Ages and Renaissance
 NELC 2680 It's the End of the World!: Apocalypticism in Christianity, Judaism, and Islam
 NELC 3201 Muslims in America and Europe: Migration and Living Between Worlds
 PHILOS 2120 Asian Philosophies
 PHILOS 5850 Philosophy of Religion

RELSTDS 2102.01 Literature and Religion
 RELSTDS 2102.02 Comparative Sacred Texts
 RELSTDS 2222 From Ishtar to Christ: The History of Mediterranean Religions
 RELSTDS 2670 Science and Religion (cross-listed with PHILOS)
 RELSTDS 2677 Religion and Environmentalism
 RELSTDS 3666 Magic in the Modern World
 RELSTDS 3671 Religions of India
 RELSTDS 3678 Religion and American Culture
 RELSTDS 3679 Popular Culture and World Religion
 RELSTDS 3680 Religion and Law in Comparative Perspective (cross-listed with HISTORY)
 RELSTDS 4873 Contemporary Religious Movements in a Global Perspective (cross-listed with INTSTDS)
 RELSTDS 4875 Gender, Sexuality and Religion
 SOCI 3467 Sociology of Religion

Course	Title	Semester	Credit

4) **Research course:**

For those enrolling in RELSTDS 4970 or COMPSTD 4990 as their capstone course, at least one course that you take

toward the requirements for Section 2 (Individual Religious Traditions Courses) **or** Section 3 (Comparative/Interdisciplinary Courses) must be a research course approved by your advisor. The work you do in the course you identify as your research course will be the foundation for the project you develop in RELSTDS 4970 or COMPSTD 4990.

Course	Title	Semester	Credit

ADVISING SHEET FOR WORLD LITERATURES MAJOR

NAME _____ STUDENT ID # _____

PHONE _____ E-MAIL _____ FACULTY ADVISER _____

I. REQUIRED COURSES (12 CREDITS)

COURSE	TITLE	SEMESTER	CREDIT
CS 2301	Introduction to World Literature		
CS 3302	Translating Literatures and Cultures		
CS 3990	Approaches to Comparative Studies (or an approved alternative)		
CS 3903	World Literature: Theory and Practice		

II. DISTRIBUTION REQUIREMENT (24 CREDITS) Courses are chosen from electives in language and literature departments. Courses taught in the original language may be substituted for courses in translation; all substitutions must be approved by the advisor. (See Example program below.)

REGION	COURSE AND TITLE	SEMESTER	CREDIT
Africa			
Middle East			
East and South Asia/Pacific			
Latin America/Caribbean			
North America/Europe			
Cross-Cultural (optional)			

Total credits required: 36.

EXAMPLE PROGRAM IS ENTERED BELOW.

I. REQUIRED COURSES (12 CREDITS)

COURSE	TITLE	SEMESTER	CREDIT
CS 2301	Introduction to World Literature		
CS 3302	Translating Literatures and Cultures		
CS 3990	Approaches to Comparative Studies (or an approved alternative)		
CS 4903	World Literature: Theory and Practice		

II. DISTRIBUTION REQUIREMENT (24 CREDITS) Courses are chosen from electives in language and literature departments. Courses taught in the original language may be substituted for courses in translation; all substitutions must be approved by the advisor.

REGION	COURSE AND TITLE	SEMESTER TAKEN	CREDIT
Africa			
	AAAS 2251 Introduction to African Literature		
	AAAS 4460 Theories in Africana Literature		
Middle East			
	NELC 3704 The Novel in the Middle East		
	NELC 5671 Canon and Communities in the Near East		
East and South Asia/Pacific			
	Chinese 4403 Modern Chinese Literature in Translation		
Latin America/Caribbean			
	Portuguese 2335 Cannibal Brazil: Cultural Encounters and Negotiations of Identity in Literature		
North America/Europe			
	English 4563 Contemporary Literature		
Cross-Cultural (optional)			
	Comparative Studies 4809 The Twentieth-Century Novel: Transnational Contexts		

Curriculum Map for Comparative Studies Major **[revised 2026 to add recommended specializations]**

Overview: This update maintains the core structure of the Comparative Studies major: a set of required foundational courses, a series of classes chosen in relation to an area of specialization, and a set of required upper-level research and synthesis courses. In the revised major, students who wish to design their own area of specialization (the framework of the current Comparative Studies major) do so through the “Cultural Studies” specialization. The new version of the major complements the open, “design your own focus” approach with four recommended specializations that align the major with our curricular strengths and faculty expertise: **Religious Studies, World Literature, Folklore Studies, and AI Ethics, Science, and Technology Studies (AI-STS)**. Religious Studies and World Literature are now offered as specializations within the Comparative Studies major rather than separate majors. Completion of a specialization ensures accomplishment of the program learning goals, while also conferring knowledge and expertise in a more focused area.

Program Learning Goals:

- Goal 1 Students develop the capacity to analyze differences in culture and politics over time.
- Goal 2 Students develop the capacity to engage and analyze issues of community and social justice.
- Goal 3 Students develop interdisciplinary thinking and writing skills, and an understanding of relationships between disciplines.
- Goal 4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or performance traditions.
- Goal 5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and modes of consumption.
- Goal 6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception of reality, and the norms that guide human behavior.

*Beg=Beginning; Int=Intermediate; Adv=Advanced

CURRICULUM MAP FOR COMPARATIVE STUDIES MAJOR <i>NB: DISTRIBUTION COURSES (ELECTIVES) IN <u>OTHER DEPARTMENTS</u> ARE CATEGORIZED IN REGARD TO GOALS #5 AND 6 ONLY</i>						
	Program Learning Goals					
	Goal #1 Students develop the capacity to analyze differences in culture and politics over time.	Goal #2 Students develop the capacity to engage and analyze issues of community and social justice.	Goal #3 Students develop interdisciplinary thinking and writing skills, and understanding of relationships among disciplines.	Goal #4 Students develop the ability to read critically and interpret a diverse range of texts, material artifacts, and/or	Goal #5 Students develop the capacity for aesthetic and historical response and judgment of cultural products and	Goal #6 Students develop the ability to understand how ideas and cultural artifacts influence the character of human beliefs, the perception

				performance traditions.	modes of consumption.	of reality, and the norms that guide human behavior.

REQUIRED COURSES (10 CREDITS):

CS 2099 The Question of Comparative Studies	Beg	Beg	Beg	Beg	Beg	Beg	
Specialization's introductory course: CS 2360, RS 2370(H), CS 2301, CS 2350(H)	Beg	Beg	Beg	Beg	Beg	Beg	
Specialization's theory course: CS 3990, RS 3972, CS 4597.01, CS 3903(E), CS 3658/4597.03	Int / Adv if CS 4597.03	Int / Adv if CS 4597.03	Int / Adv if CS 4597.03	Int / Adv if CS 4597.03	Int / Adv if CS 4597.03	Int / Adv if CS 4597.03	
CS 4990 Senior Seminar in Comparative Studies	Adv	Adv	Adv	Adv	Adv	Adv	

SPECIALIZATION REQUIREMENTS (6 CREDITS): This core requirement is composed of an introductory course in the student's chosen specialization – **Cultural Studies**, CS 2360; **Religious Studies**, RS 2370(H); **World Literatures**, CS 2301; **AI, Science, and Technology Studies**, CS 2360; **Folklore**, CS 2350(H) – and a course in theory/methods specific to the specialization: **Cultural Studies**, CS 3990; **Religious Studies**, RS 3972; **World Literatures**, CS 3903(E); **AI, Science, and Technology Studies**, CS 4597.01; **Folklore**, CS 3658/4597.03.

SPECIALIZATION DISTRIBUTION REQUIREMENTS (18 CREDITS): The selected courses should be determined by each student in consultation with their advisor and reflect a well-rounded engagement with their chosen specialization. Of the six courses, at least four of must be Comparative Studies or Religious Studies courses; no more than two should be at the 2000 level; and at least one must be a 4000-level research course in Comparative Studies or Religious Studies.

COURSES IN COMPARATIVE STUDIES AND RELIGIOUS STUDIES THAT FULFILL EITHER MAJOR SPECIALIZATION REQUIREMENTS or SPECIALIZATION DISTRIBUTION REQUIREMENTS

CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	Beg	Beg	Beg	Beg
CS 2101 Literature and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2104(H) Literature, Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2105(H) Literature and Ethnicity	Beg	Beg	Beg	Beg	Beg	Beg
CS 2214 Intro to Sexuality Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2220 Intro to South Asian Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2264 Intro to Popular Culture Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2281 American Icons	Beg	Beg	Beg	Beg	Beg	Beg
CS 2301 Intro to World Lit	Beg	Beg	Beg	Beg	Beg	Beg
CS 2321 Intro to Asian American Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2322 Intro to Latino Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2323 Intro to American Indian Studies	Beg	Beg	Beg	Beg	Beg	Beg

CS 2340 Intro to Cultures of Science and Technology	Beg	Beg	Beg	Beg	Beg	Beg
CS 2343 Slavery, Gender, and Race in the Atlantic World	Beg	Beg	Beg	Beg	Beg	Beg
CS 2345 Comedy, Culture, and Society	Beg	Beg	Beg	Beg	Beg	Beg
CS 2350(H) Intro to Folklore	Beg	Beg	Beg	Beg	Beg	Beg
CS 2360 Intro to Comparative Cultural Studies	Beg	Beg	Beg	Beg	Beg	Beg
CS 2420 American Food Cultures	Beg	Beg	Beg	Beg	Beg	Beg
CS 2864(H) Modernity & Postmodernity	Int	Int	Int	Int	Int	Int
CS 3007 Technology, Science, and Citizenship	Int	Int	Int	Int	Int	Int
CS 3072 The Newark Earthworks	Int	Int	Int	Int	Int	Int
CS 3130H Introduction to Performance Studies Honors	Int	Int	Int	Int	Int	Int
CS 3302(E) Translating Literatures & Cultures	Int	Int	Int	Int	Int	Int
CS 3360 Intro to Globalization and Culture	Int	Int	Int	Int	Int	Int
CS 3603 Love and Literature	Int	Int	Int	Int	Int	Int
CS 3606 Quest in World Literature	Int	Int	Int	Int	Int	Int
CS 3607 Film and Literature	Int	Int	Int	Int	Int	Int
CS 3608 Representations of the Experience of War	Int	Int	Int	Int	Int	Int
CS 3645H Cultures of Medicine	Int	Int	Int	Int	Int	Int
CS 3646 Cultures, Natures, Technologies	Int	Int	Int	Int	Int	Int
CS 3686 Cultural Studies of American Popular Musics	Int	Int	Int	Int	Int	Int
CS 3808 Utopia and Dystopia	Int	Int	Int	Int	Int	Int
CS 3886 Urban Sounds	Int	Int	Int	Int	Int	Int
CS 3903(E) World Literature: Theory and Practice	Int	Int	Int	Int	Int	Int
CS 3990 Approaches to Comparative Studies	Int	Int	Int	Int	Int	Int
CS 4021(E) Banned Books and the Cost of Censorship	Adv	Adv	Adv	Adv	Adv	Adv
CS 4420 Cultural Food Systems and Sustainability	Adv	Adv	Adv	Adv	Adv	Adv
CS 4444 The Sustainability Games	Adv	Adv	Adv	Adv	Adv	Adv
CS 4456 Lived Infrastructures: A Field School in Lisbon	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.01 Global Studies of Science and Technology	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.02 Global Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4597.03 Global Folklore	Adv	Adv	Adv	Adv	Adv	Adv
CS 4655 Studies in Ethnography	Adv	Adv	Adv	Adv	Adv	Adv
CS 4658 (3658) Folklore of the Americas	Int	Int	Int	Int	Int	Int
CS 4661 (3661) The City and Culture	Int	Int	Int	Int	Int	Int
CS 4803 Studies in Asian American Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4804 Studies in Latino Literature and Culture	Adv	Adv	Adv	Adv	Adv	Adv
CS 4805 Literatures of the Americas	Adv	Adv	Adv	Adv	Adv	Adv

CS 4808 (3808) Utopia and Anti-Utopia (Utopia and Dystopia)	Int	Int	Int	Int	Int	Int
CS 4822 Native American Identity	Adv	Adv	Adv	Adv	Adv	Adv
CS 4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv	Adv	Adv	Adv	Adv
RS 3168 History of God	Int	Int	Int	Int	Int	Int
RS 3210 Jewish Mystical Tradition	Int	Int	Int	Int	Int	Int
RS 3667 Messages from Beyond	Int	Int	Int	Int	Int	Int
RS 3671 Religions of India	Int	Int	Int	Int	Int	Int
RS 3672 Native American Religions	Int	Int	Int	Int	Int	Int
RS 3673 The Buddhist Tradition	Int	Int	Int	Int	Int	Int
RS 3674 African Religions	Int	Int	Int	Int	Int	v
RS 3678 Religion and American Culture	Int	Int	Int	Int	Int	Int
RS 3679 Religion and Popular Culture	Int	Int	Int	Int	Int	Int
RS 3680 Religion and Law in Comparative Perspective	Int	Int	Int	Int	Int	Int
RS 3681 Religion and Work	Int	Int	Int	Int	Int	Int
RS 3872H Varieties of Christianity	Int	Int	Int	Int	Int	Int
RS 3972 Theory and Method in the Study of Religion	Int	Int	Int	Int	Int	Int
RS 4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv	Adv	Adv	Adv	Adv
RS 4343 African American Religions	Adv	Adv	Adv	Adv	Adv	Adv
RS 4344 Religion, Revolution, and Art in the Caribbean	Adv	Adv	Adv	Adv	Adv	Adv
RS 4370 Research Seminar on Religion in Ohio	Adv	Adv	Adv	Adv	Adv	Adv
RS 4873 Contemporary Religious Movements in Global Context	Adv	Adv	Adv	Adv	Adv	Adv
RS 4875 Gender, Sexuality, and Religion	Adv	Adv	Adv	Adv	Adv	Adv

COURSES FROM OTHER DEPARTMENTS THAT FULFILL MAJOR SPECIALIZATION DISTRIBUTION REQUIREMENTS

Department and Course			Department and Course		
AFRICAN AMERICAN AND AFRICAN STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	3440 Theorizing Race	Int	Int
2201 Major Readings in African American and African Studies	Beg	Beg	4342 Religion, Meaning, and Knowledge in Africa and its Diaspora	Adv	Adv
2218 Black Urban Experience	Int	Int	4535 Topics in Black Masculinity Studies	Adv	Adv
2270 Introduction to Black Popular Culture	Beg	Beg	4565 Topics in African Diaspora Studies	Adv	Adv
2281 Intro to African American Literature	Beg	Beg	4571 Black Visual Culture and Popular Media	Adv	Adv
2288 Bebop to Doowop to Hip-hop: The Rhythm and Blues Tradition	Beg	Beg	4582 Special Topics in African American Literature	Adv	Adv

3083 Civil Rights and Black Power Movements	Int	Int	4921 Intersections: Approaches to Race, Gender, Class and Sexuality	Adv	Adv
3230 Black Women: Culture and Society	Int	Int			
3310 Global Perspectives on the African Diaspora	Int	Int			
3376 Arts and Cultures of Africa and the Diaspora	Int	Int			
ANTHROPOLOGY					
2202 (H) Intro to Cultural Anthropology	Beg	Beg	3419 Latin American Cultures and Migration in Global Perspective	Int	Int
2241 Middle East Close Up: People, Cultures, Societies	Int	Int	3525 History of Anthropological Theory	Adv	Adv
3334 Zombies: Anthropology of the Undead	Int	Int			
CHINESE					
4405 China in Chinese Film	Adv	Adv	4406 China Pop: Contemporary Popular Culture and Media in Greater China	Int	Int
EAST ASIAN					
3446 Asian American Film	Int	Int			
ENGLISH					
2264 Intro to Popular Culture Studies	Beg	Beg	4577.02 Folklore II: Genres, Form, Meaning and Use	Adv	Adv
2270 (H) Intro to Folklore	Beg	Beg	4585 History of Literacy	Adv	Adv
2277 Intro to Disability Studies	Beg	Beg	4586 Studies in American Indian Literature and Culture	Adv	Adv
3364 Reading Popular Culture	Int	Int	4587 Asian American Literature and Culture	Adv	Adv
4569 Digital Media and English Studies	Adv	Adv	4588 Latino/a Literature and Culture	Adv	Adv
4577.01 Folklore I: Groups and Communities	Adv	Adv	4595 Literature and Law	Adv	Adv
FRENCH					
2801 French Cinema	Beg	Beg	3402 Intro to Francophone Cultures	Int	Int
3202 Literary and Visual Texts of the Francophone World	Beg	Beg	3701 Intro to French Cinema	Int	Int
GEOGRAPHY					
3600 Space, Power, and Political Geography	Int	Int	3701 The Making of the Modern World		
GERMAN					
2251 German Literature and Popular Culture	Beg	Beg	3351 Democracy, Fascism and German Culture	Int	Int
3252 The Holocaust in Literature and Film	Int	Int	4670H Cinema and the Historical <i>Avant Garde</i>	Adv	Adv
HEBREW					
3275 The Holocaust in Literature and Film	Int	Int			

HISTORY					
2002 (H) Making America Modern	Beg	Beg	2750 <i>Natives and Newcomers: Immigration and Migration in U.S. History</i>	Beg	Beg
2070 Intro to Native American History	Beg	Beg	2800 Intro to the Discipline of History	Beg	Beg
2075 Intro to U.S. Latino/a History	Beg	Beg	3017 The Sixties	Int	Int
2079 Asian American History	Beg	Beg	3020 19 th -Century American Ideas	Int	Int
2080 African American History to 1877	Beg	Beg	3021 20 th -Century American Ideas	Int	Int
2081 African American History from 1877	Beg	Beg	3040 The American City	Int	Int
2100 Intro to the Spanish Atlantic World	Beg	Beg	3070 Native American History from European Contact to Removal, 1560-1820	Int	Int
2260 European Thought and Culture, 19 th Cent	Beg	Beg	3071 Native American History from Removal to Present	Int	Int
2261 European Thought and Culture, 20 th Cent	Beg	Beg	3075 Mexican American Chicano/a History	Int	Int
2270 Love in the Modern World	Beg	Beg	3080 Slavery in the US	Int	Int
2455 Jews in American Film	Beg	Beg	3082 Black Americans during the progressive Era	Int	Int
2475 History of the Holocaust	Beg	Beg	3083 Civil Rights and Black Power Movements	Int	Int
2610 (H) Intro to Women and Gender in the U.S	Beg	Beg	3085 African American History through Contemporary Film	Int	Int
2630 History of Modern Sexualities	Beg	Beg	3630 Same Sex Sexuality in a Global Context	Int	Int
HISTORY OF ART					
2901 Introduction to World Cinema	Beg	Beg	3901 World Cinema Today	Int	Int
3605 (H) History of Photography	Int	Int	4640 Contemporary Art since 1945	Adv	Adv
3635 American Cartoons from Krazy Kat to Jimmy Corrigan	Int	Int			
INTERNATIONAL STUDIES					
4800 Cultural Diplomacy	Adv	Adv			
ITALIAN					
2053 Intro to Italian Cinema	Beg	Beg	3222 Modern Italian Media	Int	Int
2055 Mafia Movies	Beg	Beg	4225 Italian Identities	Adv	Adv
JAPANESE					
4400 Japanese Film and Visual Media	Adv	Adv			
NEAR EASTERN and SOUTH ASIAN STUDIES					
2244 Films of the Middle East	Beg	Beg	2798.01 Experiencing Everyday Life in South Asia	Beg	Beg
PHILOSOPHY					
2400 Political and Social Philosophy	Beg	Beg	2470 H Philosophy of Film	Int	Int
2450 Philosophical Problems in the Arts	Beg	Beg	3420 Philosophical Perspectives on Issues of Gender	Int	Int

RUSSIAN					
3460 Modern Russian Experience through Film (successor)	Int	Int			
SCANDINAVIAN					
3350 Norse Mythology and Medieval Culture	Int	Int	4250 Scandinavian Folklore of the Supernatural	Adv	Adv
SOCIOLOGY					
2300 Sociology of Culture and Popular Culture	Beg	Beg	3380 Racial and Ethnic Relations in America	Int	Int
2340 Sex and Love in Modern Society	Beg	Beg			
SPANISH					
2330 Reinventing America	Beg	Beg	4557.20 Intro to Other Latino Literature in the US	Adv	Adv
2332 Intro to Andean and Amazonian Cultures	Beg	Beg	4560 Introduction to Spanish-American Culture	Adv	Adv
2389 Spanish in the US: Language as Social Action	Beg	Beg	4565H Latin American Indigenous Literatures and Cultures	Adv	Adv
2520 Latin American Literature in Translation: Fictions and Realities	Beg	Beg	4580 Latin American Film	Adv	Adv
4555 (E) Indigenous and Colonial Literatures of Latin America	Adv	Adv	4581 Spanish Film	Adv	Adv
4557.10 Intro to Latino Literature in the US	Adv	Adv			
THEATRE					
2341H Moving Image Art	Beg	Beg			
WOMEN'S, GENDER, AND SEXUALITY STUDIES					
CS 2006 American Civics: Freedom, Democracy, and Struggle	Beg	Beg	4375 Women and Visual Culture	Adv	Adv
2215 Reading Women Writers	Beg	Beg	4401 Asian American Women: Race, Sex, and Representation	Adv	Adv
2230 Gender, Sexuality, and Race in Popular Culture	Beg	Beg	4402 Black Women: Representations, Politics, and Power	Adv	Adv
2282 Intro to Queer Studies	Beg	Beg	4404 Regulating Bodies: Global Sexual Economies	Adv	Adv
2296H Topics in Women's Studies	Beg	Beg	4405 Race and Sexuality	Adv	Adv
2300 Approaches to Feminist Inquiry	Beg	Beg	4510 American Women's Movements	Adv	Adv
2305 A World of Genders and Sexualities	Beg	Beg	4520 Women of Color and Social Activism	Adv	Adv
2317 Gender at the Movies: Hollywood and Beyond	Beg	Beg	4524 Women and Work	Adv	Adv
2340 Si Se Puede: Latinx Gender Studies.	Beg	Beg	4560 Crossing Borders with Mexican-American and Chicana Feminisms	Adv	Adv
2550 History of Feminist Thought	Beg	Beg	4597 Gender and Democracy in the Contemporary World	Adv	Adv
3320 Topics in Women's and Gender Studies	Int	Int	4845 Gender, Sexuality, and Science	Adv	Adv

3370 Sexualities and Citizenship	Int	Int	4921 Intersections: Approaches to Race, Gender, Class, and Sexuality	Adv	Adv
3505 Transnational Feminisms	Int	Int			
YIDDISH					
3399 The Holocaust in Yiddish and Ashkenazic Literature and Film	Int	Int			



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March 23, 2026

TO: CFAES Committee on Academic Affairs

FROM: SENR Academic Affairs Committee (AAC)

RE: Revision of Natural Resource Management (NRM) Major to Parks and Recreation (PAR) Major

Dear CFAES Committee on Academic Affairs,

The School of Environment and Natural Resources (SENR) is proposing a revision to the current Natural Resource Management (NRM) major, which includes updates to the curriculum and renaming of the major to Parks and Recreation (PAR). The PAR major is intended to serve as a more interdisciplinary option that spans both the natural and social sciences. This update is intended to strengthen the program, ensure alignment with school expectations, and better serve both current and future students. SENR Academic Affairs Committee (AAC) approved the new major on December 9, 2025. Attached you will find the original NRM curriculum, an explanation of the changes, and the final version of the updated PAR major. Please find below a summary addressing the required elements for curricular proposals.

1. Rationale for the Proposed Changes

The proposed revisions are designed to clarify major offerings across SENR (e.g., distinguish more clearly PAR from other majors like Forestry, Fisheries, and Wildlife) and articulate more clearly to students and employers the knowledge, skills, and abilities students will gain. The redesigned curriculum aligns with emerging trends in student interests, current workforce needs, and programmatic offerings at peer institutions. The changes also incorporate newly developed course offerings, reflect alignment with SENR's revised core, and support recruitment efforts through a clarified and rebranded program name. Collectively, these adjustments position the major to remain competitive, coherent, and responsive to the evolving academic and professional landscape. The new major was also developed consistent with potential accreditation by nationally recognized organizations in parks and recreation, such as the [Council on Accreditation in Parks, Recreation, Tourism and Related Professions](#). We are not seeking accreditation at this time, though we will revisit this possibility upon seeing growth in the major.



2. Assessment Plan

We do not anticipate any changes to the existing assessment plan for the new PAR major. Our understanding is that the current plan will continue to apply, as the proposed curricular revisions do not significantly alter the major's learning outcomes or assessment framework.

3. Accommodation for Current Students

Students who are currently enrolled in the existing NRM major will continue to follow the NRM curriculum through graduation. The new PAR major will not affect existing requirements for current NRM students. All students will continue to follow the degree requirements associated with the catalog year under which they entered the major, ensuring that no students experience disruption or changes to their planned academic pathway. Upon approval of the new PAR major, the existing version of the NRM major will be discontinued and will no longer be available to new students.

4. Estimated Percentage Change to the Major

The proposed revisions result in an overall modification of **approximately 20%** to the existing NRM curriculum. The new PAR version includes an approximately 10% increase in major-related credit hours, reflecting a more structured and intentional curriculum. In addition, there is an approximately 10% increase in required coursework, which reduces variability across students and supports more consistent professional preparation. Most core components of the major remain intact, and the updates primarily involve reorganizing course groupings, integrating newly developed offerings, and refining language to improve clarity and alignment with the revised program structure. While these adjustments strengthen coherence and better reflect current academic and professional expectations, they do not represent a substantial overhaul of the degree. As a result, the PAR major maintains continuity in its foundational learning outcomes while incorporating targeted improvements that will enhance the student experience.

Thank you for your consideration of these revisions. I welcome any questions or feedback from the Committee and appreciate your time and attention to this proposal.

Sincerely,

Brian H. Lower, Co-chair AAC

School of Environment and Natural Resources

Natural Resource Management

**New GE for students beginning
Autumn 2022 & beyond**

COURSE & NUMBER	Units		COURSE & NUMBER	Units	
UNIVERSITY REQUIREMENTS (GE)			<i>Major Prerequisite Courses</i>		
<i>Foundations</i>	24 Hours				
Writing & Info Literacy	3		Math 1130 (College Algebra for Business) or 1148 (College Algebra)		Recommend Overlapping all Major Prerequisite Courses with the GE
Math & Quant Reasoning or Data Analysis <i>Math 1130/1148</i> ❖	4		Chem 1110 (Elementary Chemistry)		
Literary, Visual & Performing Arts	3		ENR 2300 (Society & Natural Resources) AU/SP		
Historical & Cultural Studies	3		SENR CORE REQUIREMENTS	19 Hours	
Natural Science <i>Chem 1110</i> ❖	5		ENR 1100 (Survey) AU/SP	1	
Social & Behavioral Sciences <i>ENR 2300</i> ❖	3		ENR 2100 (Intro to Environmental Science) AU/SP/SU	3	
Race, Ethnicity & Gender Diversity	3		ENR 3300 (AU/SP/SU) or 3300E (AU ONLY) (Intro to Forestry, Fisheries & Wildlife)	3	
<i>Thematic Pathways</i>	8-12 Hours		ENR 3400 (Psychology of Environmental Problems) [▲] (AU ONLY) or ENR 3500 (AU/SP) or 3500H (AU ONLY) (Community, Environment & Development) [▲]	3	
Citizenship for a Diverse & Just World	4-6		ENR 3200 (Natural Resources Policy) [▲] AU/SP	3	
Theme of Choice <i>Recommend Overlap with SENR Core</i>	4-6		ENR 3700 (Intro to Spatial Info for Natural Resources) AU/SP	3	
<i>Bookend Courses</i>	2 Hours		ENR 4900.01 or 4900.02 (Senior Capstone) AU/SP/SU	3	
GenEd 1201 (Launch Seminar)	1		NRM MAJOR CORE REQUIREMENTS	12 Hours	
GenEd 4001 (Reflection Seminar)	1		ENR 3600 (Management of Recreation Lands) SPRING ONLY	3	
<i>Major Supporting Courses</i>	16 Hours		ENR 5642 (Natural Resources Administration & Management) AUTUMN ONLY	3	
Biology 1113.01 (Energy, Transfer & Development) or 1114.01 (Form, Function, Diversity, & Ecology)	4		English 3305 (Technical Writing)	3	
ENR 3000 (Soil Science) AU/SP/SU	3		AEDECON 4310 (Environmental & Natural Resource Economics)	3	
Econ 2001.01 or AEDECON 2001 (Microeconomics)	3		NRM MAJOR SPECIALIZATION REQUIREMENTS (see pages 2-5 for specialization requirements)		
ENR 2000 (Natural Resource Data Analysis) AU/SP	3		Natural Resources Administration & Management	32 Hours	
ENR 2367 (Communicating ENR Information) AU/SP	3		Parks and Recreation	28-33 Hours	
<i>Free Electives</i>	3-11 Hours		❖ Prerequisite and/or corequisite to NRM major; recommend taking as part of GE Foundation. ▲GE Theme Course		
MINIMUM 2.0 CUMULATIVE GPA REQUIRED FOR GRADUATION MINIMUM 2.0 MAJOR GPA REQUIRED FOR GRADUATION			MINIMUM HRS FOR GRADUATION	121 Hours	

Natural Resource Administration & Management Specialization		Units	
Required Natural Resource Administration and Management Courses		21	
ENR 3612 (Previously 3611) Foundations for Environmental Communications, Education and Interpretation	AUTUMN ONLY	3	
ENR 4400 Law and Legal Process (SPRING ONLY) or AEDECON 3170 Agribusiness Law		3	
ENR 5640 Natural Resources Program Planning	AUTUMN ONLY	3	
Select one of the following: ENR 5649 Wildlife Conservation Policy (SPRING ONLY), ENR 5325 Forest & Public Lands Policy (SP Odd Yrs.), or additional policy course with advisor approval		3	
Select one of the following: RURLSOC 4500 Community Development in Practice (SPRING ONLY) or PUBAFRS 2130 Leadership in the Public and Nonprofit Sectors		3	
ECON 4300 Government Finance in the American Economy		3	
ECON 4310 Local Public Finance or PUBAFRS 4310 State and Local Government Finance		3	
Select 4- 5 additional courses from among the following courses Students may choose broadly across the areas listed below or take all courses within one particular focus area		12	
Forestry			
ENR 3321 Biology and Identification of Woody Forest Plants	AUTUMN ONLY	3	
ENR 3322 Forest Ecosystems	AUTUMN ONLY	3	
ENR 3323 Forest Biometrics	SPRING ONLY	3	
ENR 3333 Silviculture	SPRING ONLY	3	
Other course may be added with faculty advisor approval			
Fisheries			
ENR 4342 Freshwater Fisheries Management	SPRING ONLY	3	
ENR/ENTMLGY 5350.01 Taxonomy and Behavior of Aquatic Invertebrates (ENTMLGY Autumn Odd Yrs.; ENR SP/SU (Stone Lab) or ENR 5350.02 Taxonomy and Behavior of Fishes AU/SU (Stone Lab)		3	
ENR 4345 Methods in Aquatic Ecology	AUTUMN ONLY	4	
ENR 5280 Stream Ecology	AU/SP	4	
EEOB 5420 Ecology of Inland Waters		4	
EEOB 5430 Fish Ecology		1.5	
Other course may be added with faculty advisor approval			
Wildlife			
ENR 5360 Principles of Wildlife Ecology and Management	AUTUMN ONLY	3	
ENR 5364.01 Mammalian Wildlife Biology & Management (AUTUMN ONLY) or 5364.02 Avian Wildlife Biology & Management (SPRING ONLY)		3	
ENR 5370 Management of Wildlife Habitat	SPRING ONLY	3	
ENR 5362 Wildlife Ecology Methods	SPRING ONLY	3	
Other course may be added with faculty advisor approval			
Soil and Water			
ENR 3280 Water Quality Management	AU/SP/SU (Stone Lab)	2	
ENR 4260 Soil Resource Management	SPRING ONLY	3	
ENR 5260 Soil Landscapes: Morphology, Genesis, and Classification	SPRING ODD Yrs. ONLY	3	

ENR 5279 Urban Soils and Ecosystem Services: Assessment and Restoration (AUTUMN ONLY) or ENR 5273 Environmental Fate and Impact of Contaminants in Soil and Water (SPRING ONLY)	3	
<i>Other course may be added with faculty advisor approval</i>		
Sustainable Agriculture		
ENR 3100 Introduction to Sustainable Agriculture	3	
ENR 5600 Sustainable Agriculture and Food Systems SPRING ONLY	3	
HCS 2306 Sustainable Vegetable Production Practicum: Planning, Growing, and Marketing	3	
RURLSOC 5530 Sociology of Agriculture and Food Systems AUTUMN EVEN Yrs. Only	3	
ENR 4260 Soil Resource Management SPRING ONLY	3	
<i>Other course may be added with faculty advisor approval</i>		
Visitor Services		
ENR 4611 Environmental Interpretation and Visitor Services SPRING ONLY	3	
ENR 4610 Natural History of Ohio SPRING ONLY	3	
ENR 4648 Environment and Natural Resources Law Enforcement SPRING ODD Yrs. Only	3	
CONSCI 3930 Consumer Decision Making	3	
BUSML 3150 Foundations of Marketing	3	
ENR 5420 Environmental Education in Action SPRING ONLY	3	
<i>Other course may be added with faculty advisor approval</i>		
Zoo Science and Management		
ENR 4611 Environmental Interpretation and Visitor Services SPRING ONLY	3	
ENR 4610 Natural History of Ohio SPRING ONLY	3	
ENR 4360 Zoo Science and Management SPRING ONLY	2	
EEOB 3310 Evolution	4	
EEOB 3320 Organismal Diversity	3	
ENR 5420 Environmental Education in Action SPRING ONLY	3	
<i>Other course may be added with faculty advisor approval</i>		
Natural Resources Administration and Management Specialization Total	32	

Parks & Recreation Specialization		Units	
Required Parks and Recreation Courses		11-12	
ENR 3612 (Previously 3611) Foundations for Environmental Communications, Education and Interpretation	AUTUMN ONLY	3	
ENR 4400 Law and Legal Process (SPRING ONLY) or AEDECON 470 / 3170 Agribusiness Law		3	
ENR 5640 Natural Resources Program Planning	AUTUMN ONLY	3	
BUSMHR 3100 Foundations of Management and Human Resources or AEDECON 3160 Human Resource Management in Small Businesses (2) or BUSML 3150 Foundations of Marketing		2-3	
Select 2 of the following courses (cannot be double counted with sub-specialization)		4-6	
ENR 3335.01 Introduction to Wildland Fire Management	AUTUMN ONLY	2	
ENR 4611 Environmental Interpretation and Visitor Services	SPRING ONLY	3	
ENR 4360 Zoo Science and Management	SPRING ONLY	2	
ENR 4648 Environment and Natural Resources Law Enforcement	SPRING ODD Yrs.	3	
RURLSOC 4500 Community Development in Practice	SPRING ONLY	3	
ECON 4300 Government Finance in the American Economy		3	
ECON 4310 Local Public Finance or PUBAFRS 4310 State and Local Government Finance		3	
ENR 5420 Environmental Education in Action	SPRING ONLY	3	
Complete one of the following sub-specialization areas Student will complete 5 additional courses in one of the following sub-specialization areas. Additional courses may be substituted with advisor approval.		14-16	
Forestry			
ENR 3321 Biology and Identification of Woody Forest Plants	AUTUMN ONLY	3	
ENR 3322 Forest Ecosystems	AUTUMN ONLY	3	
ENR 3323 Forest Biometrics	SPRING ONLY	3	
ENR 3333 Silviculture	SPRING ONLY	3	
ENR 5325 Forest & Public Lands Policy (SPRING ODD Yrs.) or additional policy course with advisor approval		3	
<i>Other course may be added with faculty advisor approval</i>			
Fisheries			
ENR 4342 Freshwater Fisheries Management	SPRING ONLY	3	
ENR/ENTMLGY 5350.02 Taxonomy and Behavior of Fishes (ENTMLGY Autumn Odd Yrs. ; ENR SP/SU (Stone Lab)), or ENR 5350.01 Taxonomy and Behavior of Aquatic Invertebrates AU/SU (Stone Lab)		3	
ENR 4345 Methods in Aquatic Ecology	AUTUMN ONLY	4	
ENR 5280 Stream Ecology	AU/SP	4	
EEOB 5420 Ecology of Inland Waters		1.5	
EEOB 5430 Fish Ecology		1.5	
Select one of the following: ENR 5649 Wildlife Conservation Policy (SPRING ONLY), ENR 5325 Forest & Public Lands Policy (SPRING ODD Yrs.), or additional policy course with advisor approval		3	
<i>Other course may be added with faculty advisor approval</i>			
Wildlife			
ENR 5360 Principles of Wildlife Ecology and Management	AUTUMN ONLY	3	
ENR 5364.01 Mammalian Wildlife Biology and Management (AUTUMN ONLY) or 5364.02 Avian Wildlife Biology and Management (SPRING ONLY)		3	
ENR 5370 Management of Wildlife Habitat	SPRING ONLY	3	
ENR 5362 Wildlife Ecology Methods	SPRING ONLY	3	

ENR 5649 Wildlife Conservation Policy (SPRING ONLY) or additional policy course with advisor approval	3	
<i>Other course may be added with faculty advisor approval</i>		
Soil and Water		
ENR 3280 Water Quality Management AU/SP/SU (Stone Lab)	2	
ENR 4260 Soil Resource Management SPRING ONLY	3	
ENR 5260 Soil Landscapes: Morphology, Genesis, and Classification SPRING ODD Yrs. Only	3	
ENR 5279 Urban Soils and Ecosystem Services: Assessment and Restoration (AUTUMN ONLY) or ENR 5273 Environmental Fate and Impact of Contaminants in Soil and Water (SPRING ONLY)	3	
Select one of the following: ENR 5649 Wildlife Conservation Policy (SPRING ONLY), ENR 5325 Forest & Public Lands Policy (SPRING ODD Yrs.), or additional policy course with advisor approval	3	
<i>Other course may be added with faculty advisor approval</i>		
Visitor Services		
ENR 4611 Environmental Interpretation and Visitor Services SPRING ONLY	3	
ENR 4610 Natural History of Ohio SPRING ONLY	3	
ENR 4648 Environment and Natural Resources Law Enforcement SPRING ODD Yrs. Only	3	
ENR 5420 Environmental Education in Action SPRING ONLY		
CONSCI 3930 Consumer Decision Making	3	
BUSML 3150 Foundations of Marketing	3	
Select one of the following: ENR 5649 Wildlife Conservation Policy (SPRING ONLY), ENR 5325 Forest & Public Lands Policy (SPRING ODD Yrs.), or additional policy course with advisor approval	3	
<i>Other course may be added with faculty advisor approval</i>		
Zoo Science and Management		
ENR 4611 Environmental Interpretation and Visitor Services SPRING ONLY	3	
ENR 4610 Natural History of Ohio SPRING ONLY	3	
ENR 4360 Zoo Science and Management SPRING ONLY	2	
ENR 5420 Environmental Education in Action SPRING ONLY		
ENR 5649 Wildlife Conservation Policy (SPRING ONLY) or additional policy course with advisor approval	3	
EEOB 3310 Evolution	4	
EEOB 3320 Organismal Diversity	3	
<i>Other course may be added with faculty advisor approval</i>		
Parks & Recreation Specialization Total	28-33	

Summary of Changes

The proposed Parks and Recreation (PAR) major preserves the foundational structure, credit expectations, and core SENR coursework of the Natural Resource Management (NRM) major, while reorganizing and refocusing the curriculum to emphasize parks, recreation, visitor services, applied management, and public-facing natural resource careers within a single, clearly defined major.

Below is a side-by-side summary of **what remains the same** and **what changes** as SENR transitions the **Natural Resource Management (NRM)** major to the new **Parks and Recreation (PAR)** major. The focus is on curriculum structure, requirements, and academic emphasis.

Components That Remain the Same

- **Total degree requirements**
 - o Both versions require **121 total credit hours** for graduation.
 - o Both require a **minimum 2.0 cumulative GPA** and **2.0 major GPA**.
- **University (GE) structure**
 - o Students complete the same General Education framework, including:
 - Foundations
 - Bookend courses (Launch Seminar and Reflection Seminar)
 - Thematic Pathways
 - Citizenship for a Diverse & Just World
- **Major prerequisite courses**
 - o Math 1130 or 1148 (College Algebra)
 - o ENR 2100/2101 (Introduction to Environmental Science)
 - o ENR 2300 (Society & Natural Resources)
- **Shared SENR core coursework**
 - o ENR 1100 (ENR Survey)
 - o ENR 2000 (Natural Resources Data Analysis)
 - o ENR 2100 (Introduction to Environmental Science)
 - o ENR 2300 (Society and Natural Resources)
 - o ENR 2367 (Communicating ENR Information)
 - o ENR 3300 (Intro to Forestry, Fisheries, & Wildlife)

Proposed Changes to NRM Major Creating a New PAR Major

- o ENR 3700 (Intro to Spatial Information for Natural Resources)
 - o ENR 4900 (Senior Capstone)
 - **Key supporting courses retained**
 - o Biology 1113/1114
 - o ECON 2001 / AEDECON 2001 (Microeconomics)
-

Components That Change

- **Major name and identity**
 - o *Natural Resource Management (NRM) → Parks and Recreation (PAR).*
 - o The new name signals a clearer disciplinary focus on parks, recreation, visitor services, and public-facing natural resource management.
- **Minimum graduation requirement**
 - o C- or better is required for all major coursework, including SENR Core and Major requirements.
- **Program structure**
 - o **NRM** relied on a **specialization model**, with students choosing among broad tracks (e.g., Natural Resources Administration & Management, Parks & Recreation, Forestry, Fisheries, Wildlife, etc.).
 - o **PAR** replaces specializations with a **structured core plus topical requirement areas**, creating a single, cohesive major rather than multiple pathways.
- **Major core requirements**
 - o **NRM** had a smaller stated major core with large specialization requirements layered on top.
 - o **PAR** establishes a clearly defined **PAR Core (12 credits)** focused on parks and recreation, including:
 - Recreation management
 - Program planning
 - Research in parks and recreation
 - Human–nature interactions

Proposed Changes to NRM Major Creating a New PAR Major

- **Reallocation of credits**
 - o **PAR** increases the number of credits explicitly labeled as “major requirements” (56–59 credits), while reducing reliance on free electives.
 - o Free electives remain, but within a narrower range than in NRM.
- **Shift in academic emphasis**
 - o **NRM** emphasized broad natural resource science and management (soils, wildlife, fisheries, forestry).
 - o **PAR** emphasizes:
 - Recreation and visitor management
 - Policy and legal considerations relevant to public lands
 - Communication, education, and human behavior
 - Administration and fiscal management
 - Applied environmental management tied to parks and recreation settings
- **Policy, administration, and communication requirements**
 - o In **PAR**, policy, legal, administrative, and communication courses are **required components** rather than optional specialization choices, ensuring consistent professional preparation across all students.
- **Environmental management focus**
 - o **NRM** allowed deep technical specialization in biophysical sciences.
 - o **PAR** limits, but still retains environmental management coursework, prioritizing applied management relevant to parks, recreation, and public land systems.

School of Environment and Natural Resources

Parks and Recreation (PAR)

121 Hours - Curriculum – Autumn Semester 2027

COURSE & NUMBER	Credits	COURSE & NUMBER	Credits
UNIVERSITY REQUIREMENTS (GE)	33-37	PREREQUISITES FOR MAJOR	
Foundations	23	Math 1130 College Algebra for Business OR Math 1148 College Algebra	Recommend Overlapping all Major Prerequisite Courses with the GE
Writing & Info Literacy	3		
Math & Quant Reasoning or Data Analysis Math 1130/1148 ❖	4	ENR 2100/2101 Intro to Environmental Science	
Literary, Visual & Performing Arts	3	ENR 2300 Society and Natural Resources	
Historical & Cultural Studies <i>ENR 3470 ^</i>	3	SENR CORE REQUIREMENTS	16
Natural Science <i>ENR 2100/2101❖</i>	4	ENR 1100 ENR Survey	1
Social & Behavioral Sciences <i>ENR 2300❖</i>	3	ENR 2000 Natural Resource Data Analysis	3
Race, Ethnic & Gender Diversity	3	ENR 2367 Communicating ENR Information	3
		ENR 3300 Intro to Forestry, Fisheries, & Wildlife	3
Thematic Pathways	8-12	ENR 3700 Intro to Spatial Info for Natural Resources	3
Citizenship for a Diverse & Just World <i>ENR 2400 ^</i>	4-6	ENR 4900.01 or ENR 4900.02 Senior Capstone	3
Theme of Choice <i>Recommend overlapping ENR 3200 or 3400</i>	4-6	REQUIREMENTS FOR MAJOR	53-55
Bookend Courses	2	PAR Core	12
GenEd 1201 Launch Seminar	1	ENR 3600 Recreation Management on Public Lands	3
GenEd 4001 Reflection Seminar	1	ENR 4680 Nature and the Life Span	3
COURSES SUPPORTING MAJOR	7	ENR 5640 Natural Resources Program Planning	3
Biology 1101 Introductory Biology OR Biology 1113 Energy, Transfer & Development OR Biology 1114 Form, Function, Diversity, & Ecology	4	ENR 5645 Research in Parks and Recreation	3
		Policy and legal considerations	12
ECON 2001.01 / AEDECON 2001 Principles of Microeconomics	3	Communication and human behavior	12
		Administration and fiscal responsibilities	9
FREE ELECTIVES	5-12	Environmental management	8-10
Note: Students may wish to fulfill miscellaneous (free) credits toward graduation by taking an outdoor recreation course in the Sport Fitness and Health Program: https://sfhp.ehe.osu.edu/outdoor-pursuits/ ❖ Prerequisite to PAR major; recommend taking as part of GE Foundations. ^ Recommended GE option MINIMUM 2.0 CUML. GPA REQUIRED FOR GRADUATION MINIMUM 2.0 MAJOR GPA REQUIRED FOR GRADUATION C- or better required in all SENR core and major courses			
		UNIVERSITY (GE) REQUIREMENTS Total	33-37
		COURSES SUPPORTING MAJOR Total	7
		FREE ELECTIVES Total	6-12
		SENR Core Total	16
		Major Core Total	53-55
		MINIMUM HRS FOR GRADUATION	121

Additional requirements for major	Credits
Required Courses	44-46
<i>Policy and legal considerations</i>	12
ENR 3200 ENR Policy	3
ENR 4450 Climate Change Policy OR ENR 5325 Forest and Public Lands Policy OR ENR 5451 Water Policy and Governance OR ENR 5649 Wildlife Conservation Policy	3
ENR 4400 Law and Legal Process OR ENR 5210 US Environmental impact assessment	3
ENR 4648 ENR Law Enforcement	3
<i>Communication and human behavior</i>	12
ENR 3612 Introduction to Environmental Education & Communication	3
ENR 4611 Environmental Interpretation and Visitor Services	3
ENR 3400 Psychology of Environmental Problems	3
COMM 3340 Principles of Environmental Campaigns OR COMM 2596 Introduction to the Communication of Science, Health, Environment, & Risk	3
<i>Administration and fiscal responsibilities</i>	9
ENR 5642 Park Administration & Management	3
PUBAFRS 4310 State & Local Government Finance OR ECON 4310 Local Public Finance	3
AEDECON 3160 Human Resource Management in Small Businesses OR BUSMHR 3100 Foundations of Management and Human Resources	3
<i>Environmental Management</i>	8-10
ENR 4610 Natural History of Ohio	3
Select at least <u>two</u> additional courses (5-7 credits; must be at least 5 credits), ideally in <u>one</u> of these 4 topical areas • Forest Ecology/Habitat Management - o ENR 3335.01 (& ENR 3335.02) Introduction to Wildland Fire Mgmt (& Lab) - o ENR 5340 Forest Ecosystem Mgmt - o ENR 5370 Management of Wildlife Habitat • Wildlife Management - o ENR 4360 Zoo Science and Mgmt (2) - o ENR 5360 Principles of Wildlife Ecology and Mgmt - o ENR 5364.01 Mammalian Wildlife Biology & Mgmt *OR* ENR 5364.02 Avian Wildlife Biology & Mgmt • Aquatic/Fisheries Science - o ENR 3280 Water Quality Management (2) - o ENR 4342 Principles of Fisheries Ecology and Mgmt - o ENR 5280 Stream Ecology (4) • Ecosystem Restoration - o EEOB 3410 Ecology (4) (<i>note: EEOB 3410 is a prerequisite for ENR 3800 – cannot take with any other combo</i>) - o ENR 3800 Principles and Tools of Ecosystem Restoration (2) (<i>Prereq EEOB 3410</i>)	5-7

School of Environment and Natural Resources

Parks and Recreation (PAR)

121 Hours - Curriculum – Autumn Semester 2027

COURSE & NUMBER	Credits	COURSE & NUMBER	Credits
UNIVERSITY REQUIREMENTS (GE)	33-37	PREREQUISITES FOR MAJOR	
Foundations	23	Math 1130 College Algebra for Business OR Math 1148 College Algebra	Recommend Overlapping all Major Prerequisite Courses with the GE
Writing & Info Literacy	3		
Math & Quant Reasoning or Data Analysis Math 1130/1148 ❖	4	ENR 2100/2101 Intro to Environmental Science	
Literary, Visual & Performing Arts	3	ENR 2300 Society and Natural Resources	
Historical & Cultural Studies <i>ENR 3470 ^</i>	3	SENR CORE REQUIREMENTS	16
Natural Science <i>ENR 2100/2101❖</i>	4	ENR 1100 ENR Survey	1
Social & Behavioral Sciences <i>ENR 2300❖</i>	3	ENR 2000 Natural Resource Data Analysis	3
Race, Ethnic & Gender Diversity	3	ENR 2367 Communicating ENR Information	3
		ENR 3300 Intro to Forestry, Fisheries, & Wildlife	3
Thematic Pathways	8-12	ENR 3700 Intro to Spatial Info for Natural Resources	3
Citizenship for a Diverse & Just World <i>ENR 2400 ^</i>	4-6	ENR 4900.01 or ENR 4900.02 Senior Capstone	3
Theme of Choice <i>Recommend overlapping ENR 3200 or 3400</i>	4-6	REQUIREMENTS FOR MAJOR	53-55
Bookend Courses	2	PAR Core	12
GenEd 1201 Launch Seminar	1	ENR 3600 Recreation Management on Public Lands	3
GenEd 4001 Reflection Seminar	1	ENR 4680 Nature and the Life Span	3
COURSES SUPPORTING MAJOR	7	ENR 5640 Natural Resources Program Planning	3
Biology 1101 Introductory Biology OR Biology 1113 Energy, Transfer & Development OR Biology 1114 Form, Function, Diversity, & Ecology	4	ENR 5645 Research in Parks and Recreation	3
		Policy and legal considerations	12
ECON 2001.01 / AEDECON 2001 Principles of Microeconomics	3	Communication and human behavior	12
		Administration and fiscal responsibilities	9
FREE ELECTIVES	5-12	Environmental management	8-10
Note: Students may wish to fulfill miscellaneous (free) credits toward graduation by taking an outdoor recreation course in the Sport Fitness and Health Program: https://sfhp.ehe.osu.edu/outdoor-pursuits/ ❖ Prerequisite to PAR major; recommend taking as part of GE Foundations. ^ Recommended GE option MINIMUM 2.0 CUML. GPA REQUIRED FOR GRADUATION MINIMUM 2.0 MAJOR GPA REQUIRED FOR GRADUATION C- or better required in all SENR core and major courses		UNIVERSITY (GE) REQUIREMENTS Total	33-37
		COURSES SUPPORTING MAJOR Total	7
		FREE ELECTIVES Total	6-12
		SENR Core Total	16
		Major Core Total	53-55
		MINIMUM HRS FOR GRADUATION	121

Additional requirements for major	Credits
Required Courses	44-46
<i>Policy and legal considerations</i>	12
ENR 3200 ENR Policy	3
ENR 4450 Climate Change Policy OR ENR 5325 Forest and Public Lands Policy OR ENR 5451 Water Policy and Governance OR ENR 5649 Wildlife Conservation Policy	3
ENR 4400 Law and Legal Process OR ENR 5210 US Environmental impact assessment	3
ENR 4648 ENR Law Enforcement	3
<i>Communication and human behavior</i>	12
ENR 3612 Introduction to Environmental Education & Communication	3
ENR 4611 Environmental Interpretation and Visitor Services	3
ENR 3400 Psychology of Environmental Problems	3
COMM 3340 Principles of Environmental Campaigns OR COMM 2596 Introduction to the Communication of Science, Health, Environment, & Risk	3
<i>Administration and fiscal responsibilities</i>	9
ENR 5642 Park Administration & Management	3
PUBAFRS 4310 State & Local Government Finance OR ECON 4310 Local Public Finance	3
AEDECON 3160 Human Resource Management in Small Businesses OR BUSMHR 3100 Foundations of Management and Human Resources	3
<i>Environmental Management</i>	8-10
ENR 4610 Natural History of Ohio	3
Select at least <u>two</u> additional courses (5-7 credits; must be at least 5 credits), ideally in <u>one</u> of these 4 topical areas • Forest Ecology/Habitat Management - o ENR 3335.01 (& ENR 3335.02) Introduction to Wildland Fire Mgmt (& Lab) - o ENR 5340 Forest Ecosystem Mgmt - o ENR 5370 Management of Wildlife Habitat • Wildlife Management - o ENR 4360 Zoo Science and Mgmt (2) - o ENR 5360 Principles of Wildlife Ecology and Mgmt - o ENR 5364.01 Mammalian Wildlife Biology & Mgmt *OR* ENR 5364.02 Avian Wildlife Biology & Mgmt • Aquatic/Fisheries Science - o ENR 3280 Water Quality Management (2) - o ENR 4342 Principles of Fisheries Ecology and Mgmt - o ENR 5280 Stream Ecology (4) • Ecosystem Restoration - o EEOB 3410 Ecology (4) (<i>note: EEOB 3410 is a prerequisite for ENR 3800 – cannot take with any other combo</i>) - o ENR 3800 Principles and Tools of Ecosystem Restoration (2) (<i>Prereq EEOB 3410</i>)	5-7



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March 23, 2026

TO: CFAES Committee on Academic Affairs
FROM: SENR Academic Affairs Committee (AAC)
RE: Environmental Policy (EP) Major Revision

Dear CFAES Committee on Academic Affairs,

The School of Environment and Natural Resources (SENR) has reviewed and revised the Environmental Policy and Decisions Making (EPDM) major, including changing the major's name from Environmental Policy and Decision Making (EPDM) to Environmental Policy (EP). The updates to the major are intended to strengthen the program, ensure alignment with school expectations, and better serve both current and future students. The SENR Academic Affairs Committee (AAC) approved the revised major on October 14, 2025. Attached you will find the original EPDM major curriculum, an explanation of the changes, and the new EP major curriculum. Please find below a summary addressing the required elements for curricular proposals.

1. Rationale for the Proposed Changes

The proposed revisions are designed to better align the curriculum with emerging trends in student interests and current workforce needs. The changes also incorporate newly developed course offerings, reflect alignment with SENR's revised School core, and support recruitment efforts through a clarified and rebranded program name. Collectively, these adjustments position the major to remain competitive, coherent, and responsive to the evolving academic and professional landscape.

2. Assessment Plan

We do not anticipate any changes to the existing assessment plan for the revised EP major. Our understanding is that the current plan will continue to apply, as the proposed curricular revisions do not alter the major's learning outcomes or assessment framework.

3. Accommodation for Current Students

These revisions will not affect existing requirements for current students. All students will continue to follow the degree requirements associated with the catalog year under which they entered the major, ensuring that no students experience disruption or changes to their planned



academic pathway. Upon approval of the new EP major, the existing EPDM major will be discontinued and will no longer be available to new students.

4. Estimated Percentage Change to the Major

The proposed revisions result in an overall modification of **less than 20%** to the existing major curriculum. Most core components of the major remain intact, and the updates primarily involve reorganizing course groupings, integrating newly developed offerings, and refining language to improve clarity and alignment with the revised program structure. While these adjustments strengthen coherence and better reflect current academic and professional expectations, they do not represent a substantial overhaul of the degree. As a result, the EP major maintains continuity in its foundational learning outcomes while incorporating targeted improvements that will enhance the student experience.

Thank you for your consideration of these revisions. I welcome any questions or feedback from the committee and appreciate your time and attention to this proposal.

Sincerely,

Brian H. Lower, Co-chair AAC

School of Environment and Natural Resources
Environmental Policy & Decision Making

**New GE for students beginning
Autumn 2022 & beyond**

COURSE & NUMBER	Units		COURSE & NUMBER	Units	
UNIVERSITY REQUIREMENTS (GE)					
<i>Foundations</i>	24		<i>Major Prerequisites</i>		
Writing & Info Literacy	3		Math 1130 (College Algebra for Business) or 1148 (College Algebra)	Recommend Overlapping all Major Prerequisite Courses with the GE	
Math & Quantitative Reasoning or Data Analysis <i>Math 1130/1148❖</i>	4				
Literary, Visual & Performing Arts	3				
Historical & Cultural Studies	3				
Natural Science: <i>Chem 1110❖</i>	5		SENR CORE REQUIREMENTS		19 Hours
Social & Behavioral Sciences: <i>ENR 2300❖</i>	3		ENR 1100 (ENR Survey) AU/SP	1	
Race, Ethnicity, & Gender Diversity	3		ENR 2100 (Intro to Environmental Science) AU/SP/SU	3	
<i>Thematic Pathways</i>	8-12		ENR 3300 (AU/SP/SU) or 3300E (AUTUMN ONLY) (Intro to Forestry, Fisheries & Wildlife)	3	
Citizenship for a Diverse & Just World	4-6		ENR 3400 (Psychology of Environmental Problems) [▲] AUTUMN ONLY	3	
Theme of Choice <i>Recommend overlap with SENR Core</i>	4-6		ENR 3200 (Environment and Natural Resources Policy) [▲] AU/SP	3	
<i>Bookend Courses</i>	2		ENR 3700 (Intro to Spatial Info for Natural Resources) AU/SP	3	
GenEd 1201 (Launch Seminar)	1		ENR 4900.01 (Senior Capstone) AU/SP/SU	3	
GenEd 4001 (Reflection Seminar)	1		EPDM CORE REQUIREMENTS (See page 2)		35-36 Hours
<i>Major Supporting Courses</i>	16		- Foundations		9 hrs
Biology 1114.01 (Form, Function, Diversity, & Ecology)	4		- Human Systems		21 hrs
ENR 3000 (Soil Science) AU/SP/SU	3		- Natural Systems		5-6 hrs
ECON 2001.01 / AEDECON 2001 (Microeconomics)	3		EPDM Specializations: (See pages 3-5)		12 Hours
ENR 2000 (Natural Resources Data Analysis) AU/SP	3		- Communication and Behavior Change		
ENR 2367 (Communicating ENR Info) AU/SP	3		- Environmental and Social Justice		
<i>Free Electives</i>	0-5*		- Policy and Governance		
*electives required will depend on course selection; a minimum of 121 hours is required for graduation. MINIMUM 2.0 CUMUL. GPA REQUIRED FOR GRADUATION MINIMUM 2.0 MAJOR GPA REQUIRED FOR GRADUATION			❖Prerequisite and/or corequisite to EPDM major; recommend taking as part of GE Foundation.		
			▲GE Theme Course		
			MINIMUM HRS FOR GRADUATION		121 Hours

EPDM Core Requirements	Units
Foundations (Take ENR 4400 and select 2 additional courses)	9
ENR 4400 Environmental Law and Legal Process <i>(required)</i> SPRING ONLY	3
AEDECON 4310 Environmental Natural Resources Economics AU/SP/SU	3
COMM 2596 Introduction to Science, Risk, Environmental, and Health Communication <i>(required for CBC specialization)</i>	3
PHILOS 2342 Environmental Ethics OR POLITSC 3450 Ethics and Public Policy	3
PUBAFRS 2110 Introduction to Public Affairs <i>(required for P&G specialization)</i>	3
Human Systems (Select 7 courses for a minimum 21 credit hours total)	21
ENR 3470 or 3470E Religion & Environmental Values in America SPRING ONLY	3
ENR 4450 Climate Change Policy AUTUMN EVEN Yrs. ONLY	3
ENR 5400 Interventions to Promote Pro-Environmental Behavior AUTUMN ONLY	3
ENR 5210 US Environmental Impact Assessment AUTUMN ONLY	3
ENR 5211 International Environmental Impact Assessment SPRING ONLY	3
ENR 5451 Water Policy & Governance <i>(pre-req: 3200)</i> SPRING ONLY	3
ENR 5325 Forest and Public Lands Policy SPRING ODD Yrs.	3
ENR 3500 [▲] (AU/SP) or 3500H (AUTUMN ONLY) Community, Environment and Development	3
ENR/WGSST 3530 Women, Environment and Development SPRING ONLY	3
ENR 5480 Local Peoples and International Conservation SPRING EVEN Yrs.	3
RURLSOC 5540 Population, Place and Environment SPRING EVEN Yrs.	3
ENR 5797.01-.04, .Study Abroad New Zealand, Australia	3
<i>**Other courses may be added with faculty advisor approval</i>	
Natural Systems (Select 2 courses for a minimum of 5 credit hours total)	5-6
EARTHSC 2204 Exploring Water Issues	3
ENR/EARTHSC 2155 Energy and Environment SPRING ONLY	3
ENR 3280 Water Quality Management AU/SP/SU (Stone Lab)	2
EEOB 3410 Introduction to Ecology	4
ENR 3322 Forest Ecosystems AUTUMN ONLY	3
GEOG 3900 Global Climate Change: Causes and Consequences	3
GEOG 5900 Weather, Climate and Global Warming	3
PUBHEHS 3310 Current Issues in Global Environmental Health	3
PUBHEHS 4325 Climate Change and Human Health	3
ENR 5797.01-.05, .06, Study Abroad New Zealand, Australia, or Iceland	3
<i>**Other course may be added with faculty advisor approval</i>	

EPDM Major Specialization	Units
Select courses from 1 of the 3 specialization areas below for a total of 12 credit hours <i>Note: courses cannot double count for EPDM Core Requirements, other courses may be added with advisor approval</i>	
Communication and Behavior Change	12
Select at least two from the following list:	
PSYCH 3325 Introduction to Social Psychology	3
COMM 3340 Principles of Environmental Campaigns	3
COMM 4240 Science Communication	3
PSYCH 4508 Psychology of Judgment and Decision Making	3
Choose additional courses from the following:	
COMM 2331 Strategic Communication Principles	3
COMM 3332 Risk Communication	3
COMM 3333 Crisis Communication	3
COMM 4820 Public Opinion and Communication	3
ENR 5400 Interventions to Promote Pro-environmental Behavior AUTUMN ONLY	3
POLITSC 3170 Political Psychology	3
PSYCH 2303 Positive Psychology	3
PSYCH 3340 Introduction to Life Span Developmental Psychology	3
PSYCH 3550 Psychology of Childhood	3
PSYCH 4630 Attitudes and Persuasion	3
PSYCH 5620 Technology, Efficiency and Happiness	3
Environmental and Social Justice	12
Take the following two courses:	
RURLSOC 5580 Social Impact Assessment AU/SP	3
SOCIOL 3460 Environmental Justice	3
Choose two additional courses from the following list:	
RURLSOC 5500 Diffusion of Innovation AUTUMN ONLY	3
CRPLAN 3500 The Socially Just City	3
ENR / WGSST 3530 Women, Environment, and Development SPRING ONLY	3
RURLSOC 5540 Population, Place, and Environment SPRING EVEN Yrs.	3
PUAFRS 5240 Race and Public Policy in the United States	3

<i>Policy and Governance</i>	12
<i>Select at least two from the following list:</i>	
PUBAFRS 3000 Public Policy Analysis	3
PUBAFRS 4000 Public Policy Evaluation	3
PUBAFRS 3500 Public Management	3
POLITSC 3115 Introduction to the Policy Process	3
<i>Choose additional courses from the following:</i>	
POLITSC 4115 Bureaucracy and Public Policy	3
POLITSC 4125 American State Politics	3
POLITSC 4127 City Politics	3
POLITSC 4175 Women, Government, and Public Policy	3
POLITSC 4335 International Environmental Politics	3
PUBAFRS 2120 Public Service and Civic Engagement	3
PUBAFRS 3140 Nonprofit Management and Governance	3
PUBAFRS 4020 + 4021 + 4191.02 Washington Academic Internship Program*	9
PUBAFRS 4510 Law and Public Affairs	3
PUBAFRS 5600 Science, Engineering and Public Policy	3
PUBAFRS 5591 Lobbying and Government Relations	3

* this three-part sequence counts for 9 credits; students will then take 3 instead of 6 credits from the prior “choose two” list

Summary of Changes

The proposed new Environmental Policy (EP) major retains the academic strengths and core policy foundations of the original Environmental Policy and Decision Making (EPDM) major while streamlining the structure, removing specializations, expanding flexibility, and strengthening applied skills and career-relevant training.

Below is a side-by-side summary of **what remains the same** and **what changes** as SENR transitions the **Environmental Policy and Decision Making (EPDM)** major to the new **Environmental Policy (EP)** major. The focus is on curriculum structure, requirements, and academic emphasis.

Components That Remain the Same

- **Overall academic focus**
 - Both majors emphasize environmental policy, governance, human–environment systems, and interdisciplinary study grounded in natural and social sciences.
- **University (GE) requirements**
 - Students in both majors complete standard university General Education requirements, including Foundations, Bookend courses, Thematic Pathways, and Citizenship for a Diverse & Just World.
- **Key prerequisite courses**
 - Math 1130/1148 (College Algebra)
 - ENR 2100/2101 (Introduction to Environmental Science)
 - ENR 2300 (Society & Natural Resources)
- **Core SENR coursework**
 - ENR 1100 (ENR Survey)
 - ENR 2000 (Natural Resources Data Analysis)
 - ENR 2100 (Introduction to Environmental Science)
 - ENR 2300 (Society and Natural Resources)
 - ENR 2367 (Communicating ENR Information)
 - ENR 3300 (Intro to Forestry, Fisheries, & Wildlife)
 - ENR 3700 (Intro to Spatial Information for Natural Resources)
 - ENR 4900.01 (Senior Capstone)
- **Foundational policy and social science courses**

Proposed Changes to EPDM Major Creating a New EP Major

- o ENR 3200 (Environment and Natural Resources Policy)
 - o ENR 3400 (Psychology of Environmental Problems)
 - o ENR 3500 (Community, Environment and Development)
 - o ENR 4400 (Environmental Law and Legal Process)
 - o AEDECON 4310 (Environmental Economics)
 - o PHILOS 2342 (Environmental Ethics)
 - **Total degree requirements**
 - o 121 total credit hours
 - o Minimum 2.0 cumulative GPA
 - o Minimum 2.0 major GPA
-

Components That Change

- **Major name**
 - o *EPDM (Environmental Policy and Decision Making) → EP (Environmental Policy)*
 - o New name provides clearer focus and increased visibility for students and stakeholders.
- **Major structure**
 - o **EPDM** used a **specialization model** (Communication & Behavior Change; Environmental & Social Justice; Policy & Governance).
 - o **EP** replaces specializations with a **more flexible, modular structure**, including:
 - EP Core
 - Directed Electives
 - Policy Skills and Tools
 - Coupled Systems
- **Minimum graduation requirement**
 - o C- or better is required for all major coursework, including SENR Core and Major requirements.
- **Core credit distribution**
 - o EPDM core included **35–36 required hours** plus a 12-credit specialization.
 - o EP reorganizes requirements into:

Proposed Changes to EPDM Major Creating a New EP Major

- 18 credits of EP Core
- 12 credits of Directed Electives
- 9 credits of Policy Skills and Tools
- 6 credits of Coupled Systems
- o This maintains overall rigor while improving clarity and student choice.
- **Enhanced skills emphasis**
 - o EP introduces a **Policy Skills and Tools** requirement, emphasizing applied competencies such as:
 - Policy analysis and evaluation
 - Public management and nonprofit governance
 - Sustainability metrics
 - Experiential learning (e.g., Washington Academic Internship Program)
 - Emerging tools (e.g., Generative AI)
- **Broader elective flexibility**
 - o EP allows greater flexibility in selecting electives across policy, justice, governance, and coupled human–natural systems, rather than limiting students to one specialization track.
- **Updated and expanded course options**
 - o New or newly emphasized courses in EP include:
 - ENR 3900 (Sustainability Metrics)
 - ENGR 2194 (Unlocking Generative AI)
 - ENR 5510 (Interdisciplinary Team Science)
 - ENR 2501 (Introduction to Sustainability)
 - o Courses are grouped to highlight applied policy competencies and systems thinking.
- **Simplified curriculum presentation**
 - o EP curriculum is more streamlined and transparent, making degree planning easier for students and advisors.

School of Environment and Natural Resources
Environmental Policy
Revision for AU '27 and beyond

COURSE & NUMBER	Units	COURSE & NUMBER	Units
UNIVERSITY REQUIREMENTS (GE)	34-38	MAJOR PREREQUISITES	11
<i>Foundations</i>	23-24	Math 1130 (College Algebra for Business) or Math 1148 (College Algebra)	4
Writing & Info Literacy	3	ENR 2100/2101 (Intro to Environmental Science)	4
Math & Quantitative Reasoning or Data Analysis <i>Math 1130/1148</i> ✦	4	ENR 2300 (Society & Natural Resources)	3
Literary, Visual & Performing Arts	3	SENR CORE REQUIREMENTS	16
Historical & Cultural Studies <i>ENR 3470</i> ^	3	ENR 1100 (ENR Survey)	1
Natural Science <i>ENR 2100 and 2101</i> ✦	4-5	ENR 2000 (Natural Resources Data Analysis)	3
Social & Behavioral Sciences: <i>ENR 2300</i> ✦	3	ENR 2367 (Communicating ENR Info)	3
Race, Ethnicity, & Gender Diversity	3	ENR 3300 (Intro to forestry, fisheries, & wildlife)	3
<i>Thematic Pathways</i>	8-12	ENR 3700 (Intro to Spatial Info for Natural Resources)	3
Citizenship for a Diverse & Just World <i>ENR 2400</i> ^	4-6	ENR 4900.01 (Senior Capstone)	3
Theme of Choice <i>Recommend overlap with EP Core</i> ▲	4-6	EP MAJOR REQUIREMENTS	45
<i>Bookend Courses</i>	2	EP Core	18
GenEd 1201 (Launch Seminar)	1	ENR 3200 (Environment and Natural Resources Policy)▲	3
GenEd 4001 (Reflection Seminar)	1	ENR 3400 (Psychology of Environmental Problems)▲	3
MAJOR SUPPORTING COURSES	7	ENR 3500 (Community, Environment and Development)▲	3
ECON 2001.01 / AEDECON 2001 (Microeconomics)	3	ENR 4400 (Law and Legal Process)	3
Additional Natural Science GEOG 1900, ANTHROP 2200, ENR 3000/3001, BIOL 1101, BIOL 1114^	4	AEDE 4310 (Environmental Economics)	3
		PHILOS 2342 (Environmental Ethics)	3
FREE ELECTIVES	-5-9*	EP Directed Electives (page 2)	12
*Electives required will depend on course selection; a minimum of 121 hours is required for graduation. ✦Prerequisite to EPDM major; recommend taking as part of GE Foundation. ^ Recommended GE option ▲GE Theme Course		Skills and Tools (page 2)	9
		Coupled Systems (page 2)	6
		MINIMUM 2.0 CUML. GPA REQUIRED FOR GRADUATION MINIMUM 2.0 MAJOR GPA REQUIRED FOR GRADUATION C- or better required for all ENR core & major courses	
		MINIMUM HRS FOR GRADUATION	121

Environmental Policy Directed Electives (Select 4 courses for a minimum 12 credit hours total)	12
Environmental Policy and Governance	
ENR 4450 Climate Change Policy (<i>every other year</i>)	3
ENR 5325 Forest and Public Lands Policy (<i>every other year</i>)	3
ENR 5451 Water Policy & Governance	3
ENR 5649 Wildlife Conservation Policy	3
Environmental and Social Justice	
ENR/RURLSOC 4500 Asset-based Community Development	3
RURLSOC 5540 Population, Place and Environment (<i>every other year</i>)	3
<i>**Other course may be added with faculty advisor approval</i>	
Policy Skills and Tools (Select 3 courses for a minimum of 9 credit hours total)	9
ENGR 2194 Unlocking Generative AI	3
PUBAFRS 3000 Public Policy Analysis	3
PUBAFRS 3500 Public Management	3
PUBAFRS 3140 Nonprofit Management and Governance	3
ENR 3900 Sustainability Metrics	3
PUBAFRS 4000 Public Policy Evaluation	3
PUBAFRS 4020 + 4021 + 4191.02 Washington Academic Internship Program*	9
ENR 5210 US Environmental Impact Assessment	3
ENR 5211 International Environmental Impact Assessment	3
RURLSOC 5580 Social Impact Assessment	3
ENR 5400 Interventions to Pro-Environmental Behavior	3
PUBAFRS 5591 Lobbying and Government Relations	3
<i>**Other course may be added with faculty advisor approval</i>	
Coupled Systems (Select at least 2 courses for a minimum 6 credit hours total)	6
ENR 2155 Energy and Environment	3
ENR 2501 Introduction to Sustainability [▲]	4
ENR 3280 Water Quality Management	2
ENR 5480 Local People and International Conservation (<i>every other year</i>)	3
ENR 5600 Sustainable Ag and Food Systems	3
ENR 5797.01-.05, .06, Global Education New Zealand, Australia, or Iceland	3
<i>**Other course may be added with faculty advisor approval</i>	

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 May 6, 2026, through July 31, 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.

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
ASC	Arts and Sciences	SLAVIC	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	
EHE	Education & Human Ecology	ESSPED	5889	Socio-Emotional, Psychological, and Academic Development and Needs of Gifted and Talented Students	This course is designed to expose educators who work with GATE students to the fundamental literature and theories on the socio-emotional/affective, psychological, and achievement-oriented development and needs of GATE students.	One-Time Offering	Summer 2026 Term	
ENG	Engineering	ARCH	5194	Group Studies in Architecture	Develop proficiency in full-scale fabrication through iterative material experimentation. Explore tectonic systems derived from reused materials, with an emphasis on material life cycles and soft architectural assemblies.	One-Time Offering	Summer 2026 Term	
AGR	Food, Agric & Environ Science	COMLDR	3530	Foundations of Personal and Professional Leadership	This course examines leadership as both a social science and a cultural practice, exploring research-based theories, principles, and concepts of leadership and how they apply across diverse contexts. The course will explore evolution of leadership in the U.S. over the past 100 years, analyzing shifting cultural values, social movements, economic pressures, and global events that shaped leadership.	Course Change Request	Autumn 2026 Semester	Aligned course to meet GE theme (Traditions, Culture, and Transformations). Updated course learning goals and outcomes to reflect current terminology and practices in leadership education and to align with current university and syllabus policies.
AGR	Food, Agric & Environ Science	COMLDR	3530E	Foundations of Personal and Professional Leadership	This course examines leadership as both a social science and a cultural practice, exploring research-based theories, principles, and concepts of leadership and how they apply across diverse contexts. The course will explore evolution of leadership in the U.S. over the past 100 years, analyzing shifting cultural values, social movements, economic pressures, and global events that shaped leadership.	Course Change Request	Autumn 2026 Semester	Aligned course to meet GE theme (Traditions, Culture, and Transformations). Updated course learning goals and outcomes to reflect current terminology and practices in leadership education and to align with current university and syllabus policies. Added length of course options to match COMLDR 3530.
ASC	Arts and Sciences	PSYCH	6853	Lifespan Developmental Psychopathology I	Part one of a two-course sequence surveying the major psychopathological disorders across the lifespan from a developmental psychopathology perspective.	Course Cancellation	Autumn 2026 Semester	Request withdrawal of course
ASC	Arts and Sciences	COMPSTD	3645H	Cultures of Medicine	Humanistic, scientific, and clinical perspectives on medical issues; literary uses of medical themes; medicine as art and science.	Course Cancellation	Autumn 2026 Semester	Withdraw course
ASC	Arts and Sciences	ANTHROP	5607	Human Osteology	Human osteology is the study of the human skeleton. This course serves as an intensive examination of the human skeleton as well as commonly encountered nonhuman skeletal elements. Students are expected to learn how to identify and side complete and fragmentary skeletal elements using bony morphology, features, and landmarks.	Course Change Request	Autumn 2026 Semester	Adding grad standing as a way to fulfill pre-req.
ASC	Arts and Sciences	ANTHROP	8892.02	Seminars in Physical Anthropology: Non-human Primate Behavior	Non-human primate behavior.	Course Change Request	Autumn 2026 Semester	Bring course out of withdrawal
ASC	Arts and Sciences	ENGLISH	3019	The Language of Place: Interpreting our Surroundings	This course examines the rhetorical ways that spaces—parks, memorials, museums, cityscapes, and even ordinary places like coffee shops and the campus—operate like a persuasive language to shape our communal identity and profoundly impact our lives.	Course Change Request	Autumn 2026 Semester	Change of course description
ASC	Arts and Sciences	ENGLISH	3261	Fiction, Then and Now	This course examines the transformative power of fiction, its significant social functions, its establishment of and challenge to literary traditions, and its ability to reshape the world.	Course Change Request	Autumn 2026 Semester	Adding a DL option for the course
ASC	Arts and Sciences	FILMSTD	2270.01	Introduction to Film Studies	An introduction to the field of Film Studies based on a survey of the major theories of film analysis (for non-majors).	Course Change Request	Autumn 2026 Semester	The Department of Theatre, Film, and Media Arts would like to propose reinstatement of the GE status for FILMSTD 2270 as a GEN Foundation: Literary, Visual & Performing Arts course.
ASC	Arts and Sciences	FILMSTD	2270.02	Introduction to Film Studies Online	An introduction to the field of Film Studies based on a survey of the major theories of film analysis (distance learning; for non-majors).	Course Change Request	Autumn 2026 Semester	The Department of Theatre, Film, and Media Arts would like to propose reinstatement of the GE status for FILMSTD 2270 as a GEN Foundation: Literary, Visual & Performing Arts course.
ASC	Arts and Sciences	GEOG	1900	Twisters and Tempests: Extreme Weather and Climate	This course introduces a range of natural disasters and extreme weather as we survey characteristics and processes of Earth's atmosphere and how it interacts with the planet's surface, oceans, and human activity. The course focuses on how these interactions work to produce extreme weather events and climate extremes and how they affect people and our communities.	Course Change Request	Autumn 2026 Semester	Course name; course description, and course content and structure. Content and structure changes include a title change to Twisters and Tempests: Exploring Extreme Weather and Climate, course topic changes, restructuring and refocusing of classroom time, and revamping nearly all lab exercises, though majority of content is retained. Course will be added as a major requirement for ATMOSCC major in new proposed major proposal in addition to retaining current GE Foundation: Natural Sciences.
ASC	Arts and Sciences	JEWSHST	3241	Yiddish Culture	A bastardized German, a woman's vernacular, a dying tongue, a radical language—this course traces the shifting labels attached to Yiddish, from its early modern beginnings to its contemporary status as a language of mourning and nostalgia, Jewish humor, Hasidic isolation, and Jewish radicalism. Through poetry, fiction, essays, and film, we explore what Yiddish can tell us about the modern world.	Course Change Request	Autumn 2026 Semester	An update of Jewish Studies 2241 to the new number 3241 and updating its GE status from Foundation to Theme.
ASC	Arts and Sciences	SOCIOL	2210	Sociological Aspects of Deviance	Study of the definition, identification, treatment, and control of types of legal, moral, and status deviance, such as crime, mental illness, alcoholism, and other individual pathologies.	Course Change Request	Autumn 2026 Semester	DL approval
ASC	Arts and Sciences	SOCIOL	3380	Racial and Ethnic Relations in America	This course explores how race and ethnicity shape social life in the United States—how they contribute to patterns of inequality, influence people's identities, and affect everyday interactions. Just as importantly, it'll look at how people experience race and ethnicity alongside other identities—especially gender.	Course Change Request	Autumn 2026 Semester	We are proposing the course to be considered for the REGD Foundation.
ASC	Arts and Sciences	STAT	5625	Statistical Analysis of Genetic Data	Introduction to Mendelian principles, genetic epidemiology, and molecular genetics; family studies; model-based and model-free linkage analysis for mapping disease genes; genome wide association studies; association analysis using haplotypes.	Course Change Request	Autumn 2026 Semester	Change the course number to 5625 to allow access to undergraduate Statistics majors and make necessary changes to the prerequisites.
ASC	Arts and Sciences	YIDDISH	3241	Yiddish Culture	A bastardized German, a woman's vernacular, a dying tongue, a radical language—this course traces the shifting labels attached to Yiddish, from its early modern beginnings to its contemporary status as a language of mourning and nostalgia, Jewish humor, Hasidic isolation, and Jewish radicalism. Through poetry, fiction, essays, and film, we explore what Yiddish can tell us about the modern world.	Course Change Request	Autumn 2026 Semester	An update of Yiddish 2241 to the new number 3241 and updating its GE status from Foundation to Theme.
ASC	Arts and Sciences	ANTHROP	7007	Academic Workshop	This workshop has as its main goal to offer students of all cohorts a place for research presentations, academic discussions and professional development. The workshop consists of weekly meetings with a diversity of topics arranged by the course coordinator.	Course Change Request	Autumn 2026 Semester	Change grading to Satisfactory/Unsatisfactory
ASC	Arts and Sciences	ART	2555	Photo1: Introduction to Digital Photography	Students will learn fundamental digital camera techniques and explore contemporary and historical issues in photography including the relationships between technique, concept, and aesthetics as well as the relationship between images, identity formation, and larger social structures.	Course Change Request	Autumn 2026 Semester	Change the course name from Art 2555 Photo 1: Introduction to Digital Photography and Contemporary Issues to Art 2555 Photo 1: Introduction to Digital Photography

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
ASC	Arts and Sciences	ART	2555H	Photo 1: Introduction to Digital Photography	Students will learn fundamental digital camera techniques and explore contemporary and historical issues in photography including the relationships between technique, concept, and aesthetics as well as the relationship between images, identity formation, and larger social structures.	Course Change Request	Autumn 2026 Semester	Change the name of the course from Art 2555 Photo 1 Intro to Digital Photography and Contemporary Issues to Art 2555 Photo 1: Intro to Digital Photography
ASC	Arts and Sciences	ARTEDUC	2600H	Visual Culture: Representation and Society	A study of social and cultural issues through the exploration of visual culture. By developing practical methods of interpreting and researching visual artistic production and reception, this course provides critical tools for engaging with how diverse forms of visual culture both challenge stereotypes and biases and also celebrate the racial, ethnic and gender diversity of US democratic society.	Course Change Request	Autumn 2026 Semester	The Registrar's Office will add an English Placement Alternate Prerequisite (EPLR) group code to COL students
ASC	Arts and Sciences	COMPSTD	2367.02	U.S. Latino Identity	Latino/a identity in the U.S.; emphasis on Latino/a cultural history and expression and on role of race, class, gender, and sexuality in identity construction.GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	COMPSTD	2367.04	Science and Technology in American Culture	Role of science and technology in contemporary American society; their relationship to human values; sources of concern about their impact; evaluation of selected issues. GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	COMPSTD	2367.04H	Science and Technology in American Culture	Role of science and technology in contemporary American society; their relationship to human values; sources of concern about their impact; evaluation of selected issues. GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	COMPSTD	2367.07	Religious Diversity in America	Exploration of the concept of religious freedom and the position of minority religious groups in American society. GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	COMPSTD	2367.08	American Identity in the World	American culture viewed from inside and from the perspective of foreign cultures, as seen in literature, film, art, music, journalism, folklore, and popular culture. GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	COMPSTD	2367.08H	American Identity in the World	American culture viewed from inside and from the perspective of foreign cultures, as seen in literature, film, art, music, journalism, folklore, and popular culture. GEL students should complete English 1110 prior to enrollment.	Course Change Request	Autumn 2026 Semester	Addition of EPLR Student Group prereq option
ASC	Arts and Sciences	DANCE	2367	Writing About Dance	Provides an opportunity to view, discuss, read, think and write about contemporary dance through the practice of criticism.	Course Change Request	Autumn 2026 Semester	update prerequisites per recommendation of College, Registrar, and Undergraduate Education offices.
ASC	Arts and Sciences	DANCE	2367H	Honors Writing About Dance	Provides a rigorous opportunity to view, discuss, read, think and write about contemporary dance and its history through the study and practice of criticism.	Course Change Request	Autumn 2026 Semester	update prerequisites per recommendation of College, Registrar, and Undergraduate Education offices.
ASC	Arts and Sciences	DESIGN	3105	Exploring Design Thinking	An overview of concepts, processes and modes of identifying problems and proposing effective solutions from a design-oriented perspective.	Course Change Request	Autumn 2026 Semester	This online course has been approved for offering at Marion and now we want to offer it to students at Newark too.
ASC	Arts and Sciences	DESIGN	3305	Visualization as Thinking	An overview of concepts, processes and modes of communicating with visual media to effectively generate design proposals.	Course Change Request	Autumn 2026 Semester	Approval to offer to students on Newark campus is requested.
ASC	Arts and Sciences	GERMAN	1101.01	German I	Introduction to language and culture of the German-speaking world, with emphasis placed on the acquisition of basic communication skills in cultural context. CEFR Levels A1/A2. Not open to native speakers of this language through regular course enrollment or EM credit, or to students with 2 or more years of study in this language in high school, except by permission of instructor.	Course Change Request	Autumn 2026 Semester	Delete "German Placement Level 9." and edit the prereq to read: "Prereq: Not open to students with 4 cr hrs of 1101.02, or 1101.61 or 1101.51"
ASC	Arts and Sciences	GERMAN	1101.02	Beginning German I (Distance Learning)	1101.02 helps you learn to communicate in culturally appropriate ways in German. We aim to help you develop balanced skills in speaking, listening, reading, & writing. By semester's end, you should be able to engage in simple conversations, read & understand short texts & write short essays & learn about life and culture in German-speaking countries. This course is the online version of 1101.01.	Course Change Request	Autumn 2026 Semester	Delete "German Placement Level 9." and edit the prereq to read: "Prereq: Not open to students with 4 cr hrs of 1101.01, or 1101.61 or 1101.51"
ASC	Arts and Sciences	HISTART	5645	Video Art	Introduces students to video as an artistic medium by studying its contentious past, multiple forms, and the trajectories of this expanding field.	Course Change Request	Autumn 2026 Semester	History of Art is removing prerequisites as part of a larger housekeeping project (many prerequisites are outdated).
ASC	Arts and Sciences	HISTART	5910	History of Documentary Cinema	Historical, chronological survey of significant ideas about and contributions to documentary cinema.	Course Change Request	Autumn 2026 Semester	History of Art is removing prerequisites as part of a larger housekeeping project.
ASC	Arts and Sciences	SOCIOI	2210	Sociological Aspects of Deviance	Study of the definition, identification, treatment, and control of types of legal, moral, and status deviance, such as crime, mental illness, alcoholism, and other individual pathologies.	Course Change Request	Autumn 2026 Semester	DL approval
ASC	Arts and Sciences	SOCIOI	3380	Racial and Ethnic Relations in America	This course explores how race and ethnicity shape social life in the United States—how they contribute to patterns of inequality, influence people's identities, and affect everyday interactions. Just as importantly, it'll look at how people experience race and ethnicity alongside other identities—especially gender.	Course Change Request	Autumn 2026 Semester	We are proposing the course to be considered for the REGD Foundation.
ASC	Arts and Sciences	SPANISH	3798.3	Spain as a Global Crossroad: Exploring Spanish Cities, Past and Present	Anchored in Madrid, this course examines how Spanish urban environments are shaped past and present by a range of economic, cultural, political, and social networks within and beyond Iberia. The course combines in-country experiential learning with academic study to explore the city's histories and contemporary transformations with particular attention to its multicultural and global dimensions.	Course Change Request	Autumn 2026 Semester	Exclusion error - Spanish declared majors and minors are eligible to participate - the course itself does not apply to the major or minor programs in SPPO.
ASC	Arts and Sciences	THEATRE	2700	Understanding Television	Understanding and critical written analysis and discussion of television, through viewing, discussing, reading, and writing. Students will focus on the ways in which racial, ethnic, and gender diversity issues are represented on television.	Course Change Request	Autumn 2026 Semester	Change to pre-requisites.
ASC	Arts and Sciences	ART	2300	2D Art	Basic concepts of two-dimensional art composition. Students learn to communicate through image, collage and bookmaking in the context of contemporary art.	Course Change Request	Autumn 2026 Semester	Name and description update.
ASC	Arts and Sciences	ART	2300E	2D Art	Basic concepts of two-dimensional art composition. Students learn to communicate through image, collage, and bookmaking in the context of contemporary art.	Course Change Request	Autumn 2026 Semester	Updated name and course description
ASC	Arts and Sciences	ART	5302	Material Science for Artists	As a survey on geologic and chemical earth science as it pertains to art, students will develop safe and efficient testing habits. Students will analyze and interpret chemical and physical attributes of periodic elements to develop clay and glaze formulas. Parallels will be drawn in metals, glass, paper, and paint.	Course Change Request	Autumn 2026 Semester	Course description, pre-req, and repeatability limit change
ASC	Arts and Sciences	ARTEDUC	2600	Visual Culture: Representation and Society	A study of social and cultural issues through the exploration of visual culture. By developing practical methods of interpreting and researching visual artistic production and reception, this course provides critical tools for engaging with how diverse forms of visual culture both challenge stereotypes and biases and also celebrate the racial, ethnic and gender diversity of US democratic society.	Course Change Request	Autumn 2026 Semester	The Registrar's Office will add an English Placement Alternate Prerequisite (EPLR) group code to COL students
ASC	Arts and Sciences	ARTEDUC	2700	Understanding Television	Understanding and critical written analysis and discussion of television, through viewing, discussing, reading, and writing. Students will focus on the ways in which racial, ethnic, and gender diversity issues are represented on television and media.	Course Change Request	Autumn 2026 Semester	The Registrar's Office will add an English Placement Alternate Prerequisite (EPLR) group code to COL students

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ASC	Arts and Sciences	PHILOS	2367	Contemporary Social and Moral Problems	An introductory philosophy course designed to develop fundamental writing and information literacy skills through a careful examination of a contemporary matter of social and moral concern.	Course Change Request	Autumn 2026 Semester	Change pre-requisite per ASC Dean's office instructions.
ASC	Arts and Sciences	SOCIOL	4650	Undergraduate Seminar in Social Networks	Social networks are the lasting and ephemeral links between components of society, including people, organizations, and countries. In this class, we cover what networks are, how they form, how we study them, and their implications across various domains, peer effects, their role in prosocial and antisocial behavior, criminological and health impacts, and other settings.	Course Change Request	Autumn 2026 Semester	Removing the prerequisite for the course. (Previously it was: Prereq: Any GE Basic Computation, or GE Mathematical or Logical Analysis course; or permission of instructor.)
ASC	Arts and Sciences	ARTEDUC	2800	Nature in Mind: Visual Responses to the Living World	This course explores how artists and communities creatively engage with environmental issues through visual culture, storytelling, and ecological imagination. Grounded in contemporary eco-art practices, this course introduces students to major themes in environmental justice, land use, biodiversity, climate, waste, and sustainability.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	ARTSSCI	1094	Interdisciplinary Group Studies	Study of special or interdisciplinary topics at an introductory level.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	BIOLOGY	4150	Undergraduate Research Scholars	This seminar will guide undergraduate research scholars (URS) in life sciences towards a path of discovery allowing student to enhance their high-impact research participation experience at OSU.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	CHINESE	3797	Beliefs and Transformations in Taiwan	Through an array of engaging activities including academic reading, video-viewing, cultural excursion, filming project, and self-reflection paper writing, and lectures by instructors and local scholars, participants are immersed in the rich tapestry of Taiwanese communities, cultural heritage, and belief systems.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	DANCE	6490	History/Theory/Literature in Practice: Special Topics	Interdisciplinary study of choreography, composition, performance, archival research, etc. to investigate the body as cumulative history. Discuss various critical and applied perspectives on profound practice. Review of literature on practice across disciplines; critical focus on embodied ways of creating, reproducing, transmitting knowledge, awareness, engagement with corporeal epistemologies.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	ENGLISH	3380	Cinema Revolutions	This class examines cinema as an ongoing series of technological, industrial, historical, and formal developments that both reflects and transforms the larger societies in which it's situated.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	GERMAN	4604	From the German: Translation in the 21st Century	Seminar on translation for students of German using project-based learning to cultivate advanced strategic communication and intercultural skills for the contemporary world. Develops student A.I. competencies, rhetorical skills, and media literacies (including legacy and social media) across modules on literary, marketing, and legal translation, as well as trans-medial content adaptation.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	MUSIC	2525	Introduction to Clinical Fieldwork	This is a foundational course in the Bachelor of Music Therapy program, providing students with a comprehensive introduction to the practical application of music therapy principles in clinical settings.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	MUSIC	4638	Music Psychology	This course provides an introduction to psychology of music, including acoustics and psychoacoustics, music cognition and learning, the impact of music on human behavior, music for health and healing, and music within a social context.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	SPHHRNG	6565	FUNDAMENTALS IN FIBEROPTIC ENDOSCOPIC EVALUATION OF SWALLOWING FOR SPEECH-LANGUAGE PATHOLOGY I	The purpose of this course is to learn the fundamental components of the fiberoptic endoscopic evaluation of swallowing (FEES) procedure for the evaluation and treatment of swallow disorders in the practice of speech language pathology	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	WGSST	2328	Survival in the 21st Century	What does it mean to survive? And how does "survival" alter when understood as an individual vs. a collective struggle for equitable health and wellbeing? This course examines the historical and contemporary lives of survival. Contemporary popular discourses, from reality television to medical memes, provide the immediate context for our scientific, historical and cultural investigation.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	AFAMAST	4050	The Politics and Culture of Artificial Intelligence	This course examines artificial intelligence as a technological development & a cultural force, challenging the assumption that AI is an autonomous, exceptional system divorced from human influence. We investigate the evolution of AI, the debates around machine "thinking," & the growing anxieties about whether generative systems can replace creative, intellectual, or professional human labor.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	ARTSSCI	2900	Introduction to the Integrated Arts and Sciences Bachelor of Arts	Explores the current state of research and creative inquiry within the College of Arts and Sciences through the lens of five contemporary interdisciplinary challenges.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	PORTGSE	8998	Research for Dissertation (Pre-Candidacy)	Pre-candidacy research for dissertation.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	ENGLISH	3307	Writing for Healthy Publics	This is an advanced writing class that focuses on designing accessible, effective, and ethical public health messages for diverse audiences. Grounded in contemporary technical communication theory and practice and the Centers for Disease Control and Prevention's definition of public health, students write public health content across multiple media.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	MUSIC	2476	Music Therapy Methods I	This course provides an overview of music therapy methods and techniques for application with a variety of clinical populations, including young children, children and adults with intellectual and developmental disabilities, persons with sensory loss, and older adults.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	MUSIC	2477	Music Therapy Methods II	This course provides an overview of music therapy methods and techniques for application within a variety of clinical settings, including medical, mental health, rehabilitation, and hospice settings. This course focuses on improvisational and receptive methods, with additional emphasis on verbal processing skills.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	MUSIC	3189	Clinical Fieldwork	This course is designed to provide students with the opportunity to apply knowledge and skills learned in the classroom to real-world clinical settings. Students will engage in a supervised, hands-on clinical fieldwork experience, observing and participating in music therapy sessions under the guidance of a board-certified music therapist. Required course for undergraduate music therapy majors.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	THEATRE	7515	Advanced Costume Design Seminar	Seminar dedicated to investigating, discussing, and dissecting contemporary topics in costume design. Learning into the dialectic, students will collaboratively explore theoretical case studies and realized projects related to performance costume design with an eye to discern best practices, current strengths, and future areas of growth.	Course Request	Autumn 2026 Semester	
ASC	Arts and Sciences	ARTSSCI	1194	Interdisciplinary Group Studies	Peer-led team learning and tutoring for introductory STEM courses	One-Time Offering	Autumn 2026 Semester	
ASC	Arts and Sciences	STAT	4194	Group Studies	Methods for analyzing complex survey data: stratification, clustering, and unequal selection probabilities. Covers nonresponse, missing data, and inference limitations. Hands-on R analysis. No prior survey experience required.	One-Time Offering	Autumn 2026 Semester	

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
ASC	Arts and Sciences	ARTSSCI	1094	Interdisciplinary Group Studies	Peer-led team learning and tutoring for developmental STEM courses.	One-Time Offering	Autumn 2026 Semester	
ASC	Arts and Sciences	POLITSC	6194.03	Contemporary Comparative Political Problems	This seminar introduces graduate students to the social scientific study of political violence. The course will examine the causes, conduct, and consequences of political violence in intrastate wars and lower-intensity conflicts.	One-Time Offering	Autumn 2026 Semester	
BUS	Business	BUSADM	3532	Entrepreneurship and Innovation: Corporate Entrepreneurship	Develop skills and understanding of theories and their application to develop new ideas and viable new businesses within an established firm. Address the development of an internal culture of innovation, processes for reviewing ideas and developing concepts, strategic analysis, positioning for competitive advantage, forms of corporate ventures, and the qualities of corporate entrepreneurs.	Course Change Request	Autumn 2026 Semester	remove remaining prereq
BUS	Business	BUSFIN	4236	Capital Finance & Markets	This course focuses on the U.S. financial system and its major participants, including discussions regarding objectives and procedures for evaluating opportunities and pricing risk. Topics include the role and functions of the Federal Reserve System and related parties. This will include Investment Banking, Merchant Banking, Private Equity, Venture Capital, and newly evolving sources of capital.	Course Change Request	Autumn 2026 Semester	We would like to change the name of the course
BUS	Business	BUSFIN	4238	Bond Markets & Valuation	This course focuses on a basic introduction to the Global Bond Market. Will include various classes of bonds (government, corporate, mortgage, and money market), their structures, as well as the pricing of embedded options. The principle of discounted cash flow and security pricing will also be covered in some detail. Ratings, relative value, and market participants.	Course Change Request	Autumn 2026 Semester	changing course title.
BUS	Business	BUSFIN	7218	Bond Markets & Valuation I	An introduction to the mathematics and evaluation of US Dollar denominated fixed income instruments. Students will learn the underlying terms and conditions used in the fixed income markets and apply traditional bond math to evaluate the pricing, yield, risk, and return attributes in the market.	Course Change Request	Autumn 2026 Semester	changing course title
BUS	Business	BUSFIN	7222	Bond Markets & Valuation II	An advanced survey of the structured products and options-based securities utilized in the bond market. Students will learn about synthetic instruments, derivative cash flow, and the discipline to manage assets using complex strategies and asset-liability matching protocols used by traditional asset managers as well as leveraged players in the global bond markets.	Course Change Request	Autumn 2026 Semester	course title
BUS	Business	BUSFIN	2221	Finance I	A foundational exploration of how corporations navigate the financial landscape to create value. Students will examine the flow of capital between investors and firms, learning the fundamental relationship between risk, return, and interest rates.	Course Request	Autumn 2026 Semester	
BUS	Business	BUSML	2251	Marketing I	An overview of the marketing function, the role and scope of responsibilities of marketing within companies' ecosystems, and the decisions for which the marketing function is responsible.	Course Request	Autumn 2026 Semester	
BUS	Business	BUSML	2380	Logistics	A focus on the concepts and methods used to plan and manage logistics activities in a business environment. Students will gain an understanding of the components of logistics management and the tradeoffs required to manage the integrated flow and storage of goods through a supply chain.	Course Request	Autumn 2026 Semester	
BUS	Business	ACCTMIS	2210	Accounting 1	Use accounting information to make better decisions, whether the decision involves personal finances, a project, marketing a product, or understanding a company. Students will learn what financial numbers and disclosures can reveal, what they can't, and why the same facts can look different depending on who reported them and why.	Course Request	Autumn 2026 Semester	
BUS	Business	ACCTMIS	2610	Business Information Systems	An introduction to the core elements of management information systems (MIS) knowledge, focusing on managerial rather than technical implementation issues.	Course Request	Autumn 2026 Semester	
BUS	Business	ACCTMIS	6212	Technology: Understanding, Strategy, Influence, and Impact	Technology: Understanding, Strategy, Influence, and Impact in Accounting and MIS for students in the Working Professionals MBA Program.	Course Request	Autumn 2026 Semester	
BUS	Business	MBA	6260	Global Environment of Business-EMBA	Global Environment of Business	One-Time Offering	Autumn 2026 Semester	
BUS	Business	MBA	6290	Strategy Formulation & Implementation-EMBA	Strategy	One-Time Offering	Autumn 2026 Semester	
BUS	Business	ACCTMIS	7800	Advanced Topics in Accounting and MIS for EMBA	Leading in the Age of AI	One-Time Offering	Autumn 2026 Semester	
BUS	Business	BUSML	7800	Advanced Topics in Marketing and Logistics for EMBA	Marketing in Practic	One-Time Offering	Autumn 2026 Semester	
DEN	Dentistry	DENT	8002.17	Pediatric Dentistry II Introductory Orthodontics	Discussion of clinical cases.	Course Change Request	Autumn 2026 Semester	Change the grading schema from S/U to letter grade.
EHE	Education & Human Ecology	HDFS	2350	Parenting	Identification and examination of the theoretical approaches applicable to child rearing in families; emphasis on developing practical skills for working with parents and children.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	2367	American Family Issues	Development of writing, presentation, and oral discussion skills while critically examining family and related community issues.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	3189.01	Field Work with Targeted Populations: Children	Field Work for students who are interested in working with children.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	3300	Promoting Early Language and Literacy in ECD&E	This ECDE course focuses on theories of language development, the sequence of speech and language development and differentiating between normal and atypical speech. Emphasis will also be placed on the teacher's role in facilitating communication and literacy skills, on planning and implementing appropriate language and literacy activities, and on selecting & using literature to enhance language.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	3310	Developing Age Appropriate Curriculum for Infants and Toddlers	This course is an overview of care giving for infants and toddlers in group settings. Developmentally appropriate programming for infants and toddlers is emphasized across developmental areas through routines, environment, and experiences with a focus on language and brain development. The role of staff and parent relationships is explored as is state rules for licensed child care centers.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	3450	Positive Guidance of Young Children in Group Contexts	Examines strategies to help promote adaptive behavior in home, school, and community contexts. Students will learn strategies for managing and preventing behavioral problems and develop an understanding of behavior management practices.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering
EHE	Education & Human Ecology	HDFS	3800	Professional Development	The professional: performance, role in society, position securement, involvement in organizations, and continuing development. Students are encouraged to take this course early in the major.	Course Change Request	Autumn 2026 Semester	Add Lima as a campus of offering

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
EHE	Education & Human Ecology	HDFS	8189.12	Practicum in Couple and Family Therapy, Masters	This course is a practicum course for masters students assigned to see clients in the on-campus Couple and Family Therapy Clinic and/or at placements in the community.	Course Change Request	Autumn 2026 Semester	Add hybrid modality
EHE	Education & Human Ecology	HDFS	8189.13	Practicum in Couple and Family Therapy, Masters, Placement	The practicum course is designed to train Couple and Family Therapy Students in systemic assessment, diagnosis, and treatment planning in order to provide couple and family therapy to a variety of client presentations. Students in the masters program must obtain 500 hours of client contact, with 250 of those hours in relational therapies. Students are required to be supervised during those hours.	Course Change Request	Autumn 2026 Semester	Revise gradings scheme from Letter grade to S/U
EHE	Education & Human Ecology	KNHES	5416	Theory of Strength and Conditioning	This online lecture course will examine the fundamental principles and theories that are the basis of strength and conditioning that allow for workout and training program design. The course is designed to give students the scientific and practical basis for developing, designing, evaluating, and implementing resistance training programs.	Course Change Request	Autumn 2026 Semester	Revise prerequisite
EHE	Education & Human Ecology	TLTED	3189.03	Field Experience: English Language Education	The field experience is designed to provide: (1) lesson planning, teaching, and classroom management; (2) student learning, interests, and perspectives; (3) the requirements of being a professional educator; and (4) effectively bringing together the work done in a university classroom with work done in 7-12 integrated language arts classrooms.	Course Change Request	Autumn 2026 Semester	The prefix of this course will change from EDUTL 3189.03 to TLTED 3189.03
EHE	Education & Human Ecology	TLED	3101	Playing our Way into Learning	Playing is at the heart of being human. In this course we'll play together as we explore the significance of theories and practices of playful learning and teaching in informal as well as formal settings.	Course Change Request	Autumn 2026 Semester	Adding an additional modality- Distance Learning
EHE	Education & Human Ecology	TLED	2367	Education, Society and Writing	Designed to help students reflect critically, both orally and in writing, on the social, political, and cultural contexts that influence education in today's society.	Course Change Request	Autumn 2026 Semester	Update prerequisite to include 'EPLR Student Group'
EHE	Education & Human Ecology	HDFS	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	
EHE	Education & Human Ecology	TLED	5992	Special Topics in Education	1. ODEW professional development course requirement re: science of reading 2. prepare for OAE 'Foundations of Reading (190)'	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	ESEADM	8421	Leading Professional Learning for Educators	This course is designed as a core course # 2 for the Teacher Leader Endorsement which is programmed in the Educational Administration section in the Department of Educational Studies. Practicing teachers who seek competency as teacher leaders complet	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	ESSPED	5887	Introduction to Gifted and Talented Education	This introductory course is designed to expose teachers, administrators, counselors, and others who work with gifted and talented (GATE) students (or are interested in GATE) to the fundamental literature and issues in gifted and talented education,	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	TLITEM	5521	Co-Teaching and Co-Planning in the Inclusive Classroom	This three-credit hour course will examine the co-teaching and co-planning process across subject matter and disciplines such as general education and special education. Students will learn the approaches to co-teaching and co-planning, critically an	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	TLLLL	7428	Trends and Issues in Teaching Reading	This course will provide an in-depth examination of major trends and issues in the teaching and learning of reading	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	TLTED	5615	Methods and Culture in TESOL	This course introduces students to theories, perspectives, and techniques related to teaching a second (SL) or world language (WL).	One-Time Offering	Autumn 2026 Semester	
EHE	Education & Human Ecology	TLTED	5645	Core Practices in Language Assessment	This course introduces participants to current school-based assessments through psychometric and socio-cultural models of assessment focusing on how schools measure language and achievement for emergent bilinguals and other language learners.	One-Time Offering	Autumn 2026 Semester	
ENG	Engineering	ARCH	7220	Architectural Theory	This course provides the study of the written word within the practice and discipline of architecture. It examines the relations between written representation, architecture and the historical, conceptual, and cultural arguments with which they are associated. Texts by practitioners and theorists will be discussed for their architectural arguments and used to develop new texts.	Course Change Request	Autumn 2026 Semester	Course name change
ENG	Engineering	ENGR	5797.29	Around the World with Disney Imagineering	In this study abroad embedded course, students have the opportunity to engage with Disney Imagineering at their theme parks and headquarters in various locations. This experience will explore how interdisciplinary interests can contribute to collaborative creations like Disney parks.	Course Change Request	Autumn 2026 Semester	Requesting GE: Lived Environments
ENG	Engineering	LARCH	7930	Design Studio III: Urban Landscape	Design of the urban environment in relation to sustainable urbanism principles and practices.	Course Change Request	Autumn 2026 Semester	Credit hour reduction
ENG	Engineering	LARCH	7940	Design Studio IV: Global Issues	Advanced graduate landscape architectural research, design and planning synthesizing diverse scales, with an emphasis on international and interdisciplinary engagement.	Course Change Request	Autumn 2026 Semester	Credit hour reduction
ENG	Engineering	LARCH	7950	Design Studio V: Design in Detail	Processes and techniques of landscape architectural design development, detailing and documentation, with a focus on sustainable design practices.	Course Change Request	Autumn 2026 Semester	Credit hour reduction
ENG	Engineering	LARCH	7930	Design Studio III: Urban Landscape	Design of the urban environment in relation to sustainable urbanism principles and practices.	Course Change Request	Autumn 2026 Semester	Credit hour reduction
ENG	Engineering	ISE	6300.01	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 Change Request	Autumn 2026 Semester	Change course number to 6300.01 to align to on campus versus online course protocol in ISE. Updated course description, course goals, content topic list.
ENG	Engineering	CSE	5917.01H	Capstone Design: Integrated Business and Engineering Software Innovation (IBE-SI)	Capstone design project required for IBE-SI students. Students work on real-world, open-ended problems with oversight and mentorship from an industry partner / sponsor. Teams follow a value creation / product development cycle applying the practices of market research, user-centered design, and minimal viable product (MVP).	Course Request	Autumn 2026 Semester	
ENG	Engineering	ISE	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	

Academic Group	Group Description	Subjest	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
ENG	Engineering	ISE	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	
ENG	Engineering	LARCH	5159	Labor & Landscape	We will examine how humans have thought about working with and on landscapes across the world. Working the ground is one of humanity's oldest activities; through a variety of sources students will learn how to detect the voices of diggers, shovelers, graders, gardeners, quarriers, and rangers, and relate those experiences to their own and the expectations of the modern design professions.	Course Request	Autumn 2026 Semester	
ENG	Engineering	FABENG	3200.01S	Cultivating Communities: Engineering for Food Security and Urban Sustainability	This course examines the intersection of engineering, food security, urban sustainability, and the role of community organizations in addressing local challenges. Through lectures, readings, discussions, required off-campus field engagements, and group projects, students apply engineering design principles to co-design with communities small-scale farms and urban agriculture.	Course Request	Autumn 2026 Semester	
ENG	Engineering	ISE	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	
GRD	Graduate School	ENVSCI	7899	Current Issues in Environmental Sciences	Graduate seminar where faculty from within and outside the University and graduating students will present their research. Au, Sp Sems.	Course Change Request	Autumn 2026 Semester	We are adding prerequisites that require students to be enrolled in our graduate program and to have successfully completed the required presentation skills course, ENTMLGY 7920, before enrolling.
HRS	Health & Rehabilitation Sci	ATHTRNG	6489	Clinical Experience: Introduction to Diagnosis & Acute Care	Provide students with clinical care experiences in multiple athletics settings during the autumn semester. Course will focus on clinical experiences related to diagnosis and management of acute conditions. The population associated with this course includes the adult patients who participate in competitive, low- and high-intensiv, team activities.	Course Change Request	Autumn 2026 Semester	Title and objectives change, credit hour increase
HRS	Health & Rehabilitation Sci	HTHRHSC	2210	Dimensions of Wellness and Resilience	Overview of science of behavior change, dimensions of wellness, resilience concepts and professional role development.	Course Request	Autumn 2026 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	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	
HRS	Health & Rehabilitation Sci	PHYSTHR	8686	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. This course is designed to build upon previous courses in the curriculum to integrate their orthopedics care knowledge	Course Request	Autumn 2026 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	2102	Optimizing Personal Health, Happiness and Well-being	Application of evidence-based concepts and strategies to manage stress through cognitive-behavioral skills building. Strengthen resiliency, set goals, problem solve and engage in healthy lifestyle behaviors to improve personal health, happiness and well-being.	Course Request	Autumn 2026 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	2110	Health Athlete	An overview of four dimensions of personal energy (physical, emotional, mental and spiritual [purpose] with guidance in developing self-care strategies for each.	Course Request	Autumn 2026 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	2220	Wellness in Chronic Conditions	Introduction to the impact of chronic conditions on the health of individuals and populations. Explores innovative disease prevention programs. Integrates health coaching strategies and health literacy issues in clients with chronic conditions and related, common medications.	Course Request	Autumn 2026 Semester	
JGS	John Glenn College of Pub Aff	PUBAFRS	2000	Society and the Public Sector: Federal, State, and Local Government	Discover how government shapes society and everyday life! This class explores documents and speeches foundational to American government and examines the structure and functions of federal, state, and local government. Through reflection papers, engaging discussions, and interaction with public servants, you will learn how these foundations, structures, and functions operate in everyday life.	Course Request	Autumn 2026 Semester	
LAW	Law	LAW	6330	Success Skills for Aspiring Lawyers	This LP3 course explores the characteristics and skills necessary to long-term success and wellbeing in the legal profession through the lens of the IAALS's Foundations for Practice Study. What does it mean to be an effective lawyer? What skills and qualities do practitioners seek when hiring new grads? Who do you want to be as an attorney? How would you describe your professional identity?	Course Change Request	Autumn 2026 Semester	Course title change
LAW	Law	LAW	7001	Basics of Elder Law	Ethical issues in serving elderly clients, Medicare and Medicaid, Veteran's benefits, advanced directives and guardianship.	Course Change Request	Autumn 2026 Semester	variable credit
MED	The College of Medicine	INTMED	4998	Undergraduate Research Independent Study Course	To gain laboratory research experience and knowledge within internal medicine. Students will develop foundational skills in literature review, research design, data collection and analysis, research ethics, and scientific communication.	Course Change Request	Autumn 2026 Semester	Change the course's description to reflect its actual, more general use.
MED	The College of Medicine	ANATOMY	2707	Point-of-care Ultrasound Technology in Medicine	Diagnostic ultrasound is a valuable medical imaging modality. This course teaches ultrasound as it is used in current medical practice. By studying the technology and clinical applications, students will gain a broader understanding of medical imaging as it relates to human anatomy and pathology. This course serves to introduce ultrasound in an approachable way.	Course Request	Autumn 2026 Semester	
MED	The College of Medicine	BSGP	6972	Basics of Scientific Presentations	This pre-candidacy course is specifically designed to introduce students to the fundamentals of presenting scientific data Special focus will be on mastering preparations for engaging short talks, journal clubs and poster presentations. The course will cover three major categories working with literature, addressing the audience, and building conversation through hands-on practice.	Course Request	Autumn 2026 Semester	
MED	The College of Medicine	MMT	7194	Group Studies in Advanced Topics of Molecular Medicine and Therapeutics	Group Studies in Advanced Topics of Molecular Medicine and Therapeutics is a faculty group studies course sponsored by the Molecular Medicine and Therapeutics graduate program. The Course Director, Course Co-Director, and Instructors are faculty in the department of Molecular Medicine and Therapeutics (MMT).	Course Request	Autumn 2026 Semester	

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
MED	The College of Medicine	ANATOMY	5511	Integrative Anatomy I	This course series that presents an integrated study of gross anatomy, embryology, histology and neuroanatomy of the human body to prepare advanced undergraduate students for health sciences professional school, or for non-major graduate students seeking a more global appreciation for the fields of <u>anatomy: Intro Concepts, Musculoskeletal, Cardiopulmonary, and GI-Renal Systems.</u>	Course Request	Autumn 2026 Semester	
MED	The College of Medicine	ANATOMY	5512	Integrative Anatomy II	This course series that presents an integrated study of gross anatomy, embryology, histology and neuroanatomy of the human body to prepare advanced undergraduate students for health sciences professional school, or for non-major graduate students seeking a more global appreciation for the fields of <u>anatomy: Neurological/Head&Neck, Endocrine/Reproductive, and Immune System Organs.</u>	Course Request	Autumn 2026 Semester	
NUR	Nursing	HW	2102	Optimizing Personal Health, Happiness & Well-being	Application of evidence-based concepts and strategies to manage stress through cognitive-behavioral skills building. Strengthen resiliency, set goals, problem solve and engage in healthy lifestyle behaviors to improve <u>personal health, happiness and well-being.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	HW	2110	Health Athlete	An overview of four dimensions of personal energy (physical, emotional, mental and spiritual [purpose]) with <u>guidance in developing self-care strategies for each.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	HW	2210	Dimensions of Wellness and Resilience	Overview of science of behavior change, dimensions of wellness, resilience concepts and professional role <u>development.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	HW	2220	Wellness in Chronic Conditions	Introduction to the impact of chronic conditions on the health of individuals and populations. Explores innovative disease prevention programs. Integrates health coaching strategies and health literacy issues in <u>clients with chronic conditions and related, common medications.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	HW	3220	Health Promotion Strategies for People with Chronic Conditions	Examines innovative models across the continuum of care designed to positively affect the health of <u>individuals and populations; Evaluates the roles of health coaching and its role in patient care.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	HW	3230	Coaching for Health Improvement	Explores relevant theories, typical strategies and coach-client relationship principles defined by the International Coaching Federation and National Board for Health and Wellness Coaching used in health <u>coaching to promote effective and sustainable behavior change.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw request so SHRS can submit new course request
NUR	Nursing	NURSING	2367	Writing About Healthcare Issues in the United States	Designed to enhance student's critical and analytical reading and writing skills through a study of current <u>health issues in the United States.</u>	Course Cancellation	Autumn 2026 Semester	Withdraw Nursing 2367
NUR	Nursing	MCR	7404	Project Management for Healthcare and Clinical Research	Principles of project management and strategic planning in healthcare, clinical research, and regulatory <u>settings.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite adjustment
NUR	Nursing	MCR	7460	Regulatory Strategy and Clinical Trial Reporting	Explores regulatory strategy in new medical product development and the roles of regulatory professionals. Scholarly and technical writing skills for regulatory professionals for new product submissions and Food and Drug Administration (FDA) Advisory Panels. Principles of strategic planning, leadership, communication, and <u>team building.</u>	Course Change Request	Autumn 2026 Semester	Course title and prerequisite adjustment
NUR	Nursing	MCR	7481	Data Management and Informatics in Clinical Research	Introduction to fundamental principles of clinical research data management and informatics to include the acquisition and management of data during clinical research studies, including source data, data entry, data <u>quality assurance, reporting, and security.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite adjustment
NUR	Nursing	MCR	7482	Principles of Quality Management for Medical Product Development	Concepts and application of total quality management for federal regulation of medical product development <u>including drugs and medical devices.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite adjustment
NUR	Nursing	MCR	7572	Global Regulation of Medical Products	Exploring legal issues related to clinical research and regulatory affairs. Examining the role of regulatory <u>authorities, regulations and guidelines (US, EU and global) in new product development.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite adjustment
NUR	Nursing	MCR	7599	Culminating Project in Clinical Research	The culminating project is an independent scholarly project that allows students to apply skills and competencies acquired across the master's program in clinical research. During the course, students will also <u>complete their professional ePortfolio.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite adjustment
NUR	Nursing	NURSING	7475	Pharmacology for Nurse Anesthesia Practice	This course will focus on the pharmacokinetics, pharmacodynamics and pharmacogenomics of the medications necessary for safe nurse anesthesia practice across the lifespan. A review of emergency and resuscitative medications, fluid/electrolyte replacement, transfusion therapy and drug diversion will be <u>included.</u>	Course Change Request	Autumn 2026 Semester	Minor adjustments to course description, objectives and course topics
NUR	Nursing	MCR	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, <u>management, quality assurance, and reporting for site and sponsor operations.</u>	Course Change Request	Autumn 2026 Semester	Update course title, objectives, topics and prerequisites
NUR	Nursing	NURSING	3260	Nursing Care of Children and Their Families	Nursing knowledge and clinical practice essential to caring for children and their families.	Course Change Request	Autumn 2026 Semester	Prerequisite change
NUR	Nursing	NURSING	3280	Nursing Care of Women and Families During Reproductive Transitions	Nursing knowledge and clinical practice essential to caring for women and their families during reproductive <u>transitions.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite change
NUR	Nursing	NURSING	4240S	Concepts in Community Health Nursing	Study of community health nursing theory and principles applied to the nursing care of individuals, families, <u>groups, communities, and populations.</u>	Course Change Request	Autumn 2026 Semester	Update Prerequisites for aBSN
NUR	Nursing	NURSING	4341	Nursing Clinical Judgement in the Care of Psychiatric and Mental Health Conditions	This course will apply nursing knowledge in the promotion of mental health and recovery of individuals with <u>psychiatric diagnoses and their families.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite update
NUR	Nursing	NURSING	4590	Practicum for the Utilization of Nursing Clinical Judgement	The transition to professional nursing practice integrates a full practicum experience in the last year of the <u>nursing program.</u>	Course Change Request	Autumn 2026 Semester	Prerequisite change
NUR	Nursing	NURSING	6240S	Concepts in Community Health Nursing	Study of community health nursing theory and principles applied to the nursing care of individuals, families, <u>groups, communities, and populations.</u>	Course Change Request	Autumn 2026 Semester	Remove 7450 as a prerequisite
NUR	Nursing	NURSING	6260	Nursing Care of Children and Their Families	Nursing knowledge essential to caring for children and families with emphasis on health promotion, risk <u>assessment, disease prevention, and common acute and chronic health problems.</u>	Course Change Request	Autumn 2026 Semester	Remove 7450 as a prerequisite
NUR	Nursing	NURSING	6271	Nursing Care of Adults and Older Adults II	Nursing knowledge essential to caring for adults and older adults with emphasis on management of acutely ill <u>patients with complex health problems.</u>	Course Change Request	Autumn 2026 Semester	Remove 7450 as a prerequisite
NUR	Nursing	NURSING	6280	Nursing Care of Women and their Families during Reproductive Transitions	Nursing knowledge and clinical practice essential to caring for women and their families during reproductive <u>transitions.</u>	Course Change Request	Autumn 2026 Semester	Remove 7450 as a prerequisite
NUR	Nursing	NURSING	6340	Psychiatric and Mental Health Nursing	Nursing knowledge applied to the promotion of mental health and to the recovery of individuals with <u>psychiatric diagnoses.</u>	Course Change Request	Autumn 2026 Semester	Remove 7450 as a prerequisite

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
NUR	Nursing	NRSPRCT	8120	Evaluating Health Care Data in Advanced Practice Nursing	This course prepares students to critically interpret, apply, and communicate health care data. Emphasis is placed on understanding variable types, measurement strategies, and appropriate selection and interpretation of descriptive and selected inferential statistics commonly reported in the health care literature.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	2891H	Introduction to Research Principles	Discussion of topics relevant to scientific inquiry and professional engagement to establish a foundation for the honors project.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	3891.01H	Evaluating Scientific Evidence	Discussion of topics relevant to locating, evaluating, and synthesizing scientific evidence.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	3891.02H	Research Methods and Measurement	Discussion of topics relevant to data collection, measurement, and basic data analysis to strengthen scientific rigor.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	4891.01H	Scholarly Writing	Discussion of topics relevant to scholarly writing for effective research communication.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	4891.02H	Research Dissemination	Discussion of topics relevant to presenting and disseminating scholarly findings.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	7375	Applied Clinical Skills for Nurse Anesthesia Practice	This course prepares students to provide anesthesia care across the perianesthesia continuum. Students will acquire basic competency in airway management, vascular access, neuraxial anesthesia, ultrasound-guided regional anesthesia, and point-of-care ultrasound (POCUS) to support safe perioperative assessment and decision-making. The course includes structured orientation to clinical sites.	Course Request	Autumn 2026 Semester	
NUR	Nursing	NURSING	7476	Advanced Practice Pharmacology for Nurse Anesthetists	This course examines the pharmacokinetic and pharmacodynamic principles and clinical application of the drugs used in the prevention of illness and maintenance of health across the lifespan. There will be a focus on the anesthetic implications of concomitant drug therapy and the necessary alterations in perioperative management. A review of drug diversion will be included.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	2110	American Creeds and Conflicts	Surveys how Americans have debated Abraham Lincoln's claim that the Declaration of Independence serves as an "electric cord" uniting citizens of different generations, descents, and circumstances. To what extent does the Declaration provide a strong foundation for American political community? Students compare answers from political leaders, constitutional theorists, and social scientists.	Course Change Request	Autumn 2026 Semester	We are adding a distance learning option for this course offering.
OAA	Office of Academic Affairs	CIVICLL	2420	The Evolution of Citizenship in America, 1775-1920	This course surveys the evolution of citizenship in the United States from the Revolutionary War through the ratification of the 19th Amendment. Students consider how individuals and groups outside positions of formal political power worked to expand or restrict who could claim citizenship, with special attention to the relationship between constitutional law and civil society.	Course Change Request	Autumn 2026 Semester	We had the course under review for General Education Themes, and had to withdraw for course scheduling purposes, but would now like to get G.E. revisions sent back to the Themes Subcommittee
OAA	Office of Academic Affairs	CIVICLL	3430	Law and Economics	This course introduces students to the interdisciplinary field of Law and Economics, which uses the economic way of thinking to develop an understanding of the law and the Anglo-American legal system. The course explores core topics in law (e.g. property, contracts, torts, crime), broader issues related to the judicial and legislative process, and constitutional political economy.	Course Change Request	Autumn 2026 Semester	Principles of Microeconomics was a pre-requisite; we are adding Principle of Macroeconomics (or permission of instructor) as an option.
OAA	Office of Academic Affairs	CIVICLL	2210E	Freedom and Equality in American Literature	This course examines the privileged role creative writing has had in defining the terms of American citizenship. Proceeds through close reading of key works of fiction, nonfiction, and poetry to examine how writers have sought to define freedom and equality, shaping and transforming the American understanding of these ideals.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	2230	Capitalism and Its Critics: An Intellectual History	Where did capitalism come from? What made it possible? This course provides a historical account of the ideas and practices that created the capitalist system along with criticisms it inspired. It considers capitalism as a multi-faceted concept that has informed the beliefs and actions of kings, philosophers, economists, producers, consumers, and citizens.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	2410	Citizenship on Trial: Legal Battles Over American Belonging	The meaning of U.S. citizenship has been hotly contested over the course of this nation's 250 years. This course considers the U.S. Supreme Court's contributions to defining the terms of American citizenship. Students will read U.S. statutes, U.S. Supreme Court cases, and leading scholarship on constitutional law.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	3325	Pluralism and Its Problems	This course asks students to reflect on what pluralism means, why it might be valuable, and how we can sustain it as individuals and as a community. The course will take a take a cross-cultural, comparative approach to understanding pluralism, using case studies of pluralist regimes in the past and present, and examining theories of pluralism from political philosophy, law, and religious studies.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	3335	Holy Buckeye! Football and American Civic Religion	Is Ohio Stadium the site of a uniquely American civic religion—college football? This course considers college football as a laboratory for central questions in philosophy, politics, economics, and civic thought: how norms emerge, how institutions stabilize behavior, how collective identities are formed, and why people comply with rules they did not choose.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	3345	States of Nature: The Nature of State Building in the United States and Western Europe, 1776-1945	Throughout history, ideas about nature have been invoked to justify political programs, and environmental realities have shaped state-building efforts. This class will require you to think critically about the cultural and environmental centrality of nature to projects of nation-building, conceptions of national identity, and civic thought.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	3355	Markets and Morality in Public Policy Problems	This course explores the intersection of American political economy and cutting-edge questions in moral theory. Students read classics of economic theory alongside contemporary debates in political philosophy, and apply their insights to public policy problems. Topics covered may include economic inequality, growth, centralized planning, environmental degradation, marriage and family policy.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	3380	Technology and American Democracy: An Inquiry Through History and Law	This course explores how American democracy has been reshaped by the development of technology in three related domains: speech, (tele)communications, and privacy. These topics cut across issues of work, identity, family, politics, economics, and law in modern America. We will examine their relationship historically, and in the present.	Course Request	Autumn 2026 Semester	
OAA	Office of Academic Affairs	CIVICLL	5420	Originalism and Its Discontents	Originalism is a major school of constitutional interpretation and an academic field of study. Legal discussions and public debates regularly feature originalist arguments and criticisms of originalism. This class will help students understand and analyze originalist and non-originalist positions, using both judicial opinions and legal scholarship.	Course Request	Autumn 2026 Semester	

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
PBH	Public Health	PUBHHMP	6620	Critical Appraisal of Population Health Evidence	This course will provide practical experience in examining multiple sources of evidence on population health management and public health interventions and will introduce students to the tools used to perform systematic reviews.	Course Change Request	Autumn 2026 Semester	change the credit hours
PBH	Public Health	PUBHHMP	7632	Strategic Change for Public Health and Population Health Mgmt	This course will provide students a foundation in the theories, concepts & methods of strategic planning and the management of organizational change as applied to public health & population health management.	Course Change Request	Autumn 2026 Semester	to deliver the course as a 7 week course, update the prerequisite, and update the course learning objectives
PBH	Public Health	PUBHHMP	7690	Executive Skills I: Professional Identity and Skills Development	This course introduces students to the foundational aspects of professional identity and career development within the field of health administration. Through self-assessments, reflective journaling, and professional portfolio development, students will explore their strengths, values, and career aspirations. Key topics include goal setting, personal branding, business communication, & networking.	Course Change Request	Autumn 2026 Semester	to provide the university with the full version of the syllabus including assignments for a 7 week session
PBH	Public Health	PUBHLTH	8899.01	First Year Doctoral Seminar	This first semester seminar course for doctoral students in public health to introduce students to the academic field of health research. The purpose of the course is to a) provide students with a strong foundation on strategies for success as a doctoral student and b) an understanding of the history of public health, including ethical challenges both past and present.	Course Change Request	Autumn 2026 Semester	to change the alpha code, and update course description and objectives
PBH	Public Health	PUBHLTH	8899.02	Doctoral Seminar: Grant Writing	A seminar for PhD students to help them compose a career development or dissertation-type grant proposal. The proposal will arise from an examination of current public health problems, national research priorities, issues within public health science, and career patterns of doctorally-prepared public health scientists.	Course Change Request	Autumn 2026 Semester	change the alpha code, refine the course title, and update the course content and topics
PBH	Public Health	PUBHLTH	8899.03	Doctoral Seminar-Teaching Methods	This course is designed for PhD students in the College of Public Health. The overall objective of the course is to provide doctoral students with a forum for discussing the goals of teaching, the role of the instructor, teaching strategies, learning styles, course organization, assessment of instruction, and providing feedback.	Course Change Request	Autumn 2026 Semester	To change the alpha code, update the course title, and refine the learning objectives
PBH	Public Health	PUBHEPI	2410	Epidemiology in Public Health	The course will cover the principles and procedures in the field of epidemiology, with a focus on the application of the principles of epidemiology.	Course Change Request	Autumn 2026 Semester	Update learning outcomes and content topics
PBH	Public Health	PUBHHMP	6611	Health and Health Care Services in the U.S.	This course provides an overview of the U.S. health care system. Topics covered include health and health care disparities, social determinants of health, health care access and utilization, financing of care through public and private health insurance, provider reimbursement, assessment of quality, quality improvement, and new forms of health care delivery and payment.	Course Change Request	Autumn 2026 Semester	officially offer an online 7 Week version of the course and update the prerequisite
PBH	Public Health	PUBHLTH	6010	Essentials of Public Health	An overview of the history and philosophy of public health, and the fundamental principles, concepts, and tools used in promoting the health of populations. The course is intended to orient students to the breadth of the field and introduce cross-specialization perspectives on major issues and problems in public health.	Course Change Request	Autumn 2026 Semester	To include MHA students in the prerequisite
PBH	Public Health	PUBHHBP	5532	From Evidence to Action: LGBTQ+ Health Promotion in Practice	This course introduces students to the historical, cultural, and scientific forces that shape LGBTQ+ population health in the United States and examines how these forces inform contemporary health promotion practice.	Course Request	Autumn 2026 Semester	
PHR	Pharmacy	PHR	2300.01	Drug Use in American Culture	This course investigates a given drug by assessing its historical use, clinical properties and risks, its role in American culture, and other issues surrounding its use/abuse in the United States.	Course Change Request	Autumn 2026 Semester	To remove the course prerequisites and remove the old GE level 2 writing designation.
PHR	Pharmacy	PHR	2300.02	Drug Use in American Culture	This course investigates a given drug by assessing its historical use, clinical properties and risks, its role in American culture, and other issues surrounding its use/abuse in the United States.	Course Change Request	Autumn 2026 Semester	To remove the course prerequisites and remove the old GE level 2 writing designation.
PHR	Pharmacy	PHR	2194	Group Studies in Pharmaceutical Sciences	A specialized, variable-topic undergraduate course offered by The College of Pharmacy at The Ohio State University, designed to provide in-depth study of specific subjects not covered in the regular curriculum.	Course Request	Autumn 2026 Semester	
PHR	Pharmacy	PHR	3194	Group Studies in Pharmaceutical Sciences	A specialized, variable-topic undergraduate course offered by The College of Pharmacy at The Ohio State University, designed to provide in-depth study of specific subjects not covered in the regular curriculum.	Course Request	Autumn 2026 Semester	
PHR	Pharmacy	PHR	7110	Free Clinic Patient Care and Leadership	This course provides student pharmacist leaders within free clinics with an opportunity to connect with other student pharmacist leaders, develop understanding and skills that can contribute to their designated free clinic, and create a community of learning that supports patient care.	Course Request	Autumn 2026 Semester	
PHR	Pharmacy	PHR	4194	Group Studies in Pharmaceutical Sciences	This course bridges the foundational principles of General Chemistry I with their practical application in pharmaceutical sciences. Designed to be taken concurrently with General Chemistry I.	One-Time Offering	Autumn 2026 Semester	
SWK	Social Work	SOCWORK	7189	Advanced Field Practicum	An internship in a social work agency where students will integrate advanced classroom knowledge and skills with practice experiences.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7510	Strengths-based Clinical Social Work with Individual Adults	Students will learn several research-informed clinical social work approaches for working with the strengths of individual adults to effect client change such as solution-focused therapy, narrative therapy, strategic therapy, and cognitive-behavioral therapy.	Course Change Request	Autumn 2026 Semester	Updated Pre-requisites.
SWK	Social Work	SOCWORK	7511	Clinical Social Work with Children and Adolescents	Course focuses specifically on the preschool, school aged children and adolescents and provides an overview of: 1) the background of mental health treatment of children/adolescents; 2) development in context; 3) developmental psychopathology; 4) the helping process; and 5) common childhood/adolescent disorders.	Course Change Request	Autumn 2026 Semester	Updated Pre-requisites.
SWK	Social Work	SOCWORK	7512	Clinical Social Work with Couples and Families	Emphasizes a treatment approach that views family members as making up an interlocking system that is the context for the formation and resolution of problems of the family and its members. Focuses on the family as the client rather than individual family members and emphasizes the process and stages of intervention.	Course Change Request	Autumn 2026 Semester	Updated Pre-requisites.
SWK	Social Work	SOCWORK	7514	Behavioral Methods in Social Work	Fundamental principles and practice of cognitive behavioral treatment (CBT) methods in social work across a variety of settings, practice problems, and client populations.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites
SWK	Social Work	SOCWORK	7515	Crisis Intervention and Trauma Treatment	Covers different approaches and common steps involved in intervening with clients experiencing a crisis. Given that many clients find experiencing a crisis to be traumatic, this course will also cover several research-informed approaches for treating trauma and post-traumatic stress disorder (PTSD).	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7516	Assessment and Diagnosis in Clinical Social Work Practice	This course looks at patterns of human behavior and psychosocial functioning conceptualized as psychopathology, deviance, and/or responses to extreme stress. The content addresses such concepts as function and dysfunction, mental health and mental illness, and normality and abnormality.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7517	Social Work Practice in Schools	Prepares students to work effectively in the education setting as a licensed school social worker.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
SWK	Social Work	SOCWORK	7518	Advanced Case Management	Development of competencies in the provision of case management services to address various complex client problems.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7519	Advanced Practice in Motivational Interviewing	Course provides students with advanced practice knowledge, skills, and values related to engaging clients in motivational interviewing conversations for the purpose of promoting their intentional behavior change processes.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7520	Pharmacotherapy in Social Work Mental Health and Substance Abuse	A survey of key principles, issues, and social work practice implications related to common interventions involving medications for addressing mental health and substance abuse problems.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7530	Needs Assessment and Program Design	Introduces program development and design, the skills for program implementation and management, needs assessment and program design for collective decision-making in organizations, systems and communities.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7531	Resource Acquisition for Human Service Organizations	Offers methods of acquiring financial and material resources for human service programs through grant writing, fund raising, lobbying, and campaigns.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7532	Supervision and Human Resource Management	Provides an overview of models and specific skills used in social work supervision and effective management of the human resources which are appropriate to both clinical and community practice settings. The focus of the course is to acquire the knowledge and skills needed to manage human service workers effectively.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7533	Financial Management	This course provides the student with the basic knowledge and skills of financial management, in the context of management control, in non-profit, human service organizations.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites
SWK	Social Work	SOCWORK	7534	Prevention Strategies in Social Work Practice	This advanced practice 'macro' course examines prevention models and theories, the evidence surrounding specific preventive interventions, and practice issues related to implementing prevention approaches. The course content and assignments provide students with a conceptual background of the development of prevention approaches to mental and behavioral health concerns.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7550	Community Practice and Development	Prepares students for social work practice in community settings including engagement, assessment, intervention, evaluation in community practice.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7551	Strategic Planning for Organizational and Community Change	Use strategic planning methods for engaging others; assessing strengths, needs, and environment; setting goals; developing plans; fostering support and partnerships; and evaluating and monitoring results.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7570	Policy Analysis and Social Legislation Process	Covers the legislative process of social welfare policy making and provides analytical skills of policy analysis to help legislators with policy choices at both state and federal government levels.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7611	Integrative Seminar II on Aging and Health	This course covers health care system models and the roles of social workers with emphases on ethical care and diversity in health beliefs and behavior.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7620	Integrative Seminar I on Mental Health and Substance Abuse	This course surveys: mental health practice approaches; mental health program and policy issues; mental health research and evaluation. Critical consideration is given to issues relevant to mental health and mental illness across time and stakeholder interests. Students examine public, professional, cultural, economic, and political influences on the development and delivery of mental health care.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7621	Integrative Seminar II on Mental Health and Substance Abuse	Surveys social work practice, program, and policy issues, theories, and evidence related to substance use, misuse, abuse, and dependency across the lifespan.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7630	Integrated Seminar I on Child and Youth Services	Course provides students with the opportunity to develop beginning level knowledge and skills for social work practice in the field of services to children and families, as well as knowledge of policies which affect practice in this field. The course is an integrative seminar to explore the continuum of services, programs, and policies which affect families and children.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites.
SWK	Social Work	SOCWORK	7640	Integrative Seminar I on Community and Social Justice	Focuses on multiple social systems associated with social and economic inequality. Social intervention and social work practice are critically reviewed for advancing community and social justice.	Course Change Request	Autumn 2026 Semester	Updated pre-requisites
VME	Veterinary Medicine	VETPREV	7722.01	Foodborne Diseases, Food Animal Production Systems, and Food Safety	Overview of how the food chain for the most common products of animal origin works, with special emphasis in pre-harvest safety, describes most common food-borne bacterial and viral diseases, antimicrobial resistance, HACCP.	Course Change Request	Autumn 2026 Semester	Graded changed back to S/U.
AGR	Food, Agric & Environ Science	ANIMSCI	2400.08	EUROPEAN MEAT AND CHEESE PROCESSING	Introduces students to cured meat and cheese production in Europe. This is the first course in a two-course education abroad series (ANIMSCI 2400.08 [1 cr hr] & ANIMSCI 3797.08 series [3 cr hr]).	Course Change Request	Spring 2027 Semester	The proposed change is the removal of the prerequisite courses ANIMSCI 3110 and FDSCTE 2400.
AGR	Food, Agric & Environ Science	ANIMSCI	3797.08	MEAT AND CHEESE PROCESSING: FARM-TO-FORK APPROACHES IN MEDITERRANEAN EUROPE	Students experience cured meat and cheese production in Mediterranean Europe. This is the second course in a two-course education abroad series (ANIMSCI 2400.08 [1 cr hr] & ANIMSCI 3797.08 series [3 cr hr]).	Course Change Request	Spring 2027 Semester	The proposed change is the removal of the prerequisite courses ANIMSCI 3110 and FDSCTE 2400.
AGR	Food, Agric & Environ Science	HCS	5625	Plant Biotechnology	This course provides a comprehensive introduction to recombinant DNA technologies and their applications in plant biotechnology for agriculture. The course is designed for advanced undergraduate and beginning graduate students in plant sciences with limited molecular biology background, serving as a bridge between basic biological knowledge and advanced biotechnology applications.	Course Change Request	Spring 2027 Semester	Replace the prerequisite HCS 5325 with Biology 1101, modify the course title, and update course content and goals.
AGR	Food, Agric & Environ Science	AEDECON	3160	Human Resource Management in Small Businesses	Students will gain an understanding of the human resource management function in the context of the small business. Emphasis is placed on strategies employed by small business owners to address shifts in workforce demographics, professional expectations, legal requirements, and contemporary workforce issues.	Course Change Request	Spring 2027 Semester	The course goals and topics have been updated. There has been a change of modality, we are adding online and hybrid offerings.
AGR	Food, Agric & Environ Science	AEDECON	3680	Regional Economics and Sustainable Growth	This course provides an introduction to the economic analysis of regional and urban issues. Topics include the location of economic activity, urban land use patterns, housing markets, migration, agglomeration, local public goods and policy, and the drivers of sustainable regional growth. Students will learn to apply economic tools and concepts to real-world regional and urban challenges.	Course Change Request	Spring 2027 Semester	Updated the course description, goals and topics along with Prerequisite and exclusions along with adding online course options
AGR	Food, Agric & Environ Science	AEDECON	4310	Environmental and Natural Resource Economics	This introductory course in environmental and natural resource economics provides an economic perspective to analyze contemporary issues in environmental protection and natural resource management.	Course Change Request	Spring 2027 Semester	The course topics have been updated along with an update to Prerequisites and exclusions
AGR	Food, Agric & Environ Science	AEDECON	4320	Energy, the Environment, and the Economy	This course examines the economics of the energy sector, focusing on interactions between energy consumption and production and the environment. The role of the energy sector in climate impacts, adaptation, and mitigation as well as the broader sustainability implications of energy consumption are discussed.	Course Change Request	Spring 2027 Semester	Updated the course description, goals and topics

Academic Group	Group Description	Subjest	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
AGR	Food, Agric & Environ Science	ENR	3600	Recreation Management on Public Lands	Examination of parks and recreation concepts including development, rationale, and frameworks for park and recreation systems in the United States.	Course Change Request	Spring 2027 Semester	Dropping pre-requisites; updates to course topics
AGR	Food, Agric & Environ Science	ENR	6510	Research Design for the Environmental Social Sciences	Introduction to designing research for building and testing theory in environmental social science disciplines. Bridges qualitative and quantitative research approaches.	Course Change Request	Spring 2027 Semester	Dropping pre-requisite; minor updates and reordering of course topics
ASC	Arts and Sciences	ART	3307	Sculpture: Wood Construction	In Art 3307 students will explore various methods of fabrication and construction to make both functional and expressive works out of wood. This course will proceed through basic introduction exercises and then 2 conceptually based projects, one that highlights additive techniques and one that focuses on the human body.	Course Change Request	Spring 2027 Semester	Take out of withdrawn.
ASC	Arts and Sciences	ENGLISH	3350	Time & Space Travel in Science Fiction	This course will focus on a classic trope in science fiction: traveling to imaginary lands and times. Travel has allowed writers to reimagine human relationships to lived environments by inviting comparisons between the past and present, between the here and there.	Course Change Request	Spring 2027 Semester	The addition of a DL offering of the class.
ASC	Arts and Sciences	MICRBIO	4000.01	Basic and Practical Microbiology	Provides an understanding of microorganisms and their interaction with the human experience.	Course Change Request	Spring 2027 Semester	Add an exclusion: MICRBIO 4100 unless waived by instructor.
ASC	Arts and Sciences	MICRBIO	4000.02	Basic and Practical Microbiology	Provides an understanding of microorganisms and their interaction with the human experience. Online/in-person hybrid version of Micrbio 4000.01.	Course Change Request	Spring 2027 Semester	Add an exclusion: MICRBIO 4100 unless waived by instructor.
ASC	Arts and Sciences	MICRBIO	4100	General Microbiology	Fundamental principles of microbiology and the characteristics of microorganisms with emphasis on their structure, molecular biology, growth, classification, physiology, ecology, biotechnology, ecology, and applied microbiology.	Course Change Request	Spring 2027 Semester	Add an exclusion: MICRBIO 4000.01/4000.02 unless waived by instructor.
ASC	Arts and Sciences	ASTRON	5205	Planetary Science	A multidisciplinary approach to planetary science, integrating modern methods with the Earth and Astrophysical Sciences. Team-taught with faculty in Earth Sciences.	Course Change Request	Spring 2027 Semester	Updated prerequisites
ASC	Arts and Sciences	EARTHSC	5205	Planetary Science	A multidisciplinary approach to planetary science, integrating modern methods with the Earth and Astrophysical Sciences. Team-taught with faculty in Astronomy.	Course Change Request	Spring 2027 Semester	Updated prerequisites
ASC	Arts and Sciences	PSYCH	6854	Adult Psychopathology	This course familiarizes students with current knowledge and issues impacting the etiology and maintenance of adult psychopathology.	Course Change Request	Spring 2027 Semester	Change the course title from "Lifespan Developmental Psychopathology II" to "Adult Psychopathology."
ASC	Arts and Sciences	CHEM	1622	Peer-led Team Learning for Chemistry 1620 students	CHEM 1622 provides a structure where chemistry & biochemistry majors work actively in small groups on challenging chemistry problems. This course integrates with topics covered in CHEM 1220 & 1620. Workshops include groups of students discussing and solving challenging chemistry problems related to material covered in general chemistry	Course Change Request	Spring 2027 Semester	Add an asynchronous component
ASC	Arts and Sciences	MOLGEN	2690	Genes and Society	This team taught, interdisciplinary course (crosslisted as PHILOS 2690) provide science-based exposure to topics in classical and modern genetics but with an emphasis on social and ethical issues. Together we will discuss what genes are, and how they work, and how your genome influences traits and behaviors in the context of social beliefs and philosophy.	Course Change Request	Spring 2027 Semester	Repropose this course for GE TCT Theme. The addition of a seminar allows us to maintain two weekly 80 minute meetings for in depth discussion while meeting the expectation of 4 instructor-led hours/week of in class meetings for a four-credit class
ASC	Arts and Sciences	MUSIC	4501.71	Applied Music - Principal - Percussion	Applied one-on-one instruction in Percussion.	Course Change Request	Spring 2027 Semester	Amend the prerequisite and description of the course
ASC	Arts and Sciences	PHILOS	2690	Genes and Society	This team taught, interdisciplinary course (crosslisted as MOLGEN 2690) provides science-based exposure to topics in classical and modern genetics but with an emphasis on social and ethical issues. Together we will discuss what genes are, and how they work, and how your genome influences traits and behaviors in the context of social beliefs and philosophy.	Course Change Request	Spring 2027 Semester	Repropose this course for GE TCT Theme. The addition of a seminar allows us to maintain two weekly 80 minute meetings for in depth discussion while meeting the expectation of 4 instructor-led hours/week of in class meetings for a four-credit class.
ASC	Arts and Sciences	ETHNSTD	5411	Latinx Ethnographies	Engaging with canonical and contemporary texts on ethnographic research and writing, during this course, students will learn about how the Latinx community has been imagined and created through ethnographic texts. We will discuss the challenges and limitations of ethnographic writing, and what happens when Latinx scholars start writing their own ethnographies/stories.	Course Request	Spring 2027 Semester	
ASC	Arts and Sciences	ETHNSTD	8321	Asian American Activism, Culture, & Power	As a field born out of student movements demanding the creation of ethnic studies programs, Asian American Studies has long engaged with questions of power, social change, and cultural politics. This course considers the way that Asian American communities have pushed for social change through their activism and/or cultural critique.	Course Request	Spring 2027 Semester	
ASC	Arts and Sciences	AFAMAST	8995	Thesis and Dissertation Proposal Writing	This seminar is designed for students to write a thesis or dissertation prospectus. By the course's end, students submit a prospectus that can be used for fellowship & grant applications or shared with a committee. A prospectus is a detailed plan of a project. It includes key questions, a plan to address the questions, the scope of the project, hypotheses, a literature review, & a bibliography.	Course Request	Spring 2027 Semester	
ASC	Arts and Sciences	ECON	5910	Machine Learning and AI in Economics	Introduces students to use of Machine Learning (ML) & Artificial Intelligence (AI) in economic analysis. Each topic highlights a practical goal from predicting demand & classifying outcomes to estimating causal effects & AI agents.Covers real-world examples, incl.healthcare, labor markets, and public policy. Prior programming experience in Python or any computing language helpful but not required.	Course Request	Spring 2027 Semester	
BUS	Business	BUSADM	4395	Supply Chain Integration	An experiential capstone course for undergraduate business students specializing in Supply Chain Management. Students will be expected to synthesize knowledge to solve live business problems.	Course Request	Spring 2027 Semester	
BUS	Business	BUSML	7229	Entertainment Marketing	Entertainment's emotional value makes music, sports, and media careers highly competitive. This course examines these industries in a media-driven society, using cases from Lady Gaga to the NFL to explore managerial and marketing challenges. Students step into decision makers' roles to develop strategies with lessons applicable across industries.	Course Request	Spring 2027 Semester	
BUS	Business	BUSML	7389	AI in Logistics and Supply Chain Management	This course introduces WP MBA students to the tools, concepts, and strategic applications of generative and agentic artificial intelligence (AI) in logistics & SCM. Delivered across three full-day workshops, the course is organized as an intensive, experience-driven sequence: each day builds on the last, moving students from foundational literacy to applied skill-building to strategic leadership.	Course Request	Spring 2027 Semester	
BUS	Business	BUSOBA	3334	Business Analytics: Capstone Experience	In this course, students will run two analytics projects end to end. Students start with a vague business problem and frame it into a question that the data can answer. They gather and clean the data, analyze it, build a model, and check that the findings hold. Then they turn the results into a recommendation a stakeholder can act on. Four steps: question, data, model, and conveyance.	Course Request	Spring 2027 Semester	

Academic Group	Group Description	Subject	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
BUS	Business	BUSOBA	4257	Data Visualization and Storytelling	This course will teach you to take real data and turn it into something a person can understand and act on. You will learn to find the story buried in a data set and tell it using charts that are clear, honest, and hard to argue with.	Course Request	Spring 2027 Semester	
DEN	Dentistry	DENT	8705	Pediatric Dentistry Restorative Treatment	This graduate-level course provides an overview and introduction to the principles of pediatric restorative dentistry. It also provides an opportunity for trainees to learn about current literature in pediatric restorative dentistry and various dental materials.	Course Change Request	Spring 2027 Semester	An update to the course description and learning objectives
DEN	Dentistry	DENT	8702	Pulp Biology and Pulp Therapy in Pediatric Dentistry	This graduate-level course provides an overview and introduction to the principles of pulp biology and pulp therapy in pediatric dentistry. It also provides an opportunity for trainees to learn about current literature in pulp biology and pulp therapy in pediatric dentistry.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	ESPHE	8201	Social Foundations of Education	Multiple theoretical perspectives that have shaped discussions regarding the social foundations of education from the 19th century to the present.	Course Change Request	Spring 2027 Semester	Add distance learning as an instructional delivery method option
EHE	Education & Human Ecology	TLTED	5505	Multi-Tiered Systems of Support	Introduces students to the concept of multi-tiered systems of support. Emphasis on 1) strategies for assessing and teaching social skills to diverse learners in inclusive classrooms;2) designing and implementing multi-tiered instructions within Response-to-Intervention Model;3) collaborative differentiated instruction for whole class,small group, one-on-one teaching.	Course Change Request	Spring 2027 Semester	1) Change prefix 2) Add distance learning as a modality
EHE	Education & Human Ecology	TLTED	5505	Multi-Tiered Systems of Support	Introduces students to the concept of multi-tiered systems of support. Emphasis on 1) strategies for assessing and teaching social skills to diverse learners in inclusive classrooms;2) designing and implementing multi-tiered instructions within Response-to-Intervention Model;3) collaborative differentiated instruction for whole class,small group, one-on-one teaching.	Course Change Request	Spring 2027 Semester	1) Change prefix 2) Add distance learning as a modality
EHE	Education & Human Ecology	CSCFFS	3200	The Science of Personal Finance	Discover how patterns in numbers, nature and the mind shape everyday financial decisions. This course treats personal finance as a science, connecting ideas like growth, risk, and randomness to saving, credit, investing and loans. Using simple models and hands-on activities, students identify thinking traps & build stronger habits around budgeting, borrowing, insuring and planning for the future.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	KNHES	6587	Exercise Biochemistry	This course provides experience in core biochemical techniques in exercise science and human physiology. Students develop competencies in scientific documentation, lab safety, and experimental design to support reproducibility and integrity. They learn to handle, process, and analyze human biological samples ethically and safely, preparing for clinical and research settings.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	CSHSPMG	3620	How Tourism Shapes Our World	How does tourism shape the world around us? This course explores destinations as lived environments and examines how travel influences culture, community, identity, sustainability, and place. Students analyze real-world examples through discussion, case studies, and applied activities while developing their own destination-based inquiry.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	ESSPSY	7030	HISTORICAL SYSTEMS OF PSYCHOLOGY IN SCHOOLS AND LEARNING	This course provides an overview of the historical development of psychology as a formal discipline, tracing its philosophical, scientific, and cultural roots. Major theoretical systems and the evolution of psychological thought from ancient times to modern-day psychology will be discussed.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	KNHES	6587	Exercise Biochemistry	This course provides experience in core biochemical techniques in exercise science and human physiology. Students develop competencies in scientific documentation, lab safety, and experimental design to support reproducibility and integrity. They learn to handle, process, and analyze human biological samples ethically and safely, preparing for clinical and research settings.	Course Request	Spring 2027 Semester	
EHE	Education & Human Ecology	TLTED	5722	Methods in Teaching STEM Secondary Science II	This course is designed to increase prospective teachers' pedagogical content knowledge associated with topics identified as essential by the National Science Education Standards, the Frameworks, The Next Generation Science Standards (NGSS), and the Self-directed landscape architectural design research, with a focus on cultivating an original, cohesive body of scholarly and creative work.	One-Time Offering	Spring 2027 Semester	
ENG	Engineering	LARCH	7960	Directed Research	Self-directed landscape architectural design research, with a focus on cultivating an original, cohesive body of scholarly and creative work.	Course Request	Spring 2027 Semester	
ENG	Engineering	MATSCEN	5194	Group Studies in Materials Science & Engineering	Introduction to tribology, the science and engineering of friction, wear, and lubrication, with a strong emphasis on the underlying materials principles that govern surface interactions.	One-Time Offering	Spring 2027 Semester	
ENG	Engineering	MECHENG	5194	Group Studies in Mechanical Engineering	Lab-intensive introduction to experimental solid mechanics. Students gain hands-on experience designing, running, and interpreting mechanical tests to measure stress, strain, temperature, and load, and apply results to engineering decisions.	One-Time Offering	Spring 2027 Semester	
ENG	Engineering	BIOMEDE	5194.05	Group Studies in Biomedical Engineering	Developing and applying constitutive models which emphasize structure-function relationships to describe the mechanical behavior of tissues and cells across multiple length scales.	One-Time Offering	Spring 2027 Semester	
ENG	Engineering	CBE	5194	Group Studies in Chemical and Biomolecular Engineering	This class will focus on chemical engineering applications of COMSOL; basic overview of the principles behind finite element analysis	One-Time Offering	Spring 2027 Semester	
HRS	Health & Rehabilitation Sci	MEDDIET	5389	Dietetic Professional Practice III	Field experience in a specific health care system uses inpatient, outpatient, foodservice and community-based dietetic practice. The student works under the direction of Registered Dietitians and the supervision of medical dietetics faculty.	Course Cancellation	Spring 2027 Semester	Course withdrawal
HRS	Health & Rehabilitation Sci	MEDDIET	5850	Advanced Management and Current Topics in Medical Dietetics	Emphasis on leadership skills for nutrition and dietetics in health care settings.	Course Cancellation	Spring 2027 Semester	Course withdrawal
HRS	Health & Rehabilitation Sci	MEDDIET	6000	Medical Nutrition Therapy and Pathophysiology I	Study of nutrition therapy in disease: interrelationships of nutrition with biochemical, physiological and anatomical changes associated with energy balance, diseases of the cardiovascular, musculoskeletal and respiratory systems.	Course Cancellation	Spring 2027 Semester	Course withdrawal
HRS	Health & Rehabilitation Sci	HTHRHSC	3220	Health Promotion Strategies for People with Chronic Conditions	Examines innovative models across the continuum of care designed to positively affect the health of individuals and populations; Evaluates the roles of health coaching and its role in patient care.	Course Request	Spring 2027 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	3230	Coaching for Health Improvement	Explores relevant theories, typical strategies and coach-client relationship principles defined by the International Coaching Federation and National Board for Health and Wellness Coaching used in health coaching to promote effective and sustainable behavior change.	Course Request	Spring 2027 Semester	
HRS	Health & Rehabilitation Sci	HTHRHSC	4620	Health for Gamers and Esport Athletes	This course examines the health-related factors associated with gaming and esports. Topics include the following: musculoskeletal impacts, biomechanics, mental health, chronic disease risk reduction, addiction, and social communication. Students will learn to collaborate within interprofessional teams to provide education, treatment planning, and assessment for gamers of all levels.	Course Request	Spring 2027 Semester	

Academic Group	Group Description	Subjest	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
HRS	Health & Rehabilitation Sci	RADSCI	3740	Cardiac Disease and Assessment with Ultrasound I	Radiologic Sciences and Therapy 3740 is a course designed for Diagnostic Medical Sonography students studying Adult Echocardiography. Overview of the pathophysiology, clinical presentation, and treatment options for a range of heart diseases including coronary artery, valvular, hypertensive, pericardial, and cardiomyopathy.	Course Request	Spring 2027 Semester	
JGS	John Glenn College of Pub Aff	PUBAFRS	6042	Public Financial Management	Advanced survey course of key public financial management tools used by state and local government managers to achieve annual program outcomes and fiscal balance and long-term fiscal sustainability. Covers accounting methods to analyze program cost and performance, tools for budget execution, capital planning methods, debt management, and financial condition analysis.	Course Request	Spring 2027 Semester	
MED	The College of Medicine	MEDMCIM	7452	Critical Reading Skills in Microbial Pathogenesis	Weekly, one student will present a current paper from the literature that represents some aspect of Host-Pathogen interactions. The presentation will include background and figures from respected top-tier journals. Prior to class, all students turn in summary of manuscript and two questions. Class grades determined by presentation evaluation, written summary of manuscript and participation.	Course Change Request	Spring 2027 Semester	The proposed course title change from Microbial Pathogenesis Journal Club to Critical Reading Skills in Microbial Pathogenesis is intended to more accurately reflect the course content, instructional approach, and learning objectives.
MED	The College of Medicine	NEUROSC	3000	Cellular and Molecular Neuroscience	Course covering cellular and molecular organization of the nervous system.	Course Change Request	Spring 2027 Semester	Update prerequisites for the course
MED	The College of Medicine	BMI	7770	Health Analytics: Data to Discovery to Dissemination	This online course is a hands-on exploration that walks students through theory and practice of exploring how data can be leveraged to facilitate discovery. The course offers an introduction to the field of Health Analytics - the use of health-related data to improve the lives of people, processes, and organizations.	Course Change Request	Spring 2027 Semester	Changing course number to reflect difficulty of the coursework, also updating CIP code to move from Anatomy to Medical Informatics. I'm updating all the objective and topics to reflect the syllabus
MED	The College of Medicine	NEUROSC	7300	Translational Neurotrauma Research: From Mechanisms to Interventions	Graduate seminar on neurotrauma as a dynamic, chronic condition, integrating injury mechanisms, plasticity, sequelae, rehabilitation, diagnostics, neurotechnology, and patient-centered outcomes. Through literature analysis, discussion, and a research proposal, students build translational research skills, culminating in a one-page NIH-style Specific Aims.	Course Request	Spring 2027 Semester	
MED	The College of Medicine	PATHOL	5217	Introduction To Pathology Informatics	This course provides a comprehensive overview of pathology informatics, emphasizing the integration of technology and data science into pathology practice. Students will explore the principles and practical applications of informatics in laboratory management, diagnostics, and research.	Course Request	Spring 2027 Semester	
MED	The College of Medicine	BMI	5557	Multimodal AI in Healthcare	This course introduces the foundational concepts, methods, and applications of multimodal artificial intelligence in healthcare, including models that integrate medical images, clinical notes, structured electronic health record data, physiologic signals, and other biomedical data sources.	Course Request	Spring 2027 Semester	
MED	The College of Medicine	BMI	5558	R-based Computational Applications for Biomedical Informatics	This graduate-level course focuses on software development in R for biomedical data applications. Students will design, develop, and deploy R packages and Shiny-based applications for analyzing and visualizing biomedical data.	Course Request	Spring 2027 Semester	
MED	The College of Medicine	PATHOL	5217	Introduction To Pathology Informatics	This course provides a comprehensive overview of pathology informatics, emphasizing the integration of technology and data science into pathology practice. Students will explore the principles and practical applications of informatics in laboratory management, diagnostics, and research.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7400	Nursing Leadership: Workforce Development and Regulatory Compliance	Explore the theoretical principles and practice of human resource management in healthcare. Focuses on topics such as recruitment, compensation and benefits, training, termination, legal issues, and labor unions. Prepares students to build and manage a diverse workforce and a variety of work situations, ensure the presence of a safe and healthy work environment, and mentorship.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7402	Resource Management in Healthcare Operations	This course prepares healthcare leaders to manage resources for the development and implementation of services to impact health status for populations and organizational survival in a competitive healthcare environment.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7405.01	Foundational Knowledge I: Nursing and Health Systems Management	This course will focus on developing effective nursing leaders to drive positive change within healthcare organizations. The course will equip the students with the essential knowledge and skills to excel in nursing leadership roles through a blend of theory, practice, and critical analysis. By course completion, students will be well-prepared to lead and innovate in diverse healthcare settings.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7405.02	Foundational Knowledge II: Healthcare Quality and Patient Safety	This course will focus on foundational knowledge of healthcare quality and patient safety. The course will equip the students with the essential knowledge and skills to address policy implications and lead change and health systems thinking.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7465	Advanced Strategies in Communication, Coaching and Negotiation	This course is designed to empower nursing leaders aspiring to excel in leadership roles within complex healthcare environments where the art of effective communication, strategic negotiation, and impactful coaching are key to success. Students will engage with advanced communication models, negotiation techniques, and coaching methodologies to develop skills that are critical in leadership roles.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7495	Service-line Development for Population Healthcare Needs	This course prepares healthcare leaders to develop programs/services to meet the health needs of a defined population utilizing the science foundations of pathophysiology, physical assessment, and pharmacology for patients across the lifespan with a focus on common clinical conditions.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7505	Healthcare Law and Labor Relations for Nurse Leaders	This course provides an in-depth examination of legal frameworks governing healthcare delivery, with a specialized focus on employment law and labor relations in nursing. Designed for nurse leaders, it builds legal literacy to navigate complex regulatory environments, advocate for nursing practice, and lead effectively within unionized and nonunionized healthcare systems.	Course Request	Spring 2027 Semester	
NUR	Nursing	NURSING	7610	Informatics and Data Management for Nurse Leaders	This course provides nursing leaders with a comprehensive foundation in health informatics and data management, enabling support of strategic, evidence-based decision-making in complex healthcare settings. Emphasizing practical application, the course integrates data analytics to drive quality improvement, innovation and digital transformation.	Course Request	Spring 2027 Semester	
OAA	Office of Academic Affairs	CIVICLL	2500	From Data to Decisions: When Numbers Can (and Can't) Solve Policy Problems	Quantitative social scientific research shapes public policy in areas including education, health, and economics. In this course students will be equipped to analyze how quantitative social science produces data, and how that data gets used in policy debates Students will explore the value and the limits of quantitative methods for resolving contested questions in political and civic life.	Course Request	Spring 2027 Semester	
OAA	Office of Academic Affairs	CIVICLL	4000	Solving Civic Problems	This course helps students to critically reflect on, and judiciously select from among, research methods that can be used to solve civic problems. Understanding the arguments that have been made for-and-against different methodological tools will make you a better-informed, more inter-disciplinary, and more adaptable researcher.	Course Request	Spring 2027 Semester	

Academic Group	Group Description	Subjest	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
OPT	Optometry	VISSCI	5510	Evaluating Research in Assistive Technologies and Accessibility for Adults with Visual Impairment	Survey of assistive technologies and accessibility for people with visual impairment, emphasizing evidence-based evaluation of interventions from optical aids to AI.	Course Request	Spring 2027 Semester	
PBH	Public Health	PUBHHMP	7605	Introduction to Health Policy	Introduction to public policy concepts and processes as they apply to the organization, financing, and delivery of health services.	Course Change Request	Spring 2027 Semester	To create a 7W online section of the course
PBH	Public Health	PUBHBIO	6260	Ethics in Biostatistics	This course examines ethical challenges related to research design, data collection, data integrity and stewardship, data analysis and interpretation, and data reporting in the conduct of public health and biomedical research.	Course Change Request	Spring 2027 Semester	to revise the prerequisite
PBH	Public Health	PUBHLTH	3191	Undergraduate Internship in Public Health	Internship with a public health organization, non-profit, healthcare system, or similar entity in which students gain practical experience in the public health sector. This course is not for use as the BSPH capstone experience. Credit hours are determined by the total internship hours to be logged during the semester: 1 credit = 40 hours, 2 credits = 80 hours, 3 credits = 120 hours.	Course Change Request	Spring 2027 Semester	to correct the maximum credit hours a student can earn of PUBHLTH 3191
PBH	Public Health	PUBHLTH	3998	Research in Public Health	Research under the guidance of a faculty mentor in a basic or applied area of public health.	Course Change Request	Spring 2027 Semester	to update that this course is repeatable
PBH	Public Health	PUBHLTH	3060	Technology, Innovation, and Public Health	This undergraduate-level course explores how technological innovation has shaped and continues to shape public health practice, policy, and research. Students will trace key technological milestones (e.g., vaccines, sanitation systems, electronic health records) and examine how emerging tools, particularly (AI), are transforming the field today.	Course Request	Spring 2027 Semester	
PBH	Public Health	PUBHLTH	4060	U.S. and International Health Policy	This course will introduce students to the fundamental aspects of U.S. health policy and the processes through which health policy is made, implemented, and changed. It will also engage students in cross-national comparisons of health policy and in understanding the role of global health organizations in the health policy of the U.S. and other countries.	Course Request	Spring 2027 Semester	
PHR	Pharmacy	PHR	8145	Research Methodology II	Apply research and design methodology to resolving health system pharmacy issues. The second course in a two-course series.	Course Cancellation	Spring 2027 Semester	Withdraw this course.
PHR	Pharmacy	PHR	8205	Operational Assessment of the Pharmacy Enterprise II	The purpose of this course is to equip students with skills and resources that will enable them to effectively assess and improve the operations of a pharmacy enterprise. Through an approach of simulation, readings and recorded lectures, students will learn and apply the tools necessary to determine efficiency and effectiveness of pharmacy systems.	Course Cancellation	Spring 2027 Semester	withdraw the course
PHR	Pharmacy	PHR	8140	Research Methodology	Apply research and design methodology to resolving health system pharmacy issues.	Course Change Request	Spring 2027 Semester	Increasing credit hours to 2
PHR	Pharmacy	PHR	8200	Operational Assessment of the Pharmacy Enterprise	The purpose of this course is to equip students with skills and resources that will enable them to effectively assess and improve the operations of a pharmacy enterprise. Through an approach of simulation, readings and recorded lectures, students will learn and apply the tools necessary to determine efficiency and effectiveness of pharmacy systems.	Course Change Request	Spring 2027 Semester	Increasing the credit hours to 3.
PHR	Pharmacy	PHR	4480	Introduction to Pharmacokinetic and Pharmacodynamic Data Analysis	This course will introduce students to various approaches for pharmacokinetic (PK) and pharmacodynamic (PD) data analyses.	Course Request	Spring 2027 Semester	
PHR	Pharmacy	PHR	7480	Introduction to Pharmacokinetic and Pharmacodynamic Data Analysis	This course will introduce students to various approaches for pharmacokinetic (PK) and pharmacodynamic (PD) data analyses.	Course Request	Spring 2027 Semester	
SWK	Social Work	SOCWORK	8501	Global Research Methods, Ethics, and Practice	Advanced, applied research design seminar that focuses on the design & conduct of research in global & transnational contexts within an era of profound interdependence. Emphasizes the application of quantitative, qualitative & mixed methods in global contexts, including comparative & multi-sited research, cross-cultural measurement & the adaptation of research instruments across diverse settings.	Course Change Request	Spring 2027 Semester	1. Rename PhD course SWK 8501 from "International Social Work and Social Development" to "Global Research Methods, Ethics, and Practice" 2. Revise the course objectives and learning outcomes to reflect an expanded focus on global research design, methodological rigor, and ethical accountability
SWK	Social Work	SOCWORK	4189	Field Practicum	Internship in a social work agency. Students integrate classroom knowledge and skills with practice experiences.	Course Change Request	Spring 2027 Semester	Updating pre- and co-reqs only.
SWK	Social Work	SOCWORK	8501	Global Research Methods, Ethics, and Practice	Advanced, applied research design seminar that focuses on the design & conduct of research in global & transnational contexts within an era of profound interdependence. Emphasizes the application of quantitative, qualitative & mixed methods in global contexts, including comparative & multi-sited research, cross-cultural measurement & the adaptation of research instruments across diverse settings.	Course Change Request	Spring 2027 Semester	1. Rename PhD course SWK 8501 from "International Social Work and Social Development" to "Global Research Methods, Ethics, and Practice" 2. Revise the course objectives and learning outcomes to reflect an expanded focus on global research design, methodological rigor, and ethical accountability
VME	Veterinary Medicine	VETCLIN	7738	Basic Equine Medicine	Basic equine medicine and surgery, particularly as it applies to the pleasure horse population. Presented from the generalist's perspective and addressing problems most frequently encountered.	Course Change Request	Spring 2027 Semester	1. Grading Basis 2. Length of Course
ASC	Arts and Sciences	EARTHSC	5189.02	Field Camp for Earth and Geospatial Sciences II	Concentrated training in the basic essentials of field observation and mapping; the work is done in central Utah, with headquarters in Ephraim. Continuation of 5189.01. Requires full time of student.	Course Change Request	Summer 2027 Term	We are proposing to change: 1. The course name 2. The course prerequisites 3. Expanding the ELOs
BUS	Business	BUSML	4390	International Logistics and Supply Chain Management	Will develop skills in the critical analysis of managerial decisions related to international logistics & SCM. Students will gain an in-depth understanding of the components of intl logs mngmnt & tradeoffs required to manage the integrated flow & storage of goods through global SCs. Aims to provide students with an understanding of issues related to import/export mngmt & total landed cost calcs.	Course Request	Summer 2027 Term	
EHE	Education & Human Ecology	ESSPED	8875	Professional Writing and Publishing	Allows students to acquire skills needed to write for publication in refereed journals.	Course Change Request	Summer 2027 Term	Change the course title from Professional Writing and Publishing in Special Education to Professional Writing and Publishing
HRS	Health & Rehabilitation Sci	PHYSTHR	6510	Pharmacology for Physical Therapists	Prepare the student for entry level competence in physical therapy, this course is designed to establish a knowledge base of the basic principles of pharmacokinetics and introduce the student to the relationship between commonly used drugs and treatment methods utilized by physical therapists. This course builds on foundation of knowledgae of the principles of chemistry, physiology, and anatomy.	Course Request	Summer 2027 Term	

Academic Group	Group Description	Subjest	Catalog Number	Course Title	Course Description	Request Type	Term	Proposed Change (If Applicable)
HRS	Health & Rehabilitation Sci	PHYSTHR	6510	Pharmacology for Physical Therapists	Prepare the student for entry level competence in physical therapy, this course is designed to establish a knowledge base of the basic principles of pharmacokinetics and introduce the student to the relationship between commonly used drugs and treatment methods utilized by physical therapists. This course builds on foundation of knowledge of the principles of chemistry, physiology, and anatomy.	Course Request	Summer 2027 Term	
AGR	Food, Agric & Environ Science	ENR	3400	Psychology of Environmental Problems	The theory and psychology behind individual and group behavior as it relates to environmental problems.	Course Change Request	Autumn 2027 Semester	Removal of pre-requisites; minor tweaks to learning goal language and course topics
AGR	Food, Agric & Environ Science	ENR	3322	Forest Ecosystems	Structure and function of temperate forest ecosystems; field-oriented study of the relationships among ecosystem components, and of the composition and successional dynamics of forest communities.	Course Change Request	Autumn 2027 Semester	Removal of ENR 2100 and 2300 as pre-requisites and change of 3321 from co-requisite to pre-requisite; minor updates to course learning goals and outcome language and course topics; removal of language regarding all-day field trips
AGR	Food, Agric & Environ Science	AEDECON	6110	Applied Quantitative Methods I	Application of econometric and time series method to the analysis of problems in agricultural, envionmental, and development economics.	Course Change Request	Autumn 2027 Semester	This course will be changing modalities from in-person to online asynchronous.
AGR	Food, Agric & Environ Science	AEDECON	6400	Economic Development	Application of economic theory and methods to current problems in regional and international economic development.	Course Change Request	Autumn 2027 Semester	This course will be changing modalities from in-person to online asynchronous.
AGR	Food, Agric & Environ Science	ENR	5640	Natural Resources Program Planning	Inventory and evaluation of natural resources for program planning with consideration of goals, objectives and actions, budgeting, and planning documents.	Course Change Request	Autumn 2027 Semester	Dropping pre-requisites; updates to goals and outcomes and course topics
AGR	Food, Agric & Environ Science	ENR	5645	Research in Parks and Recreation	This course introduces research methods used in parks, recreation, and leisure studies. Students will learn to design, conduct, analyze, and interpret research relevant within parks and protected areas. Emphasis is placed on ethical considerations, methodological rigor, and application of findings to practice and policy.	Course Request	Autumn 2027 Semester	
ASC	Arts and Sciences	HISTORY	2402	History of East Asia in the Modern Era	Study of the transformation of societies and cultures of modern China, Korea, and Japan from the 17th century to the present.	Course Change Request	Autumn 2027 Semester	Adding GE Theme TCT
ASC	Arts and Sciences	CHEM	1612	Peer-led Team Learning for Chemistry 1610 students	CHEM 1612 provides a structure where chemistry & biochemistry majors work actively in small groups on challenging chemistry problems. This course integrates with topics covered in CHEM 1210 & 1610. Workshops include groups of students discussing and solving challenging chemistry problems related to material covered in general chemistry	Course Change Request	Autumn 2027 Semester	Add an asynchronous distance learning component.
BUS	Business	BUSML	4257	Social Media Strategy & Advertising	This course examines how social media has evolved into an AI-driven, short-form, & community-focused landscape, requiring marketers to continuously adapt their strategies. Students gain hands-on experience launching social media advertising & content marketing campaigns. The course will develop data-driven marketers who can strategically plan/execute/optimize campaigns to meet business objectives.	Course Request	Autumn 2027 Semester	
BUS	Business	BUSML	4257	Social Media Strategy & Advertising	This course examines how social media has evolved into an AI-driven, short-form, & community-focused landscape, requiring marketers to continuously adapt their strategies. Students gain hands-on experience launching social media advertising & content marketing campaigns. The course will develop data-driven marketers who can strategically plan/execute/optimize campaigns to meet business objectives.	Course Request	Autumn 2027 Semester	
EHE	Education & Human Ecology	ESSPSY	4500	Happiness Hacks: The Science of Stress, Resilience, Mental Health and Well-Being in the Digital Age	This course centers on well-being in the digital age, asking how technology amplifies or undermines mental health across multiple dimensions, including mental, emotional, social, and intellectual. Students will integrate scientific theory with applied design and policy perspectives to evaluate the evidence behind digital mental health interventions and common "happiness hacks."	Course Request	Autumn 2027 Semester	
ENG	Engineering	CBE	5194	Group Studies in Chemical and Biomolecular Engineering	This course will focus industrial chemical processes across a broad range of technology sectors with a focus on evolution toward sustainable processes.	One-Time Offering	Autumn 2027 Semester	
HRS	Health & Rehabilitation Sci	HIMS	5701	Uses of AI Tools for Clinical Care	Students learn mitigation strategies for safety, regulatory, legal, patient privacy, and bias risks when using AI-based technologies during clinical care provision. Students gain hands-on experience with using Large Language Models (Microsoft Copilot) for diagnosis, generating patient-facing summaries. Students gain exposure to multimodal models, neural nets, deep learning, foundation models, etc.	Course Request	Autumn 2027 Semester	
HRS	Health & Rehabilitation Sci	HIMS	5701	Uses of AI Tools for Clinical Care	Students learn mitigation strategies for safety, regulatory, legal, patient privacy, and bias risks when using AI-based technologies during clinical care provision. Students gain hands-on experience with using Large Language Models (Microsoft Copilot) for diagnosis, generating patient-facing summaries. Students gain exposure to multimodal models, neural nets, deep learning, foundation models, etc.	Course Request	Autumn 2027 Semester	
LAW	Law	LAW	7510	Trauma-Informed Lawyering	This course explores how trauma, substance abuse, and mental illness present in the legal system and how the principles of trauma-informed lawyering can be applied to improve outcomes for all involved.	Course Request	Autumn 2027 Semester	
MED	The College of Medicine	PATHOL	5224	Computational Pathology in Practice	This course aims to provide students with a thorough insight into the state-of-the-art research and practical applications within the field of computational pathology, emphasizing both foundational theories and innovative approaches	Course Request	Autumn 2027 Semester	
MED	The College of Medicine	PATHOL	5224	Computational Pathology in Practice	This course aims to provide students with a thorough insight into the state-of-the-art research and practical applications within the field of computational pathology, emphasizing both foundational theories and innovative approaches	Course Request	Autumn 2027 Semester	
LAW	Law	LAW	8980	Topics in American Jurisprudence	This is an intellectual history course about certain key topics in the canon of American legal theory.	Course Request	Spring 2028 Semester	
ASC	Arts and Sciences	PSYCH	6821	Analysis of Categorical Data	This course introduces categorical data analysis. Topics include descriptive and inferential methods for contingency tables and (vector) generalized linear models. Covered methods include contingency table graphs and statistics, regression for dichotomous, polytomous, and count outcomes, and log-linear models for multi-way tables.	Course Request	Autumn 2028 Semester	

HONORARY DEGREES

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

WHEREAS the Committee on Honorary Degrees of the University Senate, pursuant to rule 3335-5-48.8 of the Administrative Code, has approved for recommendation to the Board of Trustees the awarding of the honorary degrees as listed below:

Douglas Laycock	Doctor of Laws, <i>honoris causa</i>
Dianne McIntyre	Doctor of Arts, <i>honoris causa</i>

NOW THEREFORE

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

MEMORANDUM

From: Honorary Degrees Committee

To: University Senate

Date: April 8, 2026

Re: Nomination of Professor Douglas Laycock for Honorary Doctorate

The Honorary Degrees Committee is pleased to report its unanimous and enthusiastic recommendation that Douglas Laycock be awarded the degree of Doctor of Laws, *honoris causa*. Professor Laycock, the Robert E. Scott Distinguished Professor of Law Emeritus at the University of Virginia and the Alice McKean Young Regents Chair in Law Emeritus at the University of Texas, is one of the most distinguished legal scholars of the last half-century.

Our university confers honorary degrees upon individuals of “extraordinary distinction” whose contributions extend “far beyond the expected high standards of the profession” in a way that exemplifies our “highest ideals.” Recipients of honorary degrees should “have made significant contributions to the human condition in the national and international arena.” In evaluating Professor Laycock’s candidacy, the Committee found a career that exemplifies these high ideals. He is that rarest of academic figures: a giant in two entirely separate and complex disciplines—the law of remedies and the law of religious liberty. Beyond his intellectual output, however, he has earned a unique reputation for a quality that is in short supply today: a rigorous, principled fair-mindedness that commands the respect of colleagues across the entire political and ideological spectrum.

The nomination by Professor Larry Garvin and the supporting letter from Dean Kent Barnett, both of the Moritz College of Law, provide an outline of a career that has shaped the way American law is taught and practiced.

In the field of Remedies—the study of the redress a court provides to a winning litigant—Professor Laycock is the preeminent authority. His foundational text, *Modern American Remedies*, has been the standard in law schools for decades. His award-winning monograph, *The Death of the Irreparable Injury Rule*, is described by Dean Barnett as a “reorienting” work that looked critically at masses of case authority on the law of injunctions, finding that the law as conventionally stated and the law as actually applied were radically different. The consequence has been a general rethinking of how courts should address demands for injunctions, a remedy that is central to most areas of the law. Professor Garvin, a scholar and teacher in remedies, similarly attests to his stature. Quoting a participant in a Festschrift honoring Professor Laycock, Professor Garvin wrote that “there would not be a field of remedies if it were not for him.”

In the field of Religious Liberty he is equally influential. He has spent decades providing a coherent framework for the Religion Clauses of the First Amendment, defending the rights of a diverse array of groups—from the ACLU to the Catholic Church—with an unwavering commitment to the principle of neutrality over often impassioned arguments in either direction.

His massive scholarly work—recently revised and republished in five volumes—has reshaped how American courts and legislators think about religious liberty. Professor Laycock has largely defined the law of religious liberty, introducing such concepts as “religious autonomy,” “non-preferential aid,” “equal access,” and “substantive neutrality” to the scholarly and public debate. Nor has Professor Laycock’s influence been limited to the academic world. Unusually for an academic, Professor Laycock has argued several important religious liberty cases before the Supreme Court, with considerable success. He was also one of the leading minds behind the Religious Freedom Restoration Act, which reversed a Supreme Court opinion that allowed governments to place substantial burdens on the free exercise of religion.

Professor Laycock has been active at the highest levels of law reform. He was long a high-ranking officer of the American Law Institute, this country’s premier organization devoted to clarifying the law. As such, he helped guide myriad law reform projects covering many disparate legal fields, while ensuring that the Institute as an organization remained healthy and productive. He stepped down only because he was asked to take charge of a major law reform project, a new Restatement of tort remedies. At an age when most people have retired, he took on this complex task, which he has carried out with his accustomed skill and diligence.

The external supporting letters from highly distinguished legal scholars emphasize that Professor Laycock’s standing is not merely a matter of productivity and influence, but of profound character and judgment.

- **Professor Samuel L. Bray (University of Chicago):** Professor Bray, a leading expert in both the law of equity and the field of law and religion, states plainly: "It is hard to imagine a more distinguished recipient of such a degree at any American law school." He credits Laycock with “almost single-handedly creat[ing]” remedies as a cohesive field of study. In his words, “[h]e is undoubtedly the leading remedies scholar and no one else is close.” Within the law of religious liberty, Laycock is “either the leading or one of the two leading scholars of the last fifty years.” Professor Bray describes Laycock’s work in the law of religious liberty as that of “a relentless advocate of impartial application of the Religion Clauses to protect religious liberty in a pluralistic society, protecting the liberty of both religious majorities and minorities, as well as the conscientious beliefs of persons who are not religious.” After pointing to his many achievements, Professor Bray concludes by saying that what sets Professor Laycock apart “is that he is absolutely committed to the pursuit of truth; every sentence he writes bears the full weight of conviction. He is a model not just to the legal academy, but to scholars everywhere, and I consider Professor Laycock’s work to be worthy of every honor it could be given.”
- **Professor John Witte, Jr. (Emory University):** Himself one of the world’s foremost authorities on law and religion, Professor Witte categorically states that “for the part four decades Professor Laycock has been one of the world’s leading scholars and advocates for religious liberty.” Many of the basic doctrines of the American law of religious liberty are rooted in Professor Laycock’s work. And, as others have observed, Professor Laycock is both a gifted scholar and a gifted advocate, advancing the principle of religious liberty, especially for minority religions, in the courts and in the halls of Congress. Professor Witte provides many examples of Professor Laycock’s “crisp, concise, and cogent” writing, presenting thorny doctrinal issues in terms both compelling and thoughtful. This

formidable body of work has been on behalf of people and groups “from across the religious and political spectrum.” Symbolizing the breadth of his respect, Professor Witte observes that Professor Laycock’s office at the University of Texas displays both a photo with Bill Clinton and a thank-you note from George W. Bush. In Professor Witte’s words, “[a]ll serious sides of the perennial culture wars surrounding religion and religious liberty respect him, regardless of whether they agree or disagree with him.”

- **Professor Mark Gergen (University of California, Berkeley):** Professor Gergen, a renowned expert in contracts and torts, speaks to Laycock’s “transformational scholarship” in both remedies and religious liberty. He describes Professor Laycock’s work as “deeply humanistic and pragmatic—he takes people as they are and tries to make the law serve them better.” Professor Gergen especially praises Professor Laycock’s work in remedies, which reoriented the field around the goals of remedies rather than hermetically sealed bodies of legal doctrine. Laycock’s writing captures the profound tragedies that come about when what a victim should get and what the victim can get are in tension. In addition, Professor Gergen was a student, research assistant, and colleague of Professor Laycock, and testifies to his exemplary talents in all capacities. To sum up, Professor Gergen writes that by honoring Professor Laycock, “[y]ou would be honoring the best among us.”

Three internal letters from distinguished faculty at the Moritz College of Law—Professors **Edward B. Foley**, **Steven F. Huefner**, and **Lee J. Strang**—further attest to Professor Laycock’s alignment with the university’s mission to foster responsible citizenship and academic excellence. It is worth noting that Professors Foley, Huefner, and Strang cover a wide jurisprudential range, with very different outlooks on constitutional law—but they are as one in their support for Professor Laycock.

- **Professor Edward B. Foley (Ebersold Chair in Constitutional Law and Director, Election Law at Ohio State):** Professor Foley considers Professor Laycock “a giant in contemporary American law.” In the law of religious liberty, one of Professor Foley’s areas for teaching and research, Professor Foley states that Laycock’s “vast writings . . . have shaped the current field’s understanding of that topic,” providing “a coherent integration of the Constitution’s Free Exercise of Religion and No Establishment of Religion clauses.” Both when a junior professor seeking counsel and a senior law reformer, Professor Foley worked with Professor Laycock, finding him “exceptionally generous,” “probing,” and “constructive.” In short, Professor Foley states that “Professor Laycock exemplifies the pinnacle of legal scholarship in the United States. He is certainly most worthy of an honorary degree.”
- **Professor Steven F. Huefner (C. William O’Neill Professor in Law and Judicial Administration):** Professor Huefner regards Professor Laycock as “one of the most distinguished senior scholars in the field of American public law, as well as a long-time champion of legal education and the broader mission of American universities.” In the law of religious liberties, a field in which Professor Huefner teaches and writes, “Professor Laycock stands at the pinnacle.” Professor Huefner refers in particular to Laycock’s work on the conflict between sexual orientation nondiscrimination law and policy and religiously based claims to be exempt from those laws, in which Professor Laycock seeks, in a “sophisticated, principled, and consistent” way, to defend both

aspects of civil liberties. His work has “clearly helped to promote a fertile and continuing scholarly exchange” in this fraught area, and has extended well beyond the academy into the courts and the legislatures. As a law reformer, Professor Huefner worked with Professor Laycock, applauding his “thoughtful and specific attention” while making “contributions to our project with both vigor and modesty.” More broadly, Professor Laycock has “worked to promote academic freedom, to protect freedom of speech . . . and to find ways to enhance the overall student experience,” which caused the University of Texas to confer upon him the Civitas award, one of its highest honors, for service above and beyond the regular expectations of a member of the faculty.

- **Professor Lee J. Strang (Executive Director, Salmon P. Chase Center):** Professor Strang, a scholar in, among other things, law and religion, praises Professor Laycock as one who has “fundamentally shaped both constitutional doctrine and legislative policy,” while setting “the gold standard for fairness, transparency, and rigor in all his work.” His scholarship in religious liberty “is without peer”; as recently collected in a five-volume treatise, it is “the most comprehensive and authoritative treatment of the subject in American legal literature.” Professor Laycock’s work is “creative” and “influential,” providing “a principled middle path in a field often characterized by polarization.” Even when Professor Strang and Professor Laycock disagree, Professor Strang “has always found his scholarship rewarding, fair-minded, and serious.” Most remarkably, “Professor Laycock has earned the respect and recognition of organizations and individuals across the entire political and ideological spectrum” and has “demonstrated that principled engagement with contentious issues can transcend partisan division.” In short, “The Ohio State University would honor itself by honoring Professor Laycock.”

This Committee found Professor Laycock’s dossier highly impressive. His accomplishments in either the law of remedies or the law of religious liberty would warrant recognition; that he is so accomplished in both areas is remarkable. Very few scholars can be said to be at the top of one field; Professor Laycock is at the top of two. It is not too much to say that his writing on remedies brought the field back to life. As Professor Bray stated, he is the foremost American remedies scholar, and there isn’t a close second. Perhaps even more significant is his work in religious liberty. His academic contribution is formidable, as Professor Witte in particular observed. He has shaped how we think about these issues. Beyond that, he has shaped the path of the law of religious liberty through his advocacy in the Supreme Court and his work with Congress.

The letters supporting Professor Laycock’s nomination were especially instructive. They were all enthusiastic, which is to be expected. They collectively paint a portrait of an academic whose work in two distinct fields has been transformational. But they individually and collectively testify not just to Professor Laycock’s stature as an academic, but also to his stature as an advocate, a colleague, a mentor, and a person. A theme of these letters has been Professor Laycock’s unflinching integrity—his commitment to principle, regardless of the political consequences. Small wonder that he has received awards from organizations spanning the ideological spectrum. His work with the American Law Institute, this country’s premier body for law reform, is further evidence of his stature. Professors Foley and Huefner spoke warmly of his thoughtful and constructive work for the ALI in a field remote from his own, and a running theme of the supporting letters is Professor Laycock’s generosity of time and spirit.

Douglas Laycock's career embodies the "resilience, vision, and generosity of spirit" that The Ohio State University seeks to celebrate. He has dedicated his long and successful career to thinking afresh about the law and to helping shape the law through his work as a scholar, an advocate, and a law reformer. Throughout his career he has commanded the respect of his peers, even those who disagree with him, for his integrity and his decency.

The Committee also notes, as have some of the supporting letters, that Professor Laycock has for almost all of his career been a "trailing spouse," moving from institution to institution as his wife, the sociologist Teresa Sullivan, rose in the ranks of academic administration, ultimately becoming the president of the University of Virginia. This is not, of course, a reason to confer an honorary degree, but it is further evidence of his willingness to set his own ego aside to advance the interests of others.

The Honorary Degrees Committee therefore unanimously proposes that the University Senate approve Professor Douglas Laycock for the degree of Doctor of Laws, *honoris causa*. This honor would recognize a lifetime of service to the rule of law and the fundamental freedoms that sustain our pluralistic society.



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Professor Larry T. Garvin
Leon M. McCorkle, Jr. Professor in Commercial Law and Chair,
University Honorary Degrees Committee
Michael E. Moritz College of Law

The Ohio State University
55 W. 12th Ave.
Columbus, OH 43210

Dear Professor Garvin:

It is my privilege to write in enthusiastic support of the nomination of Professor Douglas Laycock for an honorary Doctor of Laws degree from The Ohio State University. Few scholars in the United States have had as broad, deep, and enduring an impact on American law as Professor Laycock, whose combined contributions to the law of remedies, the law of religious liberty, and the public understanding of constitutional principles exemplify the highest ideals of academic excellence and civic engagement.

Professor Laycock is widely recognized as the leading authority in the law of remedies and restitution in the Anglo-American legal tradition. His foundational casebook *Modern American Remedies*—now in multiple editions and used across the United States—is the standard text on the subject, shaping how remedies are taught in law schools and understood by practitioners and judges alike. He also authored the award-winning monograph *The Death of the Irreparable Injury Rule*, which reoriented thinking about equitable relief by demonstrating that historic barriers to injunctions rested on outdated formalism rather than real judicial practice, influencing a generation of scholars. Professor Laycock's work is cited not only in academic literature but in judicial opinions that grapple with how courts should balance equitable relief and monetary damages—a testament to the enduring relevance of his scholarship.

Equally distinguished is Professor Laycock's scholarship on religious liberty, where he has shaped both doctrinal development and public understanding of the Free Exercise and Establishment Clauses of the First Amendment. His five-volume collected writings on religious liberty—including *Religious Liberty Volume One: Overviews and History* through *Religious Liberty Volume Five: The Free Speech and Establishment Clauses*—offer the most comprehensive scholarly treatment of religious freedom in the United States today, addressing regulatory exemptions, church autonomy, federal and state legislation, and the intersections of religious exercise with other constitutional values. It simply isn't possible to write on the field of religious liberty and the law without discussing Professor Laycock's work, both

because of its breadth and depth and because of its fair-minded and scrupulous treatment of this often-fraught topic.

Professor Laycock's influence extends far beyond the academy. He has brought his expertise into the public arena through pivotal work in law reform, litigation, and legislation. In the area of remedies, for example, he serves as the reporter for the American Law Institute's Restatement (Third) of Torts: Damages, the most recent project on this important topic by America's leading entity devoted to clarifying the common law.

Even more important is his work on religion and the law. Professor Laycock has been part of arguably the most consequential religious liberty cases of the last three decades. He has served as lead counsel in *six* cases before the United States Supreme Court—a remarkable record for a law professor—arguing and winning decisions that have shaped contemporary free exercise doctrine. In *Holt v. Hobbs* (2015), he secured a unanimous decision holding that Arkansas prison officials' ban on a half-inch beard violated federal religious liberty protections, a ruling with meaningful implications for the rights of religious prisoners nationwide. In *Hosanna-Tabor Evangelical Lutheran Church and School v. Equal Employment Opportunity Commission* (2012), he won a unanimous decision affirming the “ministerial exception,” ensuring that religious institutions have autonomy in choosing who will teach and preach their faith. Earlier, he prevailed in *Church of the Lukumi Babalu Aye v. City of Hialeah* (1993), a unanimous decision reaffirming that neutral, generally applicable laws cannot be applied to target specific religious practices, a critical reinforcement of free exercise protections after the uproar that greeted the Court's decision in *Employment Division v. Smith* (1990).

In addition to these oral arguments, Professor Laycock has filed dozens of influential amicus briefs in Supreme Court religious liberty cases, including in *Masterpiece Cakeshop v. Colorado Civil Rights Commission*, where his brief helped frame the issues of conscience and equality in the contemporary culture wars. He has worked closely with Congress, testifying frequently and helping shape federal statutes such as the Religious Freedom Restoration Act and related state and federal protections that respond to *Smith's* narrowing of free exercise doctrine.

Remarkably, Professor Laycock's work has earned respect across the ideological spectrum. His efforts to protect religious liberty have been recognized both by civil liberties advocates who defend expressive and associational freedoms and by religious organizations from diverse traditions. His writing and argumentation consistently reflect careful analysis grounded in principle rather than partisanship, and even his critics acknowledge the integrity and fairness of his reasoning.

The mission of The Ohio State University—as articulated in its public commitments to academic excellence, public impact, inclusive civic engagement, and the land-grant values of service and access—resonates deeply with Professor Laycock's life work.

Ohio State has always emphasized research that serves society, education that fosters responsible citizenship, and recognizes a wide range of perspectives. These are exactly the ideals that Professor Laycock has adopted and advanced. Professor Laycock's rigorous and thoughtful scholarship has enriched how we as a nation have come to grips with the formidable challenges stemming from the exercise of religious liberty. His work has informed courts, legislatures, and public discourse; it has protected the rights of individuals and institutions from a wide range of backgrounds; and it has trained generations of students to think rigorously about law, justice, and constitutional values.

An honorary Doctor of Laws degree from The Ohio State University would honor a scholar whose career embodies the profound impact that rigorous, principled legal scholarship can have on the life of the nation. Professor Laycock's contributions have not only shaped legal doctrine and practice, but they have strengthened the core values of pluralism, justice, and constitutional order that Ohio State strives to advance.

I offer my highest recommendation for his nomination.

Respectfully submitted,



Kent Barnett
Dean | Moritz College of Law



THE UNIVERSITY OF CHICAGO
THE LAW SCHOOL

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Samuel L. Bray
Professor of Law

December 19, 2025

Larry T. Garvin
The Leon M. McCorkle Jr. Professorship in Commercial Law
Moritz College of Law
The Ohio State University

Dear Professor Garvin:

I write to assess the scholarly impact of Professor Douglas Laycock on the occasion of his consideration for an honorary L.L.D. from The Ohio State University. I will be brief and to the point: it is hard to imagine a more distinguished recipient of such a degree at any American law school. I wholeheartedly endorse the granting of this honorary degree to Professor Laycock.

Professor Laycock is a leading scholar in two fields of American law. One is law and religion, which could also be described as the law of the Free Exercise Clause and the Establishment Clause in the First Amendment of the U.S. Constitution. The other field is the law of remedies. In legal parlance, a “remedy” is what a court gives to the party who wins in litigation, such as money or an order controlling how the other party acts going forward.

In law and religion, Professor Laycock could reasonably be considered either the leading or one of the two leading scholars of the last fifty years. The only other potential claimant is Professor Michael W. McConnell of Stanford Law School.

In remedies, Professor Laycock has written on the subject for 45 years and almost single-handedly created the field. He wrote what I consider the leading book in the field (*The Death of the Irreparable Injury Rule*). He is undoubtedly the leading remedies scholar and no one else is close.

In both fields, Professor Laycock's work has been path-breaking, bold, meticulous, principled, and always concerned with the societal effect of legal rules. In law and religion, he has been a relentless advocate of impartial application of the Religion Clauses to protect religious liberty in a pluralistic and divided society, protecting the liberty of both religious majorities and minorities, as well as the conscientious beliefs of persons who are not religious. In remedies, he has rejected historical distinctions (such as the remedies traditionally given by courts of law versus the remedies traditionally given by courts of equity), and has been forceful and articulate in calling for a more functional redesign that emphasizes the needs of the parties and the needs of the public.

I do not always agree with Professor Laycock. In fact, on the value of the historic distinctions in the law of remedies, I take a markedly different view. But I speak for what is now two full generations of legal scholars by saying that whether I agree or disagree, I learn at least as much from his work—and am sharpened at least as much from his criticism—as from that of any other living legal scholar.

Professor Laycock has been on the faculty of several of the leading law schools in the United States: the University of Chicago, the University of Michigan, the University of Virginia, and the University of Texas. His service to the U.S. legal system is exemplary and faithful, not only in his arguments representing litigants in the Supreme Court, but also in his dedicated service for more than three decades at the American Law Institute, not least as a reporter for the Restatement (Third) of Torts: Remedies.

But what sets Professor Laycock apart is not just his scholarly brilliance, prestigious appointments, dedicated service, and leadership of not one but two fields of American law. It is that he is absolutely committed to the pursuit of truth; every sentence he writes bears the full weight of conviction. He is a model not just to the legal academy, but to scholars everywhere, and I consider Professor Laycock's work to be worthy of every honor it could be given.

Sincerely,

A handwritten signature in black ink that reads "Samuel Bray". The script is fluid and cursive, with the first name "Samuel" and last name "Bray" clearly legible.

Samuel L. Bray
Professor of Law
University of Chicago Law School

December 16, 2025

Mark P. Gergen
Professor University of California,
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Prof. Larry Garvin
Chair Honorary Degrees Committee
Moritz College of Law
The Ohio State University
55 W. 112th Ave.
Columbus, OH 43210

Dear Professor Garvin,

Thank you for asking me to write a letter stating why I believe Douglas Laycock amply merits an Honorary Degree from Ohio State University. To cut to the quick, Laycock has done transformational scholarship in two areas of law—remedies and religious liberties. His scholarship is deeply humanistic and pragmatic—he takes people as they are and tries to make the law serve them better.

I am most familiar with Laycock's remedies scholarship, for I write in the area and have taught the Remedies course (using his casebook, of course). The casebook, *Modern American Remedies*, now in its 5th edition, is the leading book in the field. When I took remedies from Laycock at Chicago many years ago the book was a set of mimeographed materials. The 1st edition restructured the remedies course by organizing the field around the simple principle that the goal of remedies is to put the injured person in their rightful position (or as close as possible). The book also acknowledges the tragic impossibility of doing this when a remedy is substitutionary (e.g., damages for a non-financial loss). The book's notes are amazing. I often lend my copy of the book to colleagues who ask me technical questions about remedies issues in their fields. The answers often are found in the notes.

Laycock now is at an age (77) where many academics retire or at least cut back on service. Instead, he agreed to serve as Reporter for the materials on remedies in Restatement, Third, Torts. This is a multi-year project that involves extensive research, writing drafts, and navigating these drafts through multiple levels of review in the American Law Institute (Advisors & Consultants, the Council, and the Membership as a whole). The end of the project is now in sight. It is a superb piece of work that scholars, judges, and practitioners will draw on for many years.

The Restatement is a fitting bookend for *The Death of the Irreparable Injury Rule* (Oxford 1991), which Laycock published several years after the first edition of the remedies book appeared in print. The book challenges the shibboleth that a permanent injunction is available only if a



plaintiff can establish an “irreparable injury” by showing that other, more persuasive reasons (typically the hardship on the defendant or the burden on the court) existed to deny an injunction in cases where courts base the denial on the lack of an irreparable injury. The book well captures the tragic choices that often are made in remedies law—sometimes the law will not fully redress a wrong (i.e., make the plaintiff whole) because of the burden this would impose on the defendant or society.

Laycock’s scholarship and advocacy also has had a transformational effect on the law of religious liberty. I refer to advocacy because Laycock has represented numerous parties (I believe always pro bono) in religious liberty cases, including six cases he argued in the U.S. Supreme Court. Atypically, Laycock has represented both claimants bringing “pro-religious” free exercise claims and claimants bringing “anti-religious” establishment cases. I use the scarce quotes because Laycock does not think the positions he takes in these cases are inconsistent, or that the issue is whether the government “pro” or “anti” religion. For him it is simple, the First Amendment requires the government be neutral towards religion. In addition to his litigation work, Laycock worked with religious organizations to enact the Religious Freedom Restoration Act (“RFRA”), which pushed back against U.S. Supreme Court decision in the 1980s that gave carte blanche laws burdening religious activities so long as a law is formally neutral.

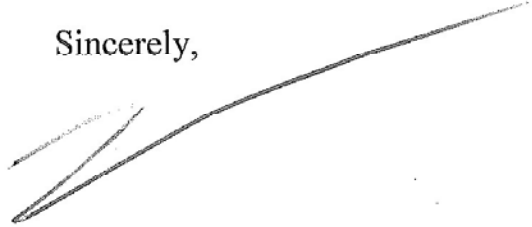
Readers of Laycock’s work on religious liberty often think he came to these positions because of his own religious beliefs and practices. Laycock is a staunch defender of religious liberty because he believes people (individually and collectively) ought to be free to choose their own belief beliefs, and to engage in their chosen religion’s practices. A case Laycock argued before the U.S. Supreme Court illustrates this and demonstrates Laycock’s skill as a counsel. The case is *Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah*, 508 U.S. 520 (1993). The city passed an ordinance forbidding animal sacrifices to shut down a Santeria church, which engaged in animal sacrifices. I was a colleague of Laycock’s at the time, and I can attest that he never questioned or joked about his client’s religious beliefs and practices. He met his clients where they were at. It was a hard case to win because RFRA was not yet the law. Laycock won the case by establishing the city passed the law to shut down the church. This was a tough piece of lawyering. It required getting evidence in the record, persuading the trial court to make factual findings, and persuading the Supreme Court to affirm on this basis.

The capstone to Laycock’s contribution to scholarship on religious liberty is a five-volume treatise with this title published by Wm. B. Eerdmans in the Emory University Studies in Law and Religion Series (2018). The first volume was published 2010 and the fifth was published in 2018. The volumes pull together Laycock’s scholarship in the area, briefs and other materials he wrote (e.g., in getting RFRA enacted), and additional materials he wrote for the volumes.

There is more to say. I was Laycock's student and research assistant at Chicago and was on the Texas faculty when I joined it. He was a great teacher and has been a great mentor to me personally and to many others. I have both worked with him and against him in litigation (on remedies matters). He is an exemplary lawyer. He is a good person. In addition to his pro bono work on religious liberties, he has done important work helping charities in Austin, Texas. And he is one of the few men I know who has put career behind the career of his spouse, Terry Sullivan, leaving Chicago to follow her to Texas, following her to Michigan, and then to Virginia.

I could say more. But I will end it here by simply saying Laycock's career exemplifies "the purposes and ideals" of the law, the legal profession, and the University. You would be honoring the best among us.

Sincerely,



Mark P. Gergen
Robert and Joann Burch D.P. Professor of
Tax Law and Policy
University of California, Berkeley School of
Law



EMORY
LAW

John Witte Jr.
Robert W. Woodruff Professor of Law
McDonald Distinguished Professor
Faculty Director, Center for the Study of Law and Religion

December 6, 2025

Professor Larry Garvin
Leon M. McCorkle Jr. Professor of Commercial Law
Ohio State University
Moritz College of Law
55 W 12th Ave,
Columbus, OH 43210

Dear Professor Garvin,

I am writing to nominate the extraordinary scholar, advocate, and university leader, Professor Douglas Laycock for an honorary doctorate from Ohio State University. Professor Laycock has certainly -- to quote the university's award standards -- "made contributions far beyond the expected high standards of the profession" and is a candidate of "extraordinary distinction" who "exemplif[ies] the purposes and ideals of the university."

Professor Laycock has been one of the world's leading scholars of his two chosen fields of religious liberty and remedies. He has held distinguished law school professorships at the Universities of Chicago, Michigan, Texas-Austin, and Virginia -- his itinerancy driven in part by his wife Teresa Sullivan's career as a high level university administrator at all these schools, including as President of the University of Virginia. He has played exemplary roles as a faculty leader, serving as associate dean and as dean of research and chair of several law school and university committees. He is a leading member and vice-president of the American Law Institute, the most prestigious guild of law professors, and has served as counsel to several leading law firms and NGOs.

A prodigious scholar and advocate, Laycock has published 10 major books, 150 or so major articles and book chapters, and hundreds of shorter reports, op eds, and letters. He has argued 6 United States Supreme Court cases and 6 cases in lower federal and state supreme courts. He has represented amici curiae in 36 US Supreme Court cases and 16 lower court cases. He has

testified 16 times before Congressional committees and has shaped several major federal and state statutes. He has delivered scores of lectures around the country including some 30 named lectureships. He sits on at least a dozen journal boards. He has been amply decorated with awards for his scholarship and advocacy, including induction into the American Academy of Arts and Sciences.

Other nominators can speak to Professor Laycock's work in remedies, which is not my field. But for the past three decades at least scholars whom I respect have consistently described him as the leading American scholar of remedies.

But as a scholar of law and religion, I can say without hesitation that for the past four decades Professor Laycock has been one of the world's leading scholars and advocates of religious liberty. Only Michael McConnell at Stanford Law School can match him in prominence and influence.

Laycock's work has shaped a number of major religious liberty doctrines in America. Building on the writings of Paul Kauper and Arlin Adams, for example, he developed the concept of "church autonomy" in a path-breaking 1981 article in the *Columbia Law Review*. The phrase is now commonly used, as he advocated, to describe a church's right to manage its own internal affairs, as distinguished from the right of a church or believer to refrain from violating their religious teachings. This understanding is also now common currency in European jurisprudence of "religious autonomy."

He wrote a path-breaking article on "non-preferential aid" in the 1986 *William & Mary Law Review* that exposed a number of the false historical claims being pressed by judges and jurists alike in their attempts to weaken the First Amendment Establishment clause.

He helped create the idea of "equal access" for religious and secular speakers by writing the seminal article on that idea in the 1986 *Northwestern Law Review*, an article which has convinced secular liberals and religious conservatives alike to support equal access for religious speech and avoid viewpoint discrimination against religion. That concept has driven a dozen major Supreme Court cases.

He coined the phrase "substantive neutrality," distinguishing it from "formal neutrality," in a memorable lecture at the DePaul Center for Church/State Studies. He was the first to explain how exempting religiously motivated behavior from regulation could be substantively neutral -- and therefore consistent with neutrality understandings of the First Amendment religion clauses -- even if it looked like special treatment for religion and thus was not formally neutral. He was also the first to make clear that facially neutral statutes that were motivated by documented government hostility toward religion were also not neutral and could not pass constitutional muster. Formal and substantive neutrality is now a widespread usage in the literature and case law.

He was one of the architects of the 1993 Religious Freedom Restoration Act and the 2000 Religious Land Use and Institutionalized Persons Act, two federal statutes which, among others, have provided important protection for vulnerable religious minorities, including Muslims, Jews, Sikhs, and Hindus who have been badly targeted in the new millennium.

And in the heat of the culture wars over sexual liberty, he was the first to argue against the zero-sum battlelines being drawn and instead called for strong protections for religious liberty and sexual liberty simultaneously, and for appropriate bridge- and fence-building measures to uphold both these fundamental rights claims so much as possible.

Professor Laycock's writing is consistently crisp, concise, and cogent. He is not given to ponderous academic prose or arcane legalese, yet he finds a way of capturing complex legal issues artfully and comprehensively. Most of his work is readily accessible to scholars and students of law, theology, ethics, political science, government, history, and American studies alike. His writings are goldmines of information and meet gold standards of erudition, and his five-volume *Collected Works on Religious Liberty* will be a standard text for many generations to come.

Here are a few choice phrases you will encounter in the nearly 5000 pages that comprise those *Works*:

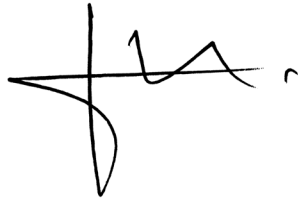
- "Suppression of a faith is no less suppression when the victims go quietly."
- "Reliance on post-ratification practice leads to such absurd consequences because it proceeds backwards. It lets the behavior of government officials control the meaning of the Constitution, when the whole point is for the Constitution to control the behavior of government officials."
- "Nor is it the case that tax exemption, considered alone, is a subsidy. Government does not subsidize a church by leaving it alone."
- "Religion is not free when the government charges for its exercise."
- "Proponents of landmarking seem genuinely unable to comprehend why churches object to maintaining their houses of worship as permanent architectural museums, at the expense of those who worship there, for the aesthetic pleasure of those who do not."
- "The judicial role is defined by the Constitution; the Constitution is not defined by changing conceptions of the judicial role."

In all his writing and advocacy, Professor Laycock's perspective is not pro-religion or anti-religion, but pro-religious liberty. He has defended religious liberty for believers and nonbelievers alike. He has worked closely with groups from across the religious and political spectrum -- Evangelicals, Catholics, Mormons, Mainline Protestants, Seventh-day Adventists, Jews (including Orthodox, Conservative, and Reform), Santerians, Scientologists,

the ACLU, People for the American Way, Americans United for Separation of Church and State, liberal Democrats and conservative Republicans. Hanging on his office wall at the University of Texas are pictures with him and Bill Clinton and a framed thank you note from George W. Bush. All serious sides of the perennial culture wars surrounding religion and religious liberty respect him, regardless of whether they agree or disagree with him.

I could go on. But I hope the foregoing has given you and your committee colleagues a vivid sense of this extraordinary scholar and advocate, law professor and university citizen. Douglas Laycock is eminently worthy of celebration and recognition for his lifetime of remarkable service. I very much hope that Ohio State University will join in that celebration by awarding him an honorary doctorate degree at its 2026 commencement.

Thank you for your consideration. Please call on me with any questions or concerns.

A handwritten signature in black ink, appearing to read "John Witte, Jr.", with a stylized, cursive script.

John Witte, Jr.



THE OHIO STATE UNIVERSITY
MORITZ COLLEGE OF LAW

Edward B. Foley
Director, *Election Law at Ohio State*

Charles W. Ebersold & Florence Whitcomb Ebersold
Chair in Constitutional Law

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January 17, 2026

Professor Larry Garvin
Leon M. McCorkle, Jr. Professor of Commercial Law
Michael E. Moritz College of Law
The Ohio State University
55 W. 12th Ave.
Columbus, OH 43210

Re: Douglas Laycock

Dear Larry:

I write to you in your role as the Chair of The Ohio State University Honorary Degrees Committee. I understand that Professor Douglas Laycock is under consideration for an honorary degree. If so, I thoroughly support his receiving one.

Professor Laycock is a giant in contemporary American law. Indeed, and unusually, he is a giant in two distinct fields of law: remedies and religious liberty. I personally know best his work in religious liberty because I taught and wrote in that area when I first came to Ohio State (I now focus primarily on election law), although I also know his remedies work by its superlative reputation.

Laycock's vast writings on the constitutional law of religious liberty have shaped the current field's current understanding of that topic. His scholarship provided a coherent integration of the Constitution's Free Exercise of Religion and No Establishment of Religion clauses, which previously had been thought to work at cross purposes. His analysis has been influential not only among several generations of subsequent scholars but also among several justices of the U.S. Supreme Court and many other judges within the federal judiciary.

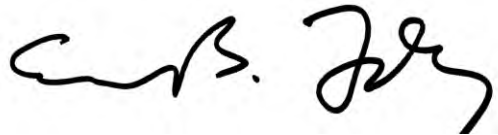
On a personal note, Professor Laycock was exceptionally generous with his time and teaching materials when I was a entry-level assistant professor seeking to teach a course on the Constitution's religion clauses for the first time. I will always be most grateful for his generosity.

In addition to his own cutting-edge scholarship, Professor Laycock undertook an extensive and influential leadership role with the American Law Institute, the premiere professional organization in law. ALI brings together a select group of judges, law professors, and practicing attorneys to undertake syntheses of various areas of law, so that they are better understood and applied. ALI also undertakes projects to evaluate and propose changes in the law on topics where the law needs revision. Professor Laycock has devoted a substantial part of his career serving on ALI's governing council and as its Vice President.

I was very fortunate to experience first-hand Professor Laycock's significant contributions to ALI. As the Reporter for ALI's first project in the field of election law, I was responsible for bringing drafts of analysis and proposals to the ALI's council for its approval. Professor Laycock was an active, indeed energetic, participant in that process, asking probing questions and offering important constructive contributions.

Professor Laycock exemplifies the pinnacle of legal scholarship in the United States. He is certainly most worthy of an honorary degree.

Sincerely,

A handwritten signature in black ink, appearing to read "E.B. Foley". The signature is fluid and cursive, with the first name "E.B." and the last name "Foley" clearly distinguishable.

Edward B. Foley
Ebersold Chair in Constitutional Law
Director, *Election Law at Ohio State*



Steven F. Huefner
Direct line: 614-292-1763
huefner.4@osu.edu

January 2, 2026

Professor Larry Garvin
Leon M. McCorkle, Jr. Professor of Commercial Law
Michael E. Moritz College of Law
The Ohio State University
55 W. 12th Ave.
Columbus, OH 43210

Re: Douglas Laycock

Dear Larry:

I am writing to you in your capacity as the Chair of The Ohio State University Honorary Degrees Committee. I was happy to hear that Professor Douglas Laycock, the *Robert E. Scott Distinguished Professor of Law Emeritus* at the University of Virginia, and the *Alice McKean Young Regents Chair in Law Emeritus* at the University of Texas, is under consideration for an honorary LL.D degree here at OSU. Professor Laycock is one of the most distinguished senior scholars in the field of American public law, as well as a long-time champion of legal education and the broader mission of American universities, and I am delighted to add my enthusiastic endorsement to his candidacy for an honorary degree.

As I expect others have already observed, Professor Laycock writes widely in the two quite distinct areas of religious liberty and the law of remedies, while also producing impressive scholarship regarding other dimensions of U.S. Constitutional Law. It is his work concerning the law of religious liberty with which I am most deeply familiar, having myself repeatedly taught the subject of Law and Religion to OSU law students and having dabbled in the area with some of my own writing. In this field, Professor Laycock stands at the pinnacle (and indeed has stood there for many years).

In the pluralistic United States, questions of religious liberty frequently and inevitably raise tensions between individual rights and the common good. While scholars of the law of religion have long recognized this tension, including in contesting the proper interpretations of the Constitution's Establishment Clause and Free Exercise Clause, Professor Laycock has been especially prominent in articulating a strong defense of religious freedom against the power of the state to prohibit or compel various conduct or activities. He has done so not only in his

academic scholarship, but also in scores of legal briefs in significant cases, including many before the Supreme Court of the United States, as well as in repeated testimony before legislative committees. He has become the leading legal scholar in the area of religious liberty, an area in which he is also widely sought after for conference presentations and keynote addresses.

Although some of Professor Laycock's positions have generated opposition, his writings have been scholarly, careful, and defensible. I think, for instance, of his articles and briefs working to reconcile sexual orientation nondiscrimination law and policy – including legal recognition of same-sex marriage – with religiously-based claims to be exempt from these laws. He has defended both same-sex marriage rights, on the one hand, and religious exemptions to certain non-discrimination laws, on the other hand, as fundamentally and equally a matter of civil liberty, in which the government's obligation is to protect all civil liberties neutrally. His positions are sophisticated, principled, and consistent, characteristics that are especially admirable in this challenging area.

More important, his writings have clearly helped to promote a fertile and continuing scholarly exchange concerning what are some of the most difficult issues of our day. Surely this is one of the hallmarks of an exemplary academic career. Meanwhile, he has had this effect beyond the academy as well, perhaps most notably in the scores of court cases in which he has authored legal briefs to influence the development of judicial doctrine. Analogously, his many appearances before congressional committees have provided legislators with practical guidance relevant for the refinement of public policy.

In yet another dimension of his contributions outside the academy, Professor Laycock is a long-time member of the American Law Institute (ALI), the country's premier law reform organization (consisting of several thousand practicing lawyers and legal scholars with the highest reputations for public service). For almost twenty years, he served as a member of the ALI's leadership Council, and for many of these years he also served as an ALI vice-president. For several years it was my good fortune to work as the Associate Reporter on the ALI's "Principles of the Law: Election Administration" project, a role that brought me into direct contact with Professor Laycock when the Election Administration project came before the ALI Council for its consideration. In that capacity, I observed his thoughtful and specific attention to the details of our project, even though it involved issues outside the fields of his primary expertise. Moreover, he made his contributions to our project with both vigor and modesty.

Though I do not have the same first-hand experience with Professor Laycock's broader contributions to American higher education, I know that he cares deeply about the mission of the university. Both in some of his scholarly writings and in some of his service activities, he has worked to promote academic freedom, to protect freedom of speech, to wrestle with issues of affirmative action in education (another contentious problem of our day), and to find ways to



THE OHIO STATE UNIVERSITY

MORITZ COLLEGE OF LAW

enhance the overall student experience. In recognition of some of these contributions, the University of Texas-Austin gave him its Civitas award, for service “above and beyond the regular expectations of teaching, research, and writing.”

For OSU to grant Professor Laycock an honorary LL.D. degree, on the basis of both the importance of his scholarship in the field of religious liberty, as well as in other fields, and his broader commitments to the intellectual exchange of ideas, would serve as another recognition of Professor Laycock’s extraordinary contributions to higher education and to the legal profession.

Sincerely,

Steven F. Huefner

C. William O’Neill Professor in Law and Judicial Administration

Director, Moritz College of Law Legislation Clinic

Director, Moritz College of Law Washington, DC, Summer Program

Deputy Director, Election Law at OSU

January 27, 2026

Professor Larry T. Garvin
Chair, University Honorary Degree Committee
Leon M McCordle Jr., Professor of Commercial Law
Michael E. Moritz College of Law
The Ohio State University
55 W. 12th Ave.
Columbus, Ohio 43210

Re: Letter in Support of Honorary Degree for Professor Douglas Laycock

Dear Professor Garvin:

I write to offer my strongest support for the nomination of Professor Douglas Laycock for an honorary doctorate of law from The Ohio State University. Professor Laycock stands as one of the preeminent legal scholars of our generation, one whose contributions to American law—particularly, but not only, in the field of religious liberty—have fundamentally shaped both constitutional doctrine and legislative policy. Moreover, throughout his long career, Professor Laycock has set the gold standard for fairness, transparency, and rigor in all his work.

Professor Laycock's professional work over the past five decades has been extraordinary: he has taught at four of the nation's top law schools, served as lead counsel on six highly influential United States Supreme Court cases, testified before Congress as an authoritative scholar on legislation impacting religion, and ranks among the top scholars for citations and scholarship. I am most familiar with Professor Laycock's academic work on religious liberty, but I also draw on his extensive career outside the academy as a testament to a career that holistically impacts constitutional law.

Below, I explain why Ohio State should honor Professor Laycock.

Scholarly Contributions of the Highest Order

Professor Laycock's scholarship on religious liberty is without peer. His five-volume treatise, *Religious Liberty* (published by Eerdmans Publishing as part of the Emory University Studies on Law and Religion series), represents the most comprehensive and authoritative treatment of the subject in American legal literature. This work has been cited countless times by courts, including the United States Supreme Court, and serves as an indispensable resource for judges, practitioners, and scholars alike. He has also published numerous additional books, approximately sixty-five law review articles—many in top law reviews such as the *Harvard Law Review*—and chapters in several other books on the subject. These represent only his work in the religious liberty space, and I understand his work outside this area to be just as plentiful and impactful.

More important than the quantity of Professor Laycock's scholarship is its quality, and, on a number of axes, his scholarship is of the highest caliber. Professor Laycock's scholarship is creative. In piece after piece, he plows new scholarly ground. Among his most influential scholarly contributions is his development of the concept of "substantive neutrality" in religious liberty jurisprudence—the principle that government must minimize the extent to which it either encourages or discourages religious belief and practice. This framework has provided a principled middle path in a field often characterized by polarization. His scholarship demonstrates remarkable analytical rigor while remaining accessible and practically relevant to those grappling with these issues in courtrooms and legislatures. My own work on law and religion has benefited greatly from Professor Laycock's pathbreaking scholarship. That is not to say that I have always agreed with his writings. But it is not possible to write on the law of religious liberty without taking Professor Laycock's work into account, and even when we have taken different paths, I have always found his scholarship rewarding, fair-minded, and serious.

Professor Laycock's scholarship is well-argued and structured. The clearest example of this is his most substantive work: the five volumes of *Religious Liberty* published between 2010 and 2018. Together, these books canvass the historical background and evolving legal interpretations of the First Amendment's religion clauses, as well as subsequent legislation on religious liberties. Including caselaw, debates, congressional testimony, and extensive histories, these works have become the foundational text for the serious study of U.S. religious liberty law. Few works mirror the thorough study and excellence contained in these editions.

Volume One builds on Professor Laycock's extensive experience arguing religious freedom cases and provides a clear overview of the broad historical context of law and religion in the United States. *Volume Two* continues in a similar style, while focusing specifically on the Free Exercise Clause, the impact of the *Smith* decision, and the nuances of exceptions and rights under the free exercise guarantee. *Volume Three* focuses on the legislative response to the culture wars at the turn of the century, including efforts at both the federal and state level to pass versions of the Religious Freedom Restoration Act (RFRA) and protection for same-sex marriage. *Volume Four* follows this trend in tracing federal legislation after RFRA. Finally, *Volume Five* turns to two other First Amendment guarantees—the Free Speech and Establishment Clauses—to round out a complete analysis of law and religion in the United States.

I briefly summarized these works to portray not only the high quality of Professor Laycock's scholarship but also his consistent commitment to the entire religious liberty sphere. Professor Laycock stands at the very top of this facet of law and continues to provide clarity in one of the most complex subsets of constitutional law.

Professor Laycock's scholarship is resilient in this contentious context. The law on religious liberty is often quite controversial, containing many highly debated topics. Professor Laycock does not shy away from these debates but rather tackles all implications of the positions. One example is *Same-Sex Marriage and Religious Liberty: Emerging Conflicts* (Rowman & Littlefield 2008) (edited, with Anthony R. Picarello, Jr., and Robin Fretwell Wilson). There, he outlined the impact of constitutional arguments supporting the legal recognition of same-sex marriage on future church-state conflicts. At the time, this was one of the first comprehensive books to discuss the impacts of same-sex legislation on religious First Amendment rights. This illustrates Professor Laycock's ability to cogently engage with contentious constitutional arguments and their effect on other constitutional rights.

Professor Laycock's scholarship on religious liberties is highly respected and cited. Professor Laycock is among the top twenty-five most cited scholars in all of constitutional law.

My review of Professor Laycock's scholarship is extremely positive. Scholars in the fields of constitutional law share this assessment. Professor Laycock is regularly invited to symposia, conferences, and panels to present his cutting-edge work based on his scholarly reputation. In my experience, Professor Laycock's contributions in these scholarly fora are unique and substantial.

Advocacy and Supreme Court Practice

Professor Laycock's impact extends far beyond academic writing. He has served as counsel in some of the most consequential religious liberty cases of our time, arguing before the United States Supreme Court with distinction. His representation of diverse clients—from small religious minorities to mainstream religious institutions—reflects his principled commitment to religious liberty as a fundamental right deserving protection regardless of the popularity of the religious group or practice involved.

Notably, he served as lead counsel in *City of Boerne v. Flores* (1997), defending RFRA before the Supreme Court, and has participated in numerous other landmark cases including *Hosanna-Tabor Evangelical Lutheran Church and School v. EEOC* (2012), where the Court unanimously recognized the “ministerial exception” to employment discrimination laws. Professor Laycock's advocacy has consistently elevated the level of discourse in these cases, earning respect from justices across the ideological spectrum.

Legislative Achievement

Professor Laycock played a pivotal role in the drafting and passage of RFRA in 1993, which passed Congress nearly unanimously and was signed by President Clinton. This legislation restored meaningful protection for religious exercise after the Supreme Court's decision in *Employment Division v. Smith* (1990), had significantly narrowed such protections. The coalition building necessary to achieve this legislative success—bringing together groups ranging from the American Civil Liberties Union (ACLU) to the National Association of Evangelicals—demonstrated both Professor Laycock's intellectual leadership and his ability to find common ground on principle.

Professor Laycock has continued this legislative work at the state level, advising numerous jurisdictions on religious liberty protections while also counseling against overreach that would compromise the rights of others. This balanced approach exemplifies his commitment to protecting religious liberty within a framework that respects competing interests and constitutional values.

Intellectual Integrity and Cross-Ideological Respect

Perhaps most remarkably, Professor Laycock has earned the respect and recognition of organizations and individuals across the entire political and ideological spectrum—a rare achievement in our polarized era. He has received awards from both the ACLU and the Becket Fund for Religious Liberty, organizations that often find themselves on opposite sides of religious liberty disputes. This recognition reflects not merely his scholarly excellence but his unwavering intellectual honesty and his principled approach to these questions.

Professor Laycock's integrity is further demonstrated by his willingness to take positions that may be unpopular with particular constituencies when he believes constitutional principle demands it. He has defended the religious liberty rights of groups with whose beliefs he may

disagree, and has opposed religious liberty claims he views as overreaching, even when such positions might be popular in certain quarters. This intellectual honesty and consistency of principle stands as a model for legal scholarship and advocacy.

* * *

An honorary doctorate from The Ohio State University would recognize not merely Professor Laycock's outstanding career, but his transformative contribution to American law and society. Professor Laycock has enriched constitutional discourse, protected fundamental freedoms through scholarship and advocacy, achieved lasting legislative reforms, and demonstrated that principled engagement with contentious issues can transcend partisan division.

The Ohio State University would honor itself by honoring Professor Laycock. I give this nomination my highest and most enthusiastic recommendation.

If I may be of further assistance, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink, reading "Lee J. Strang". The signature is fluid and cursive, with the first name "Lee" being the most prominent.

Lee J. Strang

Executive Director, Salmon P. Chase Center for Civics, Culture, and Society

Professor of Law, Moritz College of Law

The Ohio State University

CURRICULUM VITAE
DOUGLAS LAYCOCK

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Born: April 15, 1948

Robert E. Scott Distinguished Professor of Law Emeritus, University of Virginia
Alice McKean Young Regents Chair in Law Emeritus, University of Texas at Austin

J.D. cum laude, University of Chicago, 1973
B.A. with high honor, Michigan State University, The Honors College, 1970

Scholarly Interests

Research: Remedies, Religious Liberty, Constitutional Law.

Courses taught: Principally Remedies, Religious Liberty, Civil Liberties Survey. Also, at times, Restitution, Secured Credit, Commercial Transactions, Representing a Major Religious Denomination, Governmental Immunities, Civil Procedure, Conflict of Laws, Employment Discrimination, Legal Research & Writing, Mini-course on Net Present Value.

Selected Honors and Awards

Fellow, American Academy of Arts and Sciences (1997-present).

First Vice President of the American Law Institute (2015-19); Second Vice President (2008-15); Member of Council (2001-19); Council Emeritus (2019-present); Reporter, Restatement (Third) of Torts: Remedies (2019-present).

Lifetime Scholarly Achievement Award, Section on Remedies of the American Association of Law Schools (2023).

Honorary Doctor of Laws, Michigan State University, 2021.

Friend of the Bill of Rights and Religious Liberty Award, Center for Constitutional Studies, Utah Valley University (2017).

Roger and Madeleine Traynor Faculty Achievement Award, University of Virginia (2013).

International Religious Liberty Award, J. Reuben Clark Law Society (2012)

National First Freedom Award, Center for America's First Freedom (2009).

The Civitatis Award (for a career of "dedicated and meritorious service to the University above and beyond the regular expectations of teaching, research, and writing"), University of Texas at Austin (2005).

ACLU of Texas Civil Libertarian of the Year (2000).

Central Texas Chapter of ACLU, Civil Libertarian of the Year (1995).

Scribes Book Award (1991) (for *The Death of the Irreparable Injury Rule* (1991)).

Employment History

University of Virginia, 2010-present.

Robert E. Scott Distinguished Professor of Law Emeritus, 2023-present.

Robert E. Scott Distinguished Professor of Law, 2011-23.

Class of 1963 Research Professor in Honor of Graham C. Lilly and Peter W. Low, 2014-17, 2018-21, 2022-23.

Professor of Religious Studies, 2010-23.

Horace W. Goldsmith Research Professor of Law, 2010-13.

Armistead M. Dobie Professor of Law, 2010-11.

Yale University, 2021.

Visiting Professor of Law (by Zoom).

University of Michigan, 1990, 2006-10.

Yale Kamisar Collegiate Professor of Law, 2006-10.

Visiting Professor of Law, 1990.

University of Texas at Austin, 1981-present.

Alice McKean Young Regents Chair in Law Emeritus, 2006-present.

Alice McKean Young Regents Chair in Law, 1988-2006.

A. Dalton Cross Professor at Law, 1987-88.

Fulbright & Jaworski Professor of Law, 1984-87.

Thomas Watt Gregory Professor of Law, 1983-84.

Liddell, Sapp, Zivley, Brown & LaBoon Professor of Banking, Financial, Commercial & Corporate Law, 1983-84.

Professor of Law, 1981-83.

Associate Dean for Research, 1991-2006 (mentoring scholarship, especially for junior faculty).

Associate Dean for Academic Affairs, 1985-86.

University of Chicago, 1976-81.

Professor of Law, 1980-81.

Assistant Professor of Law, 1976-80.

Private practice, 1974-76. Solo general practice in Austin, Texas, including complex civil litigation in association with attorneys in Chicago, Illinois.

Law Clerk, Judge Walter Cummings, United States Court of Appeals for Seventh Circuit, 1973-74.

Scholarly Publications

Remedies

Books

Restatement (Third) of Torts: Remedies (Tentative Draft Nos. 1-3, 2022-24), (Council Drafts Nos. 1-4, 2021-24), (Preliminary Drafts Nos. 1-4, 2020-23) (additional drafts in progress) (with Richard L. Hasen and the American Law Institute).

Modern American Remedies: Cases and Materials (5th ed. with Richard L. Hasen, Aspen 2019), (Concise 5th ed. with Richard L. Hasen, Aspen 2019), (Concise 4th ed., Aspen 2012), (4th ed., Aspen 2010), (3d ed., Aspen 2002), (2d ed., Little Brown 1994), (1st ed., Little Brown 1985) (with Teacher's Manuals and annual Supplements or Teachers' Updates).

The Death of the Irreparable Injury Rule (Oxford Univ. Press 1991).

Articles and Review Essays

- Restoring Restitution to the Canon*, 110 Mich. L. Rev. 929 (2012) (reviewing Restatement (Third) of Restitution and Unjust Enrichment).
- The Neglected Defense of Undue Hardship (and the Doctrinal Train Wreck in Boomer v. Atlantic Cement)*, 4 J. of Tort Law No. 3 (2011) (symposium).
- How Remedies Became a Field: A History*, 27 Rev. Litigation 161 (2008) (symposium).
- Introduction*, to Symposium, Remedies: The Bottom Line of Justice, 27 Rev. Litigation 1 (2007).
- Choosing Remedies: The Misleading Irreparable Injury Rule*, 32 The Advocate 7 (Fall 2005) (symposium).
- Due Process of Law in Trilateral Disputes*, 77 Iowa L. Rev. 1011 (1993) (symposium).
- The Triumph of Equity*, 56 L. & Contemp. Probs. No. 3, at 53 (Summer 1993) (symposium).
- The Death of the Irreparable Injury Rule*, 103 Harv. L. Rev. 687 (1990).
- The Remedies Issues: Compensatory Damages, Specific Performance, Punitive Damages, Supersedeas Bonds, and Abstention*, 9 Rev. Litigation 473 (1990) (symposium).
- The Scope and Significance of Restitution*, 67 Tex. L. Rev. 1277 (1989).
- Consent Decrees Without Consent: The Rights of Nonconsenting Third Parties*, 1987 U. Chi. Legal F. 103 (symposium).
- Continuing Violations, Disparate Impact in Compensation, and Other Title VII Issues*, 49 L. & Contemp. Probs. No. 4, at 53 (Aut. 1986) (symposium).
- Injunctions and the Irreparable Injury Rule*, 57 Tex. L. Rev. 1065 (1979) (reviewing Owen M. Fiss, The Civil Rights Injunction).
- Federal Interference with State Prosecutions: The Cases Dombrowski Forgot*, 46 U. Chi. L. Rev. 636 (1979).
- Federal Interference with State Prosecutions: The Need for Prospective Relief*, 1977 Sup. Ct. Rev. 193.
- Civil Rights and Civil Liberties*, 54 Chi.-Kent L. Rev. 390 (1977) (parts I and II) (symposium).

Report

- Preliminary Report on a Restatement 2d of Restitution: A Report to the Director of the American Law Institute* (1987).

Book Review

- Book Review*, 45 Bus. Lawyer 1377 (1990) (reviewing Edward Yorio, Contract Enforcement: Specific Performance and Injunctions).

Chapter

- Remedies*, in 5 Oxford International Encyclopedia of Legal History 125 (Stanley N. Katz ed. 2009).

Religious Liberty

Books

- Religious Liberty: Volume One—Overviews and History* (Wm. B. Eerdmans 2010).
- Religious Liberty: Volume Two—The Free Exercise Clause* (Wm. B. Eerdmans 2011).
- Religious Liberty: Volume Three—Religious Freedom Restoration Acts, Same-Sex Marriage Legislation, and the Culture Wars* (Wm. B. Eerdmans 2018).
- Religious Liberty: Volume Four—Federal Legislation After the Religious Freedom Restoration Act, with More on the Culture Wars* (Wm. B. Eerdmans 2018).

Religious Liberty: Volume Five—The Free Speech and Establishment Clauses (Wm. B. Eerdmans 2018).

Same-Sex Marriage and Religious Liberty: Emerging Conflicts (Rowman & Littlefield 2008) (edited, with Anthony M. Picarello and Robin Fretwell Wilson).

Articles and Review Essays

The Respect for Marriage Act: Living Together Despite Our Deepest Differences, 2024 U. Ill. L. Rev. 511 (with Thomas C. Berg, Carl H. Esbeck, and Robin Fretwell Wilson)

Protecting Free Exercise Under Smith and After Smith, 2020-2021 Cato Sup. Ct. Rev. 33 (2021) (with Thomas C. Berg).

Espinoza, Government Funding, and Religious Choice, 35 J.L. & Religion 361 (2020) (with Thomas C. Berg).

The Right to Be Wrong, First Things (May 2020)

The Broader Implications of Masterpiece Cakeshop, 2019 B.Y.U. L. Rev. 167 (First Annual Religious Liberty Lecture).

The Wedding-Vendor Cases, 41 Harv. J.L. & Pub. Pol’y 49 (2018) (symposium).

Churches, Playgrounds, Government Dollars—and Schools? 131 Harv. L. Rev. 133 (2017).

Free Speech and the Pulpit, Christian Century 10 (Mar. 15, 2017).

Generally Applicable Law and the Free Exercise of Religion, 95 Neb. L. Rev. 1 (2016) (with Steven T. Collis) (Roscoe Pound Lecture).

Religious Liberty for Politically Active Minority Groups: A Response to NeJaime and Siegel, 125 Yale L.J.F. 369 (2016).

Religious Liberty and the Culture Wars, 2014 U. Ill. L. Rev. 839 (David C. Baum Memorial Lecture on Civil Liberties and Civil Rights).

Imaginary Contradictions: A Reply to Professor Oleske, 67 Vand. L. Rev. En Banc 89 (2014).

Protecting Same-Sex Marriage and Religious Liberty, 99 Va. L. Rev. In Brief 1 (2013) (with Thomas C. Berg).

Edward Schempp and His Family, 38 J. Sup. Ct. History 63 (2013) (Supreme Court Historical Society Lecture).

RLUIPA: Necessary, Modest, and Under-Enforced, 39 Fordham Urb. L.J. 1021 (2012) (with Luke Goodrich) (symposium).

Hosanna-Tabor and the Ministerial Exception, 35 Harv. J.L. & Pub. Pol’y 839 (2012) (symposium).

Sex, Atheism, and the Free Exercise of Religion, 88 U. Det. Mercy L. Rev. 407 (2011) (Philip J. McElroy Lecture).

Government-Sponsored Religious Displays: Transparent Rationalizations and Expedient Post-Modernism, 61 Case W. Res. L. Rev. 1211 (2011) (symposium).

Reviews of a Lifetime, 89 Tex. L. Rev. 949 (2011) (symposium).

Conference Introduction: American Religious Liberty, French Laïcité, and the Veil, 49 J. Cath. Legal Stud. 21 (2010) (symposium).

A Conscripted Prophet’s Guesses about the Future of Religious Liberty in America, 2010 Fides et Libertas 62 (symposium) (reprinted in 2011 Conscience and Liberty 25).

The Religious Exemptions Debate, 11 Rutgers J.L. & Religion 139 (2009) (Inaugural Donald C. Clark Program-on-Law-and-Religion Lecture).

Church Autonomy Revisited, 7 Geo. J.L. & Pub Pol’y 253 (2009) (symposium).

Why the Supreme Court Changed Its Mind About Government Aid to Religious Institutions: It’s a Lot More Than Just Republican Appointments, 2008 B.Y.U. L. Rev. 275 (symposium).

High-Value Speech and the Basic Educational Mission of a Public School: Some Preliminary Thoughts, 12 Lewis & Clark L. Rev. 111 (2008) (symposium).

Substantive Neutrality Revisited, 110 W. Va. L. Rev. 51 (2007) (keynote address).

God vs. the Gavel: A Brief Rejoinder, 105 Mich. L. Rev. 1545 (2007).

A Syllabus of Errors, 105 Mich. L. Rev. 1169 (2007) (reviewing Marci Hamilton, *God vs. the Gavel*).

Regulatory Exemptions of Religious Behavior and the Original Understanding of the Establishment Clause, 81 Notre Dame L. Rev. 1793 (2006) (symposium).

Church and State in the United States: Competing Conceptions and Historic Changes, 13 Ind. J. Global Legal Stud. 503 (2006) (symposium).

Religious Liberty in America: A Rapid-Fire Overview, 33 Human Rights 3 (No. 3, Summer 2006) (symposium).

Roundtable Discussion: Religious Organizations Filing for Bankruptcy, 13 Am. Bankr. Inst. L. Rev. 25 (2005) (with others).

Theology Scholarships, The Pledge of Allegiance, and Religious Liberty: Avoiding the Extremes but Missing the Liberty, 118 Harv. L. Rev. 156 (2004).

The Mistakes in Locke v. Davey and the Future of State Payments for Services Provided by Religious Institutions, 40 Tulsa L. Rev. 227 (2004) (with Thomas C. Berg) (symposium).

The Many Meanings of Separation, 70 U. Chi. L. Rev. 1667 (2003) (reviewing Philip Hamburger, *Separation of Church and State*).

Religion in the Workplace: Proceedings of the 2000 Annual Meeting of the Association of American Law Schools Section on Law and Religion, 4 Employee Rights & Employment Pol’y J. 87 (2000) (with others).

The Supreme Court and Religious Liberty, 40 Cath. Law. 25 (2000).

Debate 2: Should the Government Provide Financial Support for Religious Institutions That Offer Faith-Based Social Services, 1 Rutgers J.L. & Religion 5 (1999) (with others).

State RFRAs and Land Use Regulation, 32 U.C. Davis L. Rev. 755 (1999) (symposium) (reprinted in *2000 Zoning and Planning Law Handbook* 655 (Deborah Mans, ed., West 2000)).

Conceptual Gulfs in City of Boerne v. Flores, 39 Wm. & Mary L. Rev. 743 (1998) (symposium) (derived from George Wythe Lecture).

Religious Freedom and International Human Rights in the United States Today, 12 Emory Int’l L. Rev. 951 (1998) (symposium).

Round Table Discussion on International Human Rights Standards in the United States: The Case of Religion or Belief, 12 Emory Int’l L. Rev. 973 (1998) (with others).

The Underlying Unity of Separation and Neutrality, 46 Emory L.J. 43 (1997) (symposium).

Religious Liberty as Liberty, 7 J. Contemp. Legal Issues 313 (1996) (symposium).

Freedom of Speech That Is Both Religious and Political, 29 U.C. Davis L. Rev. 793 (1996) (symposium).

Continuity and Change in the Threat to Religious Liberty: The Reformation Model in the Late Twentieth Century, 80 Minn. L. Rev. 1047 (1996) (William B. Lockhart Lecture).

Academic Freedom, Religious Commitment, and Religious Integrity, 78 Marquette L. Rev. 297 (1995) (symposium).

RFRA, Congress, and the Ratchet, 56 Mont. L. Rev. 145 (1995) (symposium).

Interpreting the Religious Freedom Restoration Act, 73 Tex. L. Rev. 209 (1994) (with Oliver S. Thomas).

Free Exercise and the Religious Freedom Restoration Act, 62 Fordham L. Rev. 883 (1994) (invited lecture).

The Religious Freedom Restoration Act, 1993 B.Y.U. L. Rev. 221 (symposium).
The Rights of Religious Academic Communities, 20 J. College & Univ. L. 15 (1993) (symposium).
The Benefits of the Establishment Clause, 42 DePaul L. Rev. 373 (1992) (symposium).
Summary and Synthesis: The Crisis in Religious Liberty, 60 Geo. Wash. L. Rev. 841 (1992) (symposium).
“Noncoercive” Support for Religion: Another False Claim About the Establishment Clause, 26 Val. U. L. Rev. 37 (1992) (symposium).
The Remnants of Free Exercise, 1990 Sup. Ct. Rev. 1.
Formal, Substantive, and Disaggregated Neutrality Toward Religion, 39 DePaul L. Rev. 993 (1990) (Center for Church/State Studies Lecture).
Text, Intent, and the Religion Clauses, 4 Notre Dame J.L. Ethics & Pub. Pol’y 683 (1990) (symposium).
The Supreme Court’s Assault on Free Exercise, and the Amicus Brief that Was Never Filed, 8 J. L. & Religion 99 (1990) (symposium).
Academic Freedom and the Free Exercise of Religion, 66 Tex. L. Rev. 1455 (1988) (with Susan Waelbroeck) (symposium).
Equal Access and Moments of Silence: The Equal Status of Religious Speech by Private Speakers, 81 Nw. U.L. Rev. 1 (1986) (symposium).
“Nonpreferential” Aid to Religion: A False Claim About Original Intent, 27 Wm. & Mary L. Rev. 875 (1986) (symposium).
A Survey of Religious Liberty in the United States, 47 Ohio St. L.J. 409 (1986) (symposium).
Tax Exemptions for Racially Discriminatory Religious Schools, 60 Tex. L. Rev. 259 (1982).
Towards a General Theory of the Religion Clauses: The Case of Church Labor Relations and the Right to Church Autonomy, 81 Colum. L. Rev. 1373 (1981).
Civil Rights and Civil Liberties, 54 Chi.-Kent L. Rev. 390 (1977) (part III) (symposium).

Report

God Alone Is Lord of the Conscience: Policy Statement and Recommendations Regarding Religious Liberty (Presbyterian Church (U.S.A.)) (1989) (with Committee on Religious Liberty and Church/State Relations) (reprinted in 8 J. L. & Religion 331 (1990)).

Chapters

Liberty and Justice for All, in *Religious Freedom, LGBT Rights, and the Prospects for Common Ground* (William Eskridge & Robin Fretwell Wilson, eds., Cambridge Univ. Press 2018).
Religious Liberty, Health Care, and the Culture Wars, in *Law, Religion, and Health in the United States* 21 (Holly Fernandez Lynch et al., eds., Cambridge Univ. Press 2017).
Opening Essay: Protecting Religious Liberty in the Culture Wars, in *Deep Commitments: The Past, Present, and Future of Religious Liberty* 21 (Trevor Burrus & David McDonald eds., Cato Inst. 2017).
Protecting Same-Sex Marriage and Religious Liberty, in *Religion and Equality: Law in Conflict* 167 (W. Cole Durham & Donlu Thayer, eds., Routledge 2016) (with Thomas C. Berg).
The Campaign Against Religious Liberty, in Micah Schwartzman, et al., eds., *The Rise of Corporate Religious Liberty* 231 (Oxford 2016).
Religious Liberty Is a Secular Liberal Value, in Stephen V. Monsma & Stanley W. Carlson-Thies, *Free to Serve: Protecting the Religious Freedom of Faith-Based Organizations* 160 (2015).
Afterword, in *Same-Sex Marriage and Religious Liberty: Emerging Conflicts* 189 (Douglas Laycock, et al., eds., Rowman & Littlefield 2008).

Employment in Religious Organizations, in *Religious Organizations in the United States: A Study of Identity, Liberty, and the Law* 527 (James A. Serritella et al., eds., Carolina Academic Press 2006) (with Patrick Schiltz).

La Religion et l'État aux États-Unis: Affrontement des Théories et Changements Historiques, in *La Conception Américaine de la Laïcité* (Elisabeth Zoller, ed., Dalloz 2005).

Zoning, in *Encyclopedia of Religious Freedom* (Catharine Cookson, ed., Routledge 2003) (with Thomas C. Berg).

Theories of Interpretation: Free Exercise and Establishment Clause: General, in *Religion and American Law: An Encyclopedia* 516 (Paul Finkelman, ed., Garland Publishing, Inc. 2000).

Supreme Court Review, in *United States Catholic Conference, Proceedings of the Thirty-Fourth National Meeting of Diocesan Attorneys* 5 (1998).

Original Intent and the Constitution Today, in *The First Freedom: Religion and the Bill of Rights* 87 (James E. Wood, ed., J.M. Dawson Institute of Church State Studies 1990).

Tort Liability, Spiritual Counseling, and the First Amendment, in *Am. Bar Ass'n, Tort and Religion* 23 (1989).

The Right to Church Autonomy as Part of Free Exercise of Religion, in *Government Intervention in Religious Affairs II*, at 28 (Dean M. Kelley, ed., Pilgrim Press 1986).

Book Reviews

Book Review, 61 *J. Church & State* 332 (2019) (reviewing *The Contested Place of Religion in Family Law* (Robin Fretwell Wilson, ed.)).

Book Review, 77 *Theological Stud.* 743 (2016) (reviewing Thomas E. Buckley, *Establishing Religious Freedom: Jefferson's Statute in Virginia*).

Book Note, 44 *Pol. Stud.* 1015 (1996) (reviewing Jesse Choper, *Securing Religious Liberty: Principles for Judicial Interpretation of the Religion Clauses*).

Book Note, 31 *J. Church & State* 303 (1989) (reviewing Mark Tushnet, *Red, White, and Blue: A Critical Analysis of Constitutional Law*).

Responding to the Nonpreferentialists, 4 *J. L. & Religion* 241 (1986) (reviewing Thomas Curry, *The First Freedoms*, and Leonard Levy, *The Establishment Clause*).

Other Constitutional Law

Articles and Review Essays

Legislators on Executive-Branch Boards Are Unconstitutional, Period, 28 *Wm. & Mary Bill of Rights J.* 1 (2019).

Voting with Your Feet Is No Substitute for Constitutional Rights, 32 *Harv. J.L. & Pub. Pol'y* 29 (2009) (symposium).

The Clear and Present Danger Test, 25 *J. Sup. Ct. Hist. Soc'y* 161 (2000) (Supreme Court Historical Society Lecture).

Federalism as a Structural Threat to Liberty, 22 *Harv. J. L. Pub. Pol'y* 67 (1999) (symposium).

Individual Liberty and Constitutional Architecture: The Founders' Prompt Correction of Their Own Mistake, 16 *Harv. J. L. Pub. Pol'y* 75 (1993) (symposium).

Equal Citizens of Equal and Territorial States: The Constitutional Foundations of Choice of Law, 92 *Colum. L. Rev.* 249 (1992) (Will E. Orgain Lecture at University of Texas).

Vicious Stereotypes in Polite Society, 8 *Const. Commentary* 395 (1991).

Notes on the Role of Judicial Review, the Expansion of Federal Power, and the Structure of Constitutional Rights, 99 Yale L.J. 1711 (1990) (reviewing Robert F. Nagel, *Constitutional Cultures*).

Equality and the Citizens of Sister States, 15 Fla. St. L. Rev. 431 (1987) (symposium).

Constitutional Theory Matters, 65 Tex. L. Rev. 767 (1987) (symposium).

The Ultimate Unity of Rights and Utilities, 64 Tex. L. Rev. 407 (1985).

Due Process and Separation of Powers: The Effort to Make the Due Process Clauses Nonjusticiable, 60 Tex. L. Rev. 875 (1982).

Taking Constitutions Seriously: A Theory of Judicial Review, 59 Tex. L. Rev. 343 (1981) (reviewing John Hart Ely, *Democracy and Distrust*).

Chapters

Protecting Liberty in a Federal System: The US Experience, in *Patterns of Federalism and Regionalism: Lessons for the UK* 119 (Jörg Fedtke & Basil S. Markesinis, eds., Hart Publishing 2006).

Report

Report of the Task Force on Assembly and Expression (University of Texas at Austin 2003).

Book Review

Book Review, 101 Ethics 661 (1991) (reviewing Robert H. Bork, *The Tempting of America*).

Discrimination

Articles

The Broader Case for Affirmative Action: Desegregation, Academic Excellence, and Future Leadership, 78 Tulane L. Rev. 1767 (2004).

Statistical Proof and Theories of Discrimination, 49 L. & Contemp. Probs. No. 4, at 97 (Autumn 1986) (symposium).

The Efficient Use of Group Averages as Nondiscrimination: A Rejoinder to Professor Benston, 50 U. Chi. L. Rev. 222 (1983) (with Lea Brilmayer & Teresa Sullivan).

Sex Discrimination as "Actuarial Equality:" A Rejoinder to Kimball, 1981 A.B.F. Res. J. 221 (with Teresa A. Sullivan).

Sex Discrimination in Employer-Sponsored Insurance Plans: A Legal and Demographic Analysis, 47 U. Chi. L. Rev. 505 (1980) (with Lea Brilmayer, Richard W. Hekeler, & Teresa A. Sullivan).

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Legal Education

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Charles Alan Wright and The University of Texas School of Law, 32 Tex. Int'l L.J. 367 (1997) (symposium).
That and Which, 2 Scribes J. Legal Writing 37 (1991).
Why the First-Year Legal Writing Course Cannot Do Much About Bad Legal Writing, 1 Scribes J. Legal Writing 84 (1990).
The Maroonbook v. The Bluebook: A Comparative Review, 1 Scribes J. Legal Writing 181 (1990).
Reflections on Two Themes: Teaching Religious Liberty and Evolutionary Changes in Casebooks, 101 Harv. L. Rev. 1642 (1988) (reviewing John T. Noonan, *Believers and the Powers That Are*).
A Case Study in Pedagogical Neglect, 92 Yale L.J. 188 (1982) (book review).

Civil Procedure Article

Dispositive Pre-Trial Motions in Illinois—Sections 45, 48, and 57 of the Civil Practice Act, 9 Loy. U. Chi. L.J. 823 (1978).

Other Publications

Numerous short articles, reports, columns, letters, and congressional testimony omitted.

Selected Lectures

Harold J. Berman Forum Lecture, Emory University Center for the Study of Law and Religion (2019).
 Joseph Smith Lecture on Religious Liberty, University of Virginia Department of Religious Studies (2018).
 First Annual Religious Liberty Lecture, Brigham Young University Law School (2018).
 Keynote Address, The Chautauqua Institution's week on religious liberty (2018).
 Keynote Address, Constitutional Symposium on Religious Liberty, Center for Constitutional Studies, Utah Valley University (2017).
 Roscoe Pound Lecture, University of Nebraska (2016).
 Dunn Scholar in Residence, William & Mary University (2015).
 Annual Lecture, Boston University Department of Religion (2015).
 Jefferson Lecture Celebrating the Statute of Virginia for Religious Freedom, University of Mary Washington (2015).
 Davis, Markert, Nickerson Lecture on Academic and Intellectual Freedom, University of Michigan (2014).
 G. Rollie White Public Interest Scholar in Residence, University of Texas (2014).
 Keynote Address, Symposium on the 20th Anniversary of the Religious Freedom Restoration Act (Washington, D.C., 2013).
 Robert E. Scott Distinguished Chair Lecture, University of Virginia Law School (2013).
 David C. Baum Memorial Lecture on Civil Liberties and Civil Rights, University of Illinois Law School (2013).
 Constitution Day Lecture, Mercer University Law School (2012).
 Supreme Court Historical Society Lecture, in the courtroom of the Supreme Court (2011).
 Philip J. McElroy Lecture on Law and Religion, University of Detroit Mercy School of Law (2011).
 Robert T. Miller Professorship Distinguished Lecture, Baylor University (2009).
 Inaugural Donald C. Clark Program-on-Law-and-Religion Lecture, Rutgers-Camden Law School (2009).

Alpheus T. Mason Lecture, James Madison Program in American Ideals and Institutions, Princeton University (2008)
 Keynote Address, Conference on The Religion Clauses in the 21st Century, West Virginia University College of Law (2007)
 Lives in the Law Visitor, Pepperdine University Law School (2006).
 Sesquicentennial Faculty Lecture, Michigan State University Law School (2005).
 Howard H. Rolapp Legal Theory Scholar, University of Utah Law School (2005).
 Dermot S. McGlinchey Lecture on Federal Litigation, Tulane University Law School (2003).
 Supreme Court Historical Society Lecture, in the courtroom of the Supreme Court (1999).
 Constitutional Law Center Distinguished Speaker Series, Drake University Law School (1999).
 Donald A. Gianella Memorial Lecture, Villanova University Law School (1998).
 Robert T. Miller Professorship Distinguished Lecture, Baylor University (1998).
 Enlund Distinguished Scholar in Residence, DePaul University College of Law (1997).
 George Wythe Lecture, College of William & Mary School of Law (1995).
 William B. Lockhart Lecture, University of Minnesota Law School (1994).
 Sixth Annual Lecture of the Center for Church/State Studies, DePaul University (1990).
 22d Annual Will E. Orgain Lecture, University of Texas School of Law (1989).
 Numerous conference papers, workshops, and informal presentations omitted.

Selected Litigation

Representing Parties

Supreme Court of the United States

Holt v. Hobbs, 574 U.S. 352 (2015) (representing RLUIPA plaintiff).
Town of Greece v. Galloway, 572 U.S. 565 (2014) (representing Establishment Clause plaintiffs).
Hosanna-Tabor Evangelical Lutheran Church and School v. EEOC, 565 U.S. 171 (2012) (representing church).
Santa Fe Independent School District v. Doe, 530 U.S. 290 (2000) (representing Establishment Clause plaintiffs).
City of Boerne v. Flores, 521 U.S. 507 (1997) (representing Archbishop Flores).
Church of the Lukumi Babalu Aye, Inc. v. City of Hialeah, 508 U.S. 520 (1993) (representing church).

United States Courts of Appeals

Warner v. City of Boca Raton, 267 F.3d 1223 (11th Cir. 2001) (representing Florida RFRA plaintiffs).
Hopwood v. Texas, 236 F.3d 256 (5th Cir. 2000), *cert. denied*, 533 U.S. 929 (2001) (representing affirmative-action defendants).
In re Young, 82 F.3d 1407 (8th Cir. 1996), *vacated as Christians v. Crystal Evangelical Free Church*, 521 U.S. 1114 (1997), *on remand*, 141 F.3d 854 (8th Cir.), *cert. denied*, 525 U.S. 811 (1998) (representing church).

State Courts

Warner v. City of Boca Raton, 887 So.2d 1023 (Fla. 2004) (representing Florida RFRA plaintiffs).
United States Catholic Conference v. Ashby (Tex. 1996) (representing Conference in mandamus proceedings arising out of sexual abuse litigation; no reported orders because plaintiffs abandoned their claims when court granted oral argument).
Cedar Bayou Baptist Church v. Gregory-Edwards, Inc., 987 S.W.2d 156 (Tex. Ct. App. 1999) (representing church).

Representing Amici Curiae

Supreme Court of the United States

Lackey v. Stinnie, No. 23-621 (supporting civil liberties plaintiffs' claim for attorneys' fees).
Groff v. DeJoy, 600 U.S. 447 (2023)(supporting Title VII plaintiff).
Ramirez v. Collier, 595 U.S. 411 (2022) (supporting RLUIPA plaintiff).
Dalberiste v GLE Associates, Inc., 141 S. Ct. 2463 (2021) (supporting Title VII plaintiff's cert petition).
Small v. Memphis Light, Gas & Water, 141 S. Ct. 1227 (2021) (supporting Title VII plaintiff's cert petition).
Fulton v. City of Philadelphia, 593 U.S. 522 (2021) (supporting Free Exercise Clause plaintiffs).
Tanzin v Tanvir, 592 U.S. 43 (2020) (supporting RFRA plaintiff).
Liu v. Securities and Exchange Commission, 591 U.S. 71 (2020) (supporting neither side on issue of equitable remedies).
American Legion v. American Humanist Association, 588 U.S. 29 (2019) (supporting Establishment Clause plaintiffs).
Masterpiece Cakeshop, Ltd. v. Colorado Civil Rights Commission, 584 U.S. 617 (2018) (supporting Free Exercise Clause defense).
Stormans, Inc. v. Wiesman, 579 U.S. 942 (2016) (supporting Free Exercise Clause cert petition).
Zubik v. Burwell, 578 U.S. 932 (2016) (supporting government in RFRA case).
Spokeo, Inc. v. Robins, 578 U.S. 330 (2016) (supporting plaintiff with claim for statutory minimum damages).
Obergefell v. Hodges, 576 U.S. 644 (2015) (supporting same-sex couples, and protection for religious dissenters after marriage equality established).
Burwell v. Hobby Lobby Stores, Inc., 573 U.S. 682 (2014) (supporting RFRA plaintiffs).
Petrella v. Metro-Goldwyn-Mayer, Inc., 572 U.S. 663 (2014) (supporting neither side on a laches issue).
United States v. Windsor, 570 U.S. 744 (2013) (supporting same-sex couples, and protection for religious dissenters after marriage equality established).
Hollingsworth v. Perry, 570 U.S. 693 (2013) (supporting same-sex couples, and protection for religious dissenters after marriage equality established).
First American Financial Corp. v. Edwards, 567 U.S. 756 (2012) (supporting plaintiff with statutory claim modeled on law of restitution)
Christian Legal Society v. Martinez, 561 U.S. 661 (2010) (supporting CLS).
Salazar v. Buono, 559 U.S. 700 (2010) (supporting Establishment Clause plaintiff).
Morse v. Frederick, 551 U.S. 393 (2007) (supporting Free Speech Clause plaintiff).
Old Stone Corp. v. United States, 549 U.S. 1279 (2007) (supporting restitution plaintiff's cert petition).
Gonzales v. O Centro Espirita Beneficiente Uniao do Vegetal, 546 U.S. 418 (2006) (supporting church; coordinated all amicus briefs).
McCreary County v. ACLU, 545 U.S. 844 (2005) (supporting ACLU in Establishment Clause case).
Van Orden v. Perry, 545 U.S. 677 (2005) (supporting Establishment Clause plaintiff).
Cutter v. Wilkinson, 544 U.S. 709 (2005) (supporting RLUIPA plaintiffs).
Elk Grove Unified School District v. Newdow, 542 U.S. 1 (2004) (supporting Establishment Clause plaintiff).
Grutter v. Bollinger, 539 U.S. 306 (2003) (supporting affirmative-action defendant).

Good News Club v. Milford Central School District, 533 U.S. 98 (2001) (supporting Free Speech Clause plaintiff).

Rosenberger v. Rector & Visitors of University of Virginia, 515 U.S. 819 (1995) (supporting Free Speech Clause plaintiffs).

Board of Education v. Grumet, 512 U.S. 687 (1994) (supporting Establishment Clause plaintiffs).

Lee v. Weisman, 505 U.S. 577 (1992) (supporting Establishment Clause plaintiffs).

International Society of Krishna Consciousness v. George, 499 U.S. 914 (1991) (supporting ISKCON's cert petition).

Board of Education v. Mergens, 496 U.S. 226 (1990) (supporting Equal Access Act plaintiffs).

Jimmy Swaggart Ministries v. Board of Equalization, 493 U.S. 378 (1990) (supporting Ministries).

Ansonia Board of Education v. Philbrook, 479 U.S. 60 (1986) (supporting Title VII plaintiff).

United States Courts of Appeals

In re: Facebook, Inc. Internet Tracking Litigation, 956 F.3d 589 (9th Cir. 2020) (supporting restitution plaintiffs).

Mount v. Pulsepoint Inc., 684 F. App'x 32 (2d Cir. 2017) (supporting restitution plaintiffs).

Stormans, Inc. v. Wiesman, 794 F.3d 1064 (9th Cir. 2015), *cert. denied*, 579 U.S. 942 (2016) (supporting Free Exercise Clause plaintiffs).

Adler v. Duval County School Board, 206 F.3d 1070 (11th Cir. 2000), *vacated*, 531 U.S. 81 (2000) (supporting neither side in Establishment Clause case with remedies issue).

Smith v. Travis County Education District, 968 F.2d 453 (5th Cir. 1992) (supporting District in challenge to tax laws).

Mozert v. Hawkins County Public Schools, 827 F.2d 1058 (6th Cir. 1987) (supporting Free Exercise Clause plaintiffs).

State Courts

Miga v. Jensen, 299 S.W.3d 98 (Tex. 2009) (supporting restitution plaintiff).

Barr v. City of Sinton, 295 S.W.3d 287 (Tex. 2009) (supporting Texas RFRA plaintiff).

DiGiuseppe v. Lawler, 269 S.W.3d 588 (Tex. 2008) (supporting specific-performance plaintiff).

HEB Ministries, Inc. v. Texas Higher Education Coordinating Board, 235 S.W.3d 627 (Tex. 2007) (supporting Ministries).

Southwestern Electric Power Co. v. Burlington Northern R.R., 966 S.W.2d 467 (Tex. 1998) (supporting restitution plaintiff).

Weaver v. Wood, 680 N.E.2d 918 (Mass. 1997) (supporting members of church governing board).

Nally v. Grace Community Church, 763 P.2d 948 (Cal. 1988) (supporting church).

People v. Pinkney, 2009 WL 2032030 (Mich. Ct. App. 2009) (supporting free-speech defense).

Strayhorn v. Ethical Society, 110 S.W.3d 458 (Tex. Ct. App. 2003), *review denied* (Tex. 2004) (supporting Society).

Contributions to briefs principally written by others, or unrelated to scholarly research, omitted.

Other Professional Activities

Religious Liberty

Testified sixteen times before congressional committees on religious liberty issues.

Other state and federal legislative work on religious liberty issues.

Advisory Board, Bech-Loughlin First Amendment Center, University of Texas, 2023-present.

Advisory Board, Notre Dame Law School Religious Liberty Initiative, 2020-present.

Board of Advisors, National Museum of American Religion, 2013-present.
 Editorial Board, Ecclesiastical Law Journal, 2009-present
 Fellow, Int'l Academy for Freedom of Religion and Belief, 1991-present.
 Editorial Board, Journal of Church and State, 1990-present.
 Board of Advisors, Becket Fund for Religious Liberty, 2003-21.
 Board Member, Foundation for Religious Studies, University of Texas at Austin, 2000-07.
 Board of Advisors, Religious Freedom Reporter, 1989-2001.
 Board of Advisors, J.M. Dawson Institute of Church-State Studies, Baylor Univ., 1990-95.
 Advisory Comm. on Religious Liberties and Church-State Relations, Presbyterian Church (U.S.A.), 1983-88.
 Executive Board, Center for Church/State Studies, DePaul Univ., 1982-87.

Remedies and General

Board of Trustees, Michigan State University College of Law, 2010-20; President, Law College Foundation, 2014-16.
 Member, American Law Institute, 1983-present; Reporter, Restatement (Third) of Torts: Remedies, 2019-present; Council Emeritus, 2019-present; Council, 2001-19; Exec. Comm. of Council, 2002-19; First Vice President, 2015-19; Second Vice President, 2008-15; Projects Committee 2013-19; Comm. on Governance, 2007-13; Adviser, Principles of Student Sexual Misconduct: Procedural Frameworks for Colleges and Universities, 2015-23; Adviser, Restatement (Third) of Restitution and Unjust Enrichment, 1997-2011; Advisor, Restatement (Second) of Restitution, 1984-85; Preliminary work on Restatement of Remedies, 1985-90.
 Ass'n of American Law Schools, Chair, Planning Committee for Workshop on Remedies, 2006; Chair, Section on Remedies 1984, 1989; Chair, Section on Constitutional Law 2001.
 Consultant on remedies issues to practicing attorneys; occasional appellate litigation; occasional congressional testimony.

Selected University Administration

University of Texas

The Civitatis Award (for a career of “dedicated and meritorious service to the University above and beyond the regular expectations of teaching, research, and writing”) (2005).
 Member, Presidential Search Committee, 2005.
 Chair, Task Force on Assembly and Expression, 2001-03.
 Chair, Consultative Committee on Selection of Dean of Law School, 1994-95.
 Chair, Committee of Counsel on Academic Freedom and Responsibility, 1993-96.
 Chair, Consultative Committee on Selection of Executive Vice President & Provost, 1993-94.
 Chair, Faculty Welfare Committee, 1990-92.
 Other committee memberships omitted.

University of Texas Law School

Associate Dean for Research, 1991-2006.
 Co-chair, Law School Task Force on Needs and Goals, 1999.
 Chair, Budget Advisory Committee, 1986-88.
 Associate Dean for Academic Affairs, 1985-86.
 Chair, Appointments Committee, 1982-83, 1984-85.
 Numerous committee memberships at Virginia, Michigan, Texas, and Chicago omitted.

Other

Member, Committee W on the Status of Women in the Academic Profession, American Association of University Professors, 1982-85.

Bar and Practice Activities

Admitted to practice in the Supreme Courts of Illinois (inactive), Michigan, Texas, and the United States, and in the United States Courts of Appeals for the Second, Third, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, and Eleventh Circuits.

Canons of Judicial Ethics Advisory Committee, Supreme Court of Texas, 2005.

Judicial Speech Advisory Committee, Supreme Court of Texas, 2002.

Faculty Coordinator, The Public Interest Law Internship, 1978-80.

Reporter, Illinois Judicial Conference Committee on Motion Practice, 1977-78.

Vice President, Chicago Council of Lawyers, 1977-78.

Selected Community Service

St. Francis School, Austin, Texas: Vice President 1990-92, President 1992-2001, Treasurer, 2002-present, Director, 1990-present; Chair, Search Committee for New Head of School, 2021-22. Helped lead this independent school through emergency relocation after abrupt cancellation of lease and through ensuing period of rapid growth. It started on a financial shoe string; it is now an Austin institution, providing individualized attention and high quality education to a diverse population of students.

MEMORANDUM

From: Professor Larry Garvin, Chair, Honorary Degrees Committee
To: Members of the University Senate
Date: February 5, 2026
Re: Nomination of Dianne McIntyre for an Honorary Doctorate

The Honorary Degrees Committee is pleased to transmit its unanimous recommendation that Dianne McIntyre be awarded the degree of doctor honoris causa. Nominated by Lisa Florman, Vice Provost for the Arts, Ms. McIntyre is a legendary figure in American modern dance whose career has spanned five decades.

Her candidacy completes a full circle for The Ohio State University. In 1966, while an undergraduate, Ms. McIntyre's presence and burgeoning talent helped catalyze the proposal for a new Bachelor of Fine Arts in Dance. In 1968, the Department of Dance was officially established, and in 1970, Ms. McIntyre became the first-ever recipient of a BFA from Ohio State's Department of Dance.

In recommending her, the Committee finds that her life's work perfectly embodies the university's stated criteria: she has demonstrated "lifetime achievement" and "extraordinary contributions" that have reached the highest levels of international eminence, reflecting the "highest ideals of the university."

Vice Provost Florman's nomination details a career defined by intellectual rigor and creative bravery. After moving to New York City, Ms. McIntyre founded her company, Sounds in Motion, in 1972. This Harlem-based studio became a crucial cultural anchor, serving as a school for the community and a laboratory for artists. Her primary innovation was the integration of modern dance with live "free jazz," a collaboration that earned her the reverence of musical giants like Max Roach and Cecil Taylor. Apart from her own companies, Ms. McIntyre has choreographed for, among others, the Dance Theatre of Harlem and the Alvin Ailey American Dance Theater.

Her accolades are among the most prestigious in the arts, including:

- National Honors: Guggenheim Fellowship; NEA Choreography Fellowship; Master of African American Choreography Medal from the Kennedy Center; three "Bessies," given annually for exceptional achievement by independent dance artists; a Helen Hayes Theater Award; Artist and Impact Awards from the Doris Duke Foundation
- Lifetime Achievement: The 2023 Martha Hill Dance Fund Lifetime Achievement Award and the Samuel H. Scripps/American Dance Festival Award.
- Versatility: An Emmy nomination for HBO's *Miss Evers' Boys* and choreography for major motion pictures like *Beloved*, where she translated the trauma of history into a viscerally expressive physical language.

The seven supporting letters provide a comprehensive view of Ms. McIntyre's stature as a creator, a performer, a teacher, and a leader.

Internal Letters:

Professor Charles O. Anderson (Professor, Department of Dance) pays tribute to her "artistry, rigor, and generosity" in the course of a career that "helped chart the course of our department and, ultimately, the field itself." Her work is "both artistically groundbreaking and culturally transformative." The accolades aside, Professor Anderson found most moving "how she has embodies resilience, vision, and generosity of spirit, opening doors for generations of artists while redefining the very possibilities of dance." In short, "To honor Dianne McIntyre now is to honor the very best of Ohio State: our history, our innovation, and our responsibility to celebrate those who have changed the world through their art."

Professor Emerita Karen A. Bell (Professor Emerita and Dean Emerita of the College of the Arts): Ms. McIntyre "has created an extraordinary body of work with intelligence and heart" and "is kind, curious, empathetic, humble, and generous of spirit." As an illustration, Professor Bell points to a master class Ms. McIntyre held in Columbus, in which Ms. McIntyre's "precise language," "grace," and "deep knowledge . . . illuminated and strengthened [the students'] performance." In 2022 a New York Times article referred to Ms. McIntyre as "The Tom Brady of Dance"; Professor Bell's own comment is that Ms. McIntyre is "our GOAT."

Bebe Miller (Distinguished Professor Emerita): An internationally renowned choreographer herself, Miller describes Ms. McIntyre as a "beacon for African American artists and a champion for all those who value integrity of purpose and vision." During the 1970s, Ms. McIntyre's vision "served as an anchor for aspiring artists" at a time when Black voices were often marginalized in the concert dance world. Ms. McIntyre began her journey at The Ohio State University: "How fitting it would be for the full circle of her life in dance to be recognized and honored by that institution."

External Letters:

Jawole Willa Jo Zollar (MacArthur "Genius" Fellow & Founder of Urban Bush Women): Ms. Zollar describes Ms. McIntyre as an "extraordinary artist" and her "esteemed mentor." In her view, Ms. McIntyre is a "scholar of movement" who masterfully embeds family and community histories into performance. Ms. Zollar is "consistently amazed by the way her vision explodes into brilliance," adding that "her extensive background in the field of dance-making research and pedagogy yields exceptional work of transformation and breakthrough."

Wendy Perron (Former Editor-in-Chief, *Dance Magazine*; Juilliard Faculty): Ms. Perron praises Ms. McIntyre as "a dancer of intriguing delicacy and poetic expressiveness," a pioneering dance teacher, a prolific and powerful choreographer, and an inspiring mentor. Ms. McIntyre's studio was an important part of the Black Arts Movement of the 1970s, an aspect of which was her choreography of "For colored girls who have considered suicide/when the rainbow is enuf," a collaboration with Ntozake Shange. Ms. Perron highlights McIntyre as one of the most

"articulate and wise" figures in the arts, whose work has consistently served as a tool for cultural preservation and social insight.

Annie-B Parson (Artistic Director, Big Dance Theater, and a choreographer known for collaborations with Mikhail Baryshnikov and David Bowie): "I can't think of anyone more deserving, who has brought more to the larger conversation of dance and culture with more grace and love." Ms. Parson describes being "duly floored" by Ms. McIntyre's grace and power as a person and a performer in a recent collaboration. She specifically notes that McIntyre's work for the film *Beloved* was "more than a piece of choreography"; it "moved the film into a place of embodiment and history."

Philip Bither (Senior Curator for Performing Arts, Walker Art Center, Minneapolis): Representing one of the nation's premier contemporary art institutions, Bither calls her "one of America's living dance treasures" and "one of the most beloved and influential living American dance pioneers." He emphasizes her rare ability to make dance and music "part of the same band," reflecting the energy of the liberation effort and the vanguard jazz movement.

The Committee wishes to emphasize that this nomination is not merely a recognition of a successful career, but an acknowledgment of a pioneer who meets the University's highest standards for honorary degrees. Her work aligns with our mission to "advance the well-being of the people of Ohio and the global community" through creative expression.

In a career that spans from the avant-garde jazz lofts of the 1970s to the most important stages of the 21st century, Ms. McIntyre has remained a "kind and humble" leader. She has consistently returned to Ohio State, sharing her expertise with our students and ensuring that the trail she blazed as our first BFA recipient remains open for others.

The Committee had no difficulty whatever reaching its unanimous decision. We were especially impressed with the enthusiasm of those writing letters in her support—both from the outside supporters, who are at the highest level of their field, and the inside supporters, who relate Ms. McIntyre's accomplishments in the context of Ohio State. Experienced members of the Committee couldn't remember a nominee whose nominating and supporting letters were so uniformly strong.

In short, Dianne McIntyre's career is a testament to the transformative power of the arts and the enduring value of an Ohio State education. She has achieved the highest levels of professional success while maintaining a deep, lifelong commitment to her alma mater. The Honorary Degrees Committee therefore recommends that the University Senate approve her for the degree of doctor honoris causa.

December 27, 2024

I am writing to nominate the award-winning dancer and choreographer Dianne McIntyre for the degree of doctor honoris causa. Ms. McIntyre was the very first student to receive a BFA from Ohio State's Department of Dance. Born in Cleveland in 1948, she enrolled at the university in 1964, intending to major in French and to become a linguist/translator for the United Nations. At that time, dance courses were taught through the Department of Physical Education and dance itself was still regarded at Ohio State more as a form of exercise than of art. Fortunately, in 1966—one suspects in no small measure because of Ms. McIntyre's presence at the university and her growing interest in the medium—a proposal was put forward for a new degree, the Bachelor's of Fine Arts in Dance, that would be awarded through a new department housed within the soon-to-be-constituted College of the Arts. The Department of Dance was established in 1968, just in time to award its first degree, a BFA, to Dianne McIntyre, who had changed her major from French to Dance only the year before.

Following graduation, Ms. McIntyre moved to New York City where, as [a recent article in *The New York Times*](#) details, she gravitated to the jazz clubs, intent on absorbing the new music being played and incorporating it into her choreographic practice. By 1972 she had formed her own company, Sounds in Motion, whose stated goal was the integration of modern dance and contemporary music, especially free jazz. McIntyre's most recent work, "In the Same Tongue" (2023), is in many ways a look back to those early years, as well as to the more than fifty-year career she has built around the incorporation of movement and avant-garde music. "In the Same Tongue" is set to a score by composer and cellist Diedre Murray and includes poetry by the late Ntozake Shange, with whom McIntyre frequently collaborated. It will be the first dance performance to be staged in the newly renovated Apollo Theater.

McIntyre's extensive career includes choreography for the Dance Theatre of Harlem and the Alvin Ailey American Dance Theater, as well as her own companies. Her accolades include a Guggenheim Fellowship, a National Endowment for the Arts Three-Year Choreography Fellowship, a Helen Hayes Theater Award and both Artist and Impact Awards from the Doris Duke Foundation. The winner of three "Bessies," awarded annually for exceptional achievement by independent dance artists presenting their work in New York, she has also choreographed for theater and opera, notably the 2022 opera *Intimate Apparel* for Lincoln Center Theater. In 2005, she received the Master of African American Choreography Medal from The Kennedy Center for the Arts in Washington, DC. More recently, she was named a *Dance Magazine* Award Honoree (2022) and the recipient of a Martha Hill Dance Fund Lifetime Achievement Award (2023).

McIntyre's work has also appeared in popular venues, including feature films, such as *Beloved* (1998, directed by Jonathan Demme) and *Fun Size* (2012, directed by Josh Schwartz). She choreographed HBO's award-winning film, *Miss Evers' Boys* (1997), for which she received an Emmy nomination. In addition, she was the choreographer for the PBS

television features *Langston Hughes: The Dream Keeper* (1985) and *for colored girls who have considered suicide / when the rainbow is enuf* (2007).

McIntyre has also had an impressive career as an educator. She served on the faculties at the University of Wisconsin-Milwaukee and Sarah Lawrence College, and has been a guest artist and teacher at numerous institutions, including Spelman College, the American Dance Festival and Jacob's Pillow.

When “In the Same Tongue” premiered at the Walker Arts Center in Minneapolis last year, the *Minnesota Star Tribune*’s headline declared: [Dianne McIntyre is the queen of dance collaborations and improvisations](#). Philip Bither, senior curator of performing arts at the Walker, said that he was pleased to see McIntyre finally getting the attention she deserved for being a pioneer not just of contemporary dance but also of the interdisciplinary collaboration between jazz and choreography. Pointing out that an entire chapter is devoted to her work in Wendy Perrin’s book, *The Grand Union: Accidental Anarchists of Downtown Dance, 1970-1976* (2020), wherein she is described as one of the great innovators of dance improvisation, Bither added that McIntyre was, of all the dancers and choreographers working in New York during those years, the sole person who had “earned the trust and reverence from all the major figures in contemporary jazz and new music, including people like Cecil Taylor, Lester Bowie and Max Roach.” He added: “Dianne has figured out this wonderful synergy and deep relationships with musicians, who flocked to her because they felt she was one of the few who understood them and their music.”

As “In the Same Tongue” is set to be re-staged in New York this spring in what is, effectively, a celebration of her half-century-long commitment to the integration of music and movement, and as we approach the 55th anniversary of her graduation from Ohio State as the first recipient of a BFA from the Department of Dance, it seems a fitting moment to mark Dianne McIntyre’s lifetime achievement in the arts with an honorary degree. She has already been awarded honorary doctorates from SUNY Purchase and Cleveland State University; it is time for her alma mater to follow suit.

Sincerely,



Lisa Florman
Vice Provost for the Arts
Professor, History of Art
Office of Academic Affairs
Email: florman.4@osu.edu

Internal letters in support of Dianne McIntyre's nomination were written by:

Charles Anderson is the former Chair of the Department of Dance and the artistic director of Charles O. Anderson/dance theatre X. His work has been presented nationally and internationally and has earned recognition by numerous grants and organizations such as the Pew Fellowship in the Arts, one of "25 to Watch" by *Dance Magazine*, and one of '12 Rising Stars in the Academy" by *Diverse: Issues In Higher Education Magazine*. Before joining the Ohio State Dance faculty as department chair, he was head of the dance program and an associate professor of African Diaspora Dance Studies at The University of Texas at Austin. Anderson also serves on faculty of the American Dance Festival six-week school in Durham, NC.

Karen Bell (Professor Emerita) was chair of Ohio State's Department of Dance for five years before becoming Dean of the College of the Arts. In 2008, she was named the university's first Associate Vice President for Arts Outreach. While chair, Karen was instrumental in securing funding for the implementation of technology and the integration of African and African-based dance forms throughout the curriculum. She served on the American College Dance Festival Association board for twelve years and was the Northeast Regional Representative for five.

Bebe Miller (Distinguished Professor Emerita) is artistic director of Bebe Miller Company (BMC), which she formed in 1985. BMC has been commissioned and presented by leading venues including 651 ARTS, BAM Next Wave, Jacob's Pillow, Joyce Theater, REDCAT, Walker Art Center and the Wexner Center for the Arts. Named a Master of African American Choreography by the Kennedy Center in 2005, Miller was an inaugural Doris Duke Artist Award recipient, a U.S. Artists Ford Fellow, a Movement Research honoree, and a Danspace Project Gala honoree. She has received four New York Dance and Performance "Bessie" awards, the David R. White Award from New York Live Arts, and honorary doctorates from Ursinus College and Franklin & Marshall College.

The external letters come from the following people:

Philip Bither is the Senior Curator for Performing Arts at the [Walker Art Center](#) in Minneapolis, MN, which is one of the most frequently visited and widely respected contemporary art centers in the U.S. While the Walker has always been known for its multidisciplinary, the performing arts program has taken off over the last 28 years, all of that under Bither's leadership. Dianne McIntyre's *In the Same Tongue* (2023) was co-commissioned by the University of Minnesota and the Walker Art Center, where the work received its world premiere.

Annie-B Parson is an American choreographer, dancer and director based in Brooklyn, NY. She currently serves as the artistic director of [Big Dance Theater](#), which she founded in 1991 with Molly Hickok and Paul Lazar. Parson herself describes Big Dance as “a group of people who are interested in pushing dance into the theatrical realm and pushing theatre into the realm of dance.” She is also known for her collaborations with, among others, Mikhail Baryshnikov, David Byrne, David Bowie, Laurie Anderson, Jonathan Demme, Esperanza Spalding and the Martha Graham Dance Company. Her awards include a Guggenheim Fellowship, multiple “Bessie” Awards and an Obie.

Wendy Perron is a writer and scholar as well as a dancer and choreographer. She danced with the Trisha Brown Company in the 1970s and choreographed more than 40 works for her own group, which received commissions from the Lincoln Center Festival, the Joyce Theater and Jacob’s Pillow, among others. In the early 1990s she served as associate director of Jacob’s Pillow and, from 2004 to 2013, she was the editor-in-chief for *Dance Magazine*. Her book *The Grand Union: Accidental Anarchists of Downtown Dance, 1970-1976* (2020) includes a section devoted exclusively to the work of Dianne McIntyre. Perron has been on the faculty at Juilliard since 2019.

Jawole Willa Jo Zollar is the founder and artistic director of the [Urban Bush Women](#) (UBW), a New York-based theatrical dance company that, in 2020, was declared by the Ford Foundation to be one of America’s Cultural Treasures. Dedicated to both bold, narrative storytelling and bringing dance to underserved communities, UBW has created a repertoire of more than 40 works, which have been presented across the U.S., Africa, Asia, Australia, Europe and South America. Beyond UBW, Zollar has choreographed work for, among others, Alvin Ailey American Dance Theater, Philadanco, and Dayton Contemporary Dance Company. She holds the Lawton and Nancy Smith Fichter Chair of Dance in the School of Dance at Florida State University and, in 2011, was named the Robert O. Lawson Distinguished Professor, the highest award granted to FSU faculty. Zollar is also the recipient of numerous other awards, including a MacArthur “genius” grant and the Samuel H. Scripps/American Dance Festival Award for lifetime achievement.

September 8, 2025

Dear Colleagues,

It is my profound honor to support the nomination of Dianne McIntyre for an honorary degree from The Ohio State University.

Dianne was one of my first modern dance teachers at the American Dance Festival in the early 1990s. Even then, her artistry, rigor, and generosity left an indelible mark on me. In 2014, I shared a performance bill with her at New York Live Arts in an evening honoring James Baldwin—a moment that remains one of the most meaningful of my career. Since then, we have stayed connected, and when I became Chair of the Department of Dance, one of my deepest commitments was to ensure that she was celebrated as one of our most distinguished alumni.

Her story is inseparable from ours: the first graduate to earn a BFA in Dance at Ohio State in 1970, she helped chart the course of our department and, ultimately, the field itself. From her pioneering company *Sounds in Motion* and her collaborations with giants of jazz, to her choreography for Alvin Ailey American Dance Theater, Dance Theatre of Harlem, theater, film, and opera, she has created work that is both artistically groundbreaking and culturally transformative.

The accolades—three Bessies, a Guggenheim, the Kennedy Center’s Master of African American Choreography Medal, the Dance Magazine Award, and the Martha Hill Lifetime Achievement Award, among many others—speak to her stature. But what moves me most is how she has embodied resilience, vision, and generosity of spirit, opening doors for generations of artists while redefining the very possibilities of dance.

To honor Dianne McIntyre now is to honor the very best of Ohio State: our history, our innovation, and our responsibility to celebrate those who have changed the world through their art. She is, without question, more than deserving of this recognition.

Sincerely,



Charles O. Anderson
Professor of Afro-Contemporary Dance
OAA Faculty Fellow for the Arts
The Ohio State University

September 5, 2025

Dear Professor Garvin,

It is a pleasure to write a letter on behalf of Dianne McIntrye's candidacy for an honorary degree at The Ohio State University. Dianne loves Ohio State and we in the Department of Dance love her. I am writing on behalf of our founder, Helen P. Alkire, Dianne's teacher and lifelong counselor, and Vera J. Blaine, Helen's successor and Dianne's mentor and friend. Though they are both gone from this world, they would be over the moon with this recognition from Dianne's beloved university. From the moment of my arrival in 1980 her name and accomplishments were widely known and talked about throughout the department. We have interacted many times over the decades as she has come back to OSU to teach and I have had the privilege of seeing her work on stage and screen.

Vice Provost Lisa Florman expertly chronicled Dianne's life and professional accomplishments in her beautifully detailed letter of nomination. Dianne surely is one of our stars — one of the first to graduate with a BFA from a newly formed Department in 1968 and now more than 55 years later, still in the throes of her magnificent career, nominated for an Honorary Doctorate. She has created an extraordinary body of work with intelligence and heart, doing so with hard work, determination and perseverance while demonstrating an allegiance to her core values. It is the content of Dianne's character that is as impressive as her artistic voice. She is kind, curious, empathetic, humble, and generous of spirit. A few years ago I had the pleasure of observing her lead a master class and rehearsal that speaks to these qualities.

Dianne was teaching a community dance technique class followed by coaching a session with our dance students rehearsing an historic Helen Tamaris dance. All of this took place at the Lincoln Theatre in downtown Columbus. The class had already begun when I walked into the crowded ballroom where it was held. It seemed that all of the dancers in town had come to take the class or observe Dianne at work. There was a vibrating energy throughout the room, as the participants were concentrating and following Dianne's every move and word. With precise language and clear movement, she encouraged exploration of complex dance material as she guided students with grace and joy to understand the nuances of a particular phrase. Whether in a studio or in conversation with Dianne it is this grace, her innate kindness, that radiates and shines on those around her. Students feel it— she is on their side as they try to master an exercise or a dance. As she coached the 1937 Tamaris dance, *How Long, Brethren?*, her deep knowledge of American history was in the fore as was her empathy, fiercely upholding human dignity with passion. Her remarkable energy was contagious. Putting the dance into a context that students could understand and appreciate illuminated and strengthened their performance. Interacting with the



observers in the room with curiosity and ease, asking them to share their stories to bring new insights to the dancers was also impressive to observe. It is her interest in individuals that draws people to her as she has compassion for those around her whether they be students, professional dancers, colleagues or friends; her humility allows her to truly empathize with others.

The content of Dianne's work also speaks to her character as she explores the human condition with a deep understanding of love/hate, joy/grief, passion/apathy, triumph and tragedy. In 2022 there was an article in the New York Times titled "[The Tom Brady of Other Jobs.](#)" Dianne was named "The Tom Brady of Dance". She certainly is an alum who is the greatest of all time in her performance, choreography and especially her collaborations with jazz musicians. She has received numerous significant awards and recognitions for her outstanding work and is considered a legend in the field. She's our GOAT and past Department of Dance colleagues, including Helen and Vickie, who taught and mentored Dianne would heartily agree.

Thank you for considering Dianne McIntyre for this exceptional honor from her alma mater.

Sincerely,

Karen A. Bell
Professor Emerita
Retired Chair of Dance, and Dean of the former College of the Arts



September 30, 2025

To Whom It May Concern:

I am thrilled and incredibly humbled to have this opportunity to write in praise and support of Dianne McIntyre. I write as a fellow dance artist, a fellow graduate of the Department of Dance at The Ohio State University and as a colleague in the vibrant and ever evolving New York City contemporary dance scene. But mostly I write as a deep admirer of Ms. McIntyre's life in dance, as well as a benefactor of the example she has set for others to follow.

Ms. McIntyre received the very first BFA degree in Ohio State's newly formed Department of Dance in 1968 and moved to New York City soon after. She embarked on a long-term experiment in crafting dance in collaboration with her contemporaries in live jazz, poetry and theater. What is remarkable to me is her focused intention during her early years to seek out these 'free' jazz artists working in Harlem and elsewhere. They inspired her to bring forward a one-of-a-kind dialogue between dance and music in her choreography. She felt it a privilege to share this wealth of new sound and choreographic expression, rooted in the political times and context of the Black Power movement that was emerging in Harlem and beyond. In founding her dance company Sounds in Motion in her first few years in New York Ms. McIntyre embarked on the journey that she continues even still: to share, create, encourage, teach and inspire, reaching artists and audiences alike.

When I moved to New York City in 1977 after graduating from Ohio State with a Master's degree in dance, Dianne's Sounds in Motion classes were an early source of inspiration for me. Even in class the thrust of her collaborative energy was thrilling. Her balance of physicality, purposeful connection with the community and collaboration with emergent jazz defined a new genre of creative practice. Dianne created a windstorm of connections and possibilities; her gift of story, dance and sound led me and countless other young artists toward finding our own choreographic voice.

For fifty years Dianne McIntyre has been a beacon for African American artists and audiences, and a champion for all those who value integrity of purpose and vision. Let us note as well the tenure of the times through which she has crafted her art. The political and creative passions in 1970s Harlem were a formative background for many artists whose work was dubbed 'difficult' as well as Black. We now recognize the institutional undertone of the times; the divisive descriptives of an artist's work served to cordon off the impact of voices that were not fully heard, not fully shared. In my own journey as a Black artist, I recognize the shifting patterns of support that eventually, over time, allowed the value of the work itself to speak beyond expectations.

Dianne McIntyre's gift to us is the fundamental expression of a singular vision. It is one that has served as an anchor for aspiring artists for decades. In the Kennedy Center's recognition of Ms. McIntyre as a Master of African American Choreography; the bestowal of honorary doctorate degrees from the State University of New York at Purchase, a stellar institution for the performing arts, and Cleveland State

University, her hometown institution; the awards and fellowships from our most prestigious foundations, I feel that Ms. McIntyre is at long last receiving the national attention she fully deserves. In 1998 our two companies along with Urban Bush Women performed in "Dance and Spiritual Life," an evening of works presented by Brooklyn Academy of Music. In 2009 I had the honor of performing with Dianne in the premiere of "Fly: Five First Ladies of Dance," which we toured through 2011. Most recently this past July we both performed for the opening of the new Doris Duke Theatre at Jacob's Pillow, one of the country's oldest and most prestigious dance festivals. This 30-year span of our connection is a partial record of her accomplishments as well as a timeline of my profound regard for her work.

Dianne McIntyre's fifty years of rigorous, joyful work speaks deeply and truly to our national soul. She began her journey at The Ohio State University. How fitting it would be for the full circle of her life in dance to be recognized and honored by that institution.

Sincerely,

A handwritten signature in black ink, appearing to read "Bebe Miller". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

Bebe Miller
Artistic Director, Bebe Miller Company
Professor Emerita, Department of Dance
Distinguished Professor, College of the Arts, The Ohio State University

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September 19, 2025

Dear Lisa Florman,

It is my immense pleasure to recommend Dianne McIntyre for an honorary degree from The Ohio State University. Dianne McIntyre is one of the most beloved and influential living American dance pioneers. For nearly 50 years, her influence on Black modern and contemporary dance has been profound, elevating and helping to define how vital its relationship to live music and text can be.

Coming out of the Black Arts Movement (1965-75), Ms. McIntyre developed close ties with leading jazz innovators like Amina Claudine Myers, Max Roach, Olu Dara, Cecil Taylor and Lester Bowie (with whom she created the Walker-commissioned *Invincible Flower* in 1999). She wove together live music and dance in new ways, fusing composition and improvisation both in the creative process and in her final presentations.

In 2023, Ms. McIntyre was commissioned by the Walker Art Center to create her dynamic ensemble work *In the Same Tongue*. In an interview prior to the premiere, Ms. McIntyre told dance scholar Vita Goler that her desire was “to meld dance and music together so they seem like they’re part of the same band,” forging new levels of interaction and communication, reflecting the “freedom of the human spirit” while drawing on the intensity of the music to capture “the energy of liberation effort.”

I think Dianne McIntyre is one of America’s living dance treasures. Her influence and respect within the fields of contemporary dance and vanguard jazz is deep and wide-ranging. I think she would be an ideal candidate for an honorary degree from The Ohio State University.

Sincerely,



Philip Bither
McGuire Director and Senior Curator, Performing Arts
Walker Art Center

September 2, 2025

To the members of the Honorary Degree Committee:

I am honored to nominate Dianne McIntyre for an honorary degree from her alma mater, The Ohio State University. Ms. McIntyre received the first degree from the newly established Department of Dance at OSU in 1968.

Dianne McIntyre's work and reputation have always loomed large in the history of dance in New York City. I am a fellow choreographer, and because what Ms. McIntyre has accomplished both artistically and culturally is so rare, I have admired and followed her career for many years. In the early 1970s, Ms. McIntyre founded the Harlem-based Sounds in Motion, an ensemble of dancers and musicians that toured throughout the country, and in Europe for decades. This in itself was a giant achievement; but Sounds in Motion also became a cultural meeting ground for artists, scholars, and activists to gather in Harlem to advance the movement of Black consciousness. Ms. McIntyre was the guiding light.

Later Ms. McIntyre would go on to have a career as a choreographer for TV, Broadway, and film; I became aware of her first through her brilliant choreography in the movie *Beloved*, directed by Jonathan Demme and starring Oprah Winfrey. That dance is more than a piece of choreography; she imbued it with a history that came from her intellectual cultural knowledge about slavery in American History coupled with the profound knowledge and training in her body. Her choreography moved the film into a place of embodiment and history that only dance has the potential to do.

This summer I finally had the honor and pleasure of working with her and was charmed and duly floored by her grace as a human being and her talents. I was charged to choreograph a dance for a group of veteran dancers at Jacobs Pillow, which, as you may know, is the longest running and most prestigious international dance festival in the U.S. In rehearsal Ms. McIntyre was generative and receptive, and her performance was so rare, so profound, that we ended the dance by leaving her alone on stage to linger until the lights went out.

I am thrilled to be a voice in the nomination process for Ms. McIntyre and urge you to bestow an honorary degree upon her; I can't think of anyone more deserving, who has brought more to the larger conversation of dance and culture with more grace and love.

Sincerely,

A handwritten signature in cursive script that reads "Annie-B Parson". The signature is written in dark ink and is positioned above a thin horizontal line.

Annie-B Parson

September 30, 2025

Dear Honorary Degree Committee

The Ohio State University

To whom it may concern:

I highly recommend Dianne McIntyre for an honorary degree.

A dancer, choreographer, director, and teacher with a career spanning five decades, Ms. McIntyre has distinguished herself in multiple ways. First, she is a dancer of intriguing delicacy and poetic expressiveness. Second, she started a dance school in Harlem, where she crossed dance, theater and music. Third, as a prolific choreographer, she has challenged herself to make work in different contexts, constantly negotiating new territory. Combining dance, music and theater, she tells vivid, elevating, and very real stories. Sounds in Motion, the company she founded and directed from 1972 to 1988, was devoted to developing choreography in collaboration with live jazz music.

Her dances sometimes made strong cultural statements. For instance, her *In Living Color* (1988), with script by playwright Oyamo, illuminated stories about the Gullah people of Johns Island, S.C., to tell about the villagers' struggles in saving Gullah traditions. The piece was strident but gentle, specific but universal. I remember being moved by the emotional intensity and impressed by how the performers wove together movement, music, and story.

She has been an inspiring mentor to many women, most notably three who have become towering figures: First, Jawole Willa Jo Zollar, who founded the landmark collective Urban Bush Women; Halifu Osumare, author of several books on Black diasporan dance including her acclaimed memoir *Dancing in Blackness*; and poet Ntozake Shange, who wrote the legendary 1975 musical *For colored girls who have considered suicide/when the rainbow is enuf*. McIntyre was the original choreographer of that award-winning musical, which made history by centering the story on a group of young Black women *and* by combining words, music, and dance.

Because she taught in Harlem and she collaborated with theater groups, she was more connected to the Black Arts Movement of the 1970s than most other Black dance artists. In presenting her with a 2022 Dance Magazine Award, Jawole Will Jo Zollar described McIntyre's studio of the '70s and '80s as a place that "profoundly centered the community of Harlem and Black folks from all over."

Other companies have performed her works, including Dance Theatre of Harlem, Alvin Ailey American Dance Theater, Philadanco!, Cleo Parker Robinson Dance, GroundWorks DanceTheater, Dancing Wheels, and Dayton Contemporary Dance Company.

When McIntyre premiered *In the Same Tongue* at The Apollo's Victoria Theater in 2024, she made a powerful statement that dance and music are essential to each other. The score by jazz

composer Diedre Murray was played by four musicians who mingled with the dancers, sometimes to the poetry of Ntozake Shange. Every section brought revelations of the possible relationships between music and dance. In one episode, the wailing of the dancers merged with the brass player so completely that the sounds of the dancers and musicians were one. The whole piece was so affecting that I named it one of the top performances of the year in my “Highlights of NYC” for *Tanz* magazine’s 2024 yearbook issue.

Every time Dianne speaks publicly, whether in association with her own performances, or on a panel or in an interview, she is sharply and sweetly articulate, honest, insightful, sensitive, and wise. In fact, she was so articulate on a panel at New York Live Arts in 2014, that I invited her to put forward her view for a chapter in my book on the improvisation group Grand Union. I felt her approach to the joining of dance and music would deepen the understanding of improvisation in performance. I felt she meshed the influence of Black jazz with the influence of Merce Cunningham and John Cage through her study with Judith Dunn in a way that allowed improvisation in performance to evolve.

I have the utmost regard for Dianne McIntyre as an artist and person. I give her my highest recommendation to receive this award from the Ohio State University.

Sincerely,

Wendy Perron

Former editor in chief, Dance Magazine

Dance History teacher, The Juilliard School



September 26, 2025

To whom it may concern:

It is with great pleasure that I recommend my esteemed mentor and friend, Dianne McIntyre, for an honorary doctorate from The Ohio State University.

Dianne's artistic achievements have been embodied, performed, exhibited, and written about for decades. I've borne witness to this extraordinary artist and the multifaceted study that gives voice to her work. As Founder of Urban Bush Women (UBW) Dance Ensemble in New York City; the Nancy Smith Fichter and Robert O. Lawton Professor of Dance at Florida State University (FSU); 2021 MacArthur Fellow; and 2022 Gish Award recipient, I recommend Dianne from the perspective of a working choreographer, professor of dance, and innovator of unique programs to support our artistic field.

In the book *The Undercommons: Fugitive Planning and Black Study*, by Fred Moten and Stefano Harney, there is a passage that captures the complexity of performance and the ways of knowing in the body, using family culture and visual frameworks as study, as Dianne McIntyre has harnessed in her practice. So often, we who physically embody study as our first entry point and language feel marginalized in academic settings.

“Is there a way of being intellectual that isn't social? When I think about the way we were using the term 'study,' I think we were committed to the idea that study is what you do with other people. It's talking and walking around with other people, working, dancing, suffering, some irreducible convergence of all three, held under the name of speculative practice. The notion of a rehearsal – being in a kind of workshop, playing in a band, in a jam session, or old men sitting on a porch, or people working together in a factory – there are these various modes of activity. The point of calling it 'study' is to mark that the incessant and irreversible intellectuality of these activities was already there. These activities aren't ennobled by the fact that we now say, 'oh, if you did these things in a certain way, you could be said to have been studying.' To do these things is to be involved in a kind of common intellectual practice.”

In Dianne's research, she masterfully embeds family and community histories into performance. Her study of jazz music and the ways musicians improvise, jam, and create permeates her work with expert execution – she brings the social underpinnings of Black and creative cultures into powerful collaborations with music, theater, and dance. In experiencing her body of work over the years, I am

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consistently amazed by the way her vision explodes into brilliance. She is creating a performative space that dovetails her years of teaching and performing with the immediacy of the jazz jam session. Her extensive background in the field of dance-making research and pedagogy yields exceptional work of transformation and breakthrough. For Dianne to be bestowed this honor from The Ohio State is timely, as gathering of community to make art together is so urgent at this moment.

If you have any further questions, I can be reached at jwjzollar@mac.com.

Sincerely,

Jawole Willa Jo Zollar
Nancy Smith Fichter Professor of Dance, Florida State University
Founder/Visioning Partner, Urban Bush Women
2021 MacArthur Fellow
2022 Gish Award

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